

Harrisburg City School District
Amended Recovery Plan
Report for Quarter 1
July 1, 2024 – September 30, 2024



Dr. Lori A. Suski, Court Appointed Receiver

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Authority & Purpose

Section 672-A (b) (2) of the Pennsylvania Public School Code requires the submission of a quarterly report to the Secretary of Education. This report reflects the first quarter of the 2024-25 fiscal year which encompasses the period from July 1 through September 30, 2024.

On July 1, 2024, Mrs. Yvonne Hollins was appointed as the part-time Chief Recovery Officer (CRO) for the Harrisburg City School District, replacing Dr. Travis Waters whose contract concluded on June 30, 2024. The 2024 amendment to the Recovery Plan was approved by the Dauphin County Court of Common Pleas on July 18, 2024. The Receiver delivered the keynote presentation at Convocation Day on August 26, 2024 to all District employees. The presentation focused on the all the initiatives and goals of the Amended Recovery Plan.

During this quarter, the Receiver and Chief Recovery Officer (CRO) worked with Public Financial Management (PFM) to develop a monitoring tool for use in the 2024-25 school year that includes a repository for artifacts (evidence) to substantiate the administration's claims that initiatives and goals have been accomplished to the degree that the Receiver could possibly make an argument that the District is ready to exit receivership at the conclusion of the current cycle which is set to expire on June 17, 2025.

The PFM team traveled to Harrisburg on September 10, 2024 to spend the day with the Receiver and CRO. Meetings were held with the cabinet to roll out the new monitoring tool. Following that meeting, each cabinet member met with the

team to review their specific initiatives and the evidence that would need to be submitted to Mrs. Hollins who would, in turn, submit that evidence to PFM to upload into the monitoring tool.

District Demographics

The 2024-25 school year began on Tuesday, September 3, 2024. Enrollment across the District increased by 620 students since the start of the 2023-24 school year based on the October 1 count that is submitted annually to the Pennsylvania Department of Education.

SCHOOL NUMBER	SCHOOL NAME	OCT 1 ENROLLMENT 2023-24	OCT 1 ENROLLMENT 2024-25	CHANGE IN ENROLLMENT
8268	Benjamin Franklin Sch	675	679	4
8264	Camp Curtin Academy	448	724	276
8376	Cougar Academy	320	300	-20
8265	Downey Sch	384	405	21
1766	Foose Sch	485	522	37
9999	Harrisburg City SD	118	116	-2
6333	Harrisburg HS	1215	1,349	134
7902	Harrisburg HS- SciTech Cmp	322	347	25

8266	Marshall Academy	70		-70
7901	Marshall Math Science Academy	377	408	31
8267	Melrose Sch	566	536	-30
7623	Rowland Academy	553	354	-199
7667	Scott at Lincoln School	433	484	51
8537	Steele School		362	362
Total		5966	6,586	620

Due to the District reconfiguration of schools for 2024-25, all rising 6th grade students were assigned to Camp Curtin Academy or Marshall Math Science Academy (MMSA). This began the first year of a three-year shift away from Rowland Academy with a loss of 199 students and increased the number of students at Camp Curtin by 276 total students. MMSA welcomed 31 additional students by application only. The movement of Scott Elementary School students, primarily to the Lincoln building, resulted in an increase of 51 students, and the grand re-opening of the once shuttered Steele Elementary School welcomed 362 students from across the uptown area of the city. The renovation project was significantly delayed due to shoring that needed to occur in the cafeteria and kitchen which caused the electricians to be behind schedule. New additions to a 1910 building were challenging, but the finished product is beautiful. Although the gymnasium was not available for use during the first two weeks of school, all other areas of the school were accessible to start the school year.

Another major change due to the reconfiguration was the movement of the Academies at Hamilton (operated by Specialized Education Systems, Inc.) to the Scott building. As of September 30, 2024, there are 26 students in the K-5 Cougar Paws program, 12 students in Cougar Middle Years (Grades 6 – 8), and 15 students in the Cougar Achieve program which is the Alternative Education for Disruptive Youth (AEDY) program for Grades 6 – 12. A total of 45 students are placed in the credit recovery program known as Cougar Excel.

There are 28 special education students placed at Capital Academy, 5 special education students at Yellow Breeches, and 5 special education students at New Story.

The grand total of student outplacements totals 136 students as of September 30, 2024. Additionally, there are 247 students enrolled in Dauphin County Technical School for the 2024-25 school year which is an increase of nine (9) students over the 2023-24 school year.

Charter school enrollment for the 2024-25 school year has declined because of the Premier Arts & Sciences Charter School closure in August 2024. The District administration began meeting with representatives of Premier Charter School in July to review the necessary steps to “wind down” operations of the school. At the August 27th School Board meeting, the Receiver approved the Stipulations to Resolve the Non-Renewal Proceedings initiated by the Harrisburg School District directed against Premier Arts and Science Charter School. The District enrolled over 120 students from Premier into the

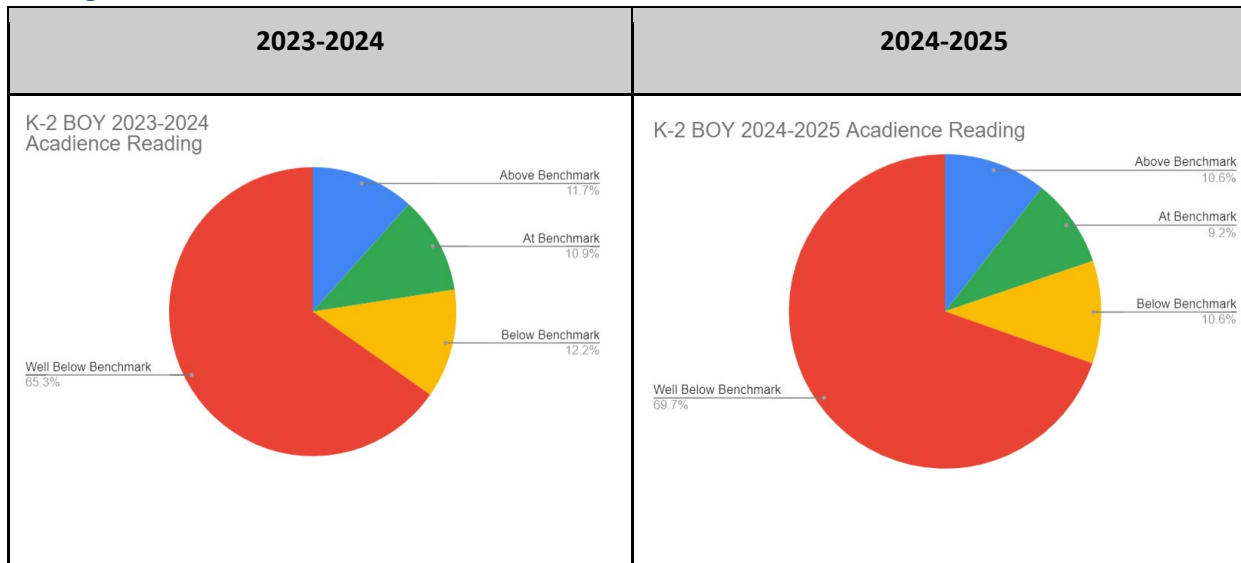
Harrisburg City schools during the summer months. Overall, charter school enrollment stands at 1,428 students as of September 30, 2024.

Academic Performance

As the new school year began, the beginning of the year Acadience (K-2) and Star (3-8) assessments were administered to all elementary and middle school students. Supervisor of English/Language Arts, Ms. Kerensa Finley, provided the following analysis of the 2024-25 data compared with the 2023-24 data:

Reading

Kindergarten-Second Grade BOY Acadience Data



<ul style="list-style-type: none"> — Above Benchmark 132 — At Benchmark 123 — Below Benchmark 138 — Well Below Benchmark 738 	<ul style="list-style-type: none"> — Above Benchmark 152 — At Benchmark 131 — Below Benchmark 151 — Well Below Benchmark 996
Total Number of Students Tested: 1131	Total Number of Students Tested: 1430

Third-Eighth Grade BOY Star Data

2023-2024	2024-2025																														
<p>3-8 BOY 2023-2024 Star Data</p> <table border="1"> <caption>2023-2024 Student Performance Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>56.8%</td> <td>1478</td> </tr> <tr> <td>Basic</td> <td>24.1%</td> <td>626</td> </tr> <tr> <td>Proficient</td> <td>14.8%</td> <td>386</td> </tr> <tr> <td>Advanced</td> <td>4.3%</td> <td>111</td> </tr> </tbody> </table> <ul style="list-style-type: none"> — Advanced 111 — Proficient 386 — Basic 626 — Below Basic 1478 	Category	Percentage	Count	Below Basic	56.8%	1478	Basic	24.1%	626	Proficient	14.8%	386	Advanced	4.3%	111	<p>3-8 BOY 2024-2025 Star Data</p> <table border="1"> <caption>2024-2025 Student Performance Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>57.0%</td> <td>1632</td> </tr> <tr> <td>Basic</td> <td>24.2%</td> <td>691</td> </tr> <tr> <td>Proficient</td> <td>14.5%</td> <td>416</td> </tr> <tr> <td>Advanced</td> <td>4.3%</td> <td>122</td> </tr> </tbody> </table> <ul style="list-style-type: none"> — Advanced 122 — Proficient 416 — Basic 691 — Below Basic 1632 	Category	Percentage	Count	Below Basic	57.0%	1632	Basic	24.2%	691	Proficient	14.5%	416	Advanced	4.3%	122
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A Picture of BOY

The data in Kindergarten through eighth grade suggests that if the English Language Arts systems remain the same, the student performance will remain the same. 80% of students in kindergarten through grade two are at risk. 81% of students in grades three through eight score below proficiency. This indicates that core (tier one) instruction is the concern.

To support the health of core instruction, the Office of Academics has created a differentiated series of professional learning opportunities that occur on the first and third Wednesday during scheduled early dismissals for professional development: GLEAM UPP Pathway One, Two and Three. The outcomes for Pathway One include confidence in planning grade-level instruction using District resources, analysis of grade-level standards, creation of grade-level lesson objectives and grade-level activities that match the standards. The outcomes for Pathway Two include confidence in planning grade-level instruction, identification of scaffolds and orchestration of productive struggle while anticipating possible solutions or student responses. The outcomes for Pathway Three include confidence in planning grade-level instruction, identification of scaffolds and orchestration of productive struggle while anticipating possible solutions or student responses, incorporation of funds of knowledge and facilitation of the process with colleagues.

In addition to professional learning opportunities an ELA Curriculum Development Team was created and has begun its work to revise the District's standards-aligned ELA curriculum. The team consists of 30 members from grades Pre-K to

twelve representing all schools. The first task of the team is to ensure that all standards are addressed in the current curriculum.

On September 24, 2024, the Supervisors of ELA and Math teamed with the District instructional coaches, reading specialists and math interventionists to analyze the BOY data following the TIPS framework. An initial data analysis was completed by the District Supervisors of ELA and Math. The team then identified the problem with precision for each grade K-8, set goals, identified solutions and created a plan. The K-8 ELA staff is currently implementing the solution and progress monitoring the solution’s impact. The team determined the need for class-wide intervention in grades K-8.

Kindergarten:

Precise Problem Statement: Acadience Reading BOY data at all schools shows **Kindergarten** lack of readiness for school and exposure to pre-kindergarten standards.

Current Levels:

	Well Below	Below
Overall	64%	15%
Subcategory First Sound Fluency (FSF)	68%	8%

Goal and Timeline: Reduce at risk students by 29% by November 22, 2024 in FSF

Solution Actions: Classroom Teachers during core and intervention by October 15 - November 22, 2024

Identify Fidelity and Outcome Data:

- Daily FSF instruction during core and intervention (class-wide) from October 15 - November 22
- Monitoring classroom teachers using Heggerty initial phonemes and UFLI phonemic awareness fidelity checklist
- FSF instruction using recommended programming
- Active student participation
- Reading Specialists will be supporting by visiting core and intervention and providing feedback about routines/procedures and programming
- FSF Progress Monitoring by classroom teachers Oct 7-11; Oct 21-25; Nov 4-8

Grade 1:

Precise Problem Statement: Acadience Reading BOY data at all schools shows **grade one** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	75%	9%

Subcategory Phoneme Segmentation Fluency (PSF)	57%	19%
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Goal and Timeline: Reduce at risk students by 27% by November 15, 2024 in PSF

Solution Actions: Classroom Teachers during core and intervention by September 30 - November 15, 2024

Identify Fidelity and Outcome Data:

- Daily PSF instruction during core and intervention (class-wide intervention for 7-10 minutes) from Sept 30-Nov 15
- Monitoring classroom teachers using Heggerty segmenting skills and UFLI phonemic awareness fidelity checklist
PSF instruction using recommended programming
- Active student participation
- Reading Specialists will be supporting by visiting core and intervention and providing feedback about routines/procedures and programming
- PSF Progress Monitoring by classroom teachers Oct 7-11; Oct 21-25; Nov 4-8

Grade 2:

Precise Problem Statement: Acadience Reading BOY data at all schools shows **grade two** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	69%	9%
Subcategory Nonsense Word Fluency Whole Words Read (NWF WWR)	68%	12%

Goal and Timeline: Reduce at risk students by 29% by November 15, 2024 in NWF WWR

Solution Actions: Classroom Teachers during core and intervention by September 30 - November 15, 2024

Identify Fidelity and Outcome Data:

- Daily NWF WWR instruction during core and intervention (class-wide intervention for 17 minutes) from Sept 30-Nov 15
- Monitoring classroom teachers using UFLI fidelity checklist
- NWF WWR (blending, word work, irregular words) instruction using recommended programming
- Active student participation
- Reading Specialists will be supporting by visiting core and intervention and providing feedback about routines/procedures and programming
- NWF WWR Progress Monitoring by classroom teachers Oct 7-11; Oct 21-25; Nov 4-8

Grade 3:

Precise Problem Statement: Star Reading BOY data at all schools shows **grade three** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of

training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	67%	19%

Goal and Timeline: Reduce at risk students by 37% by November 15, 2024 in NWF WWR

Solution Actions: Classroom Teachers during core and intervention by September 30 - November 15, 2024

Identify Fidelity and Outcome Data:

- Daily NWF WWR instruction during core and intervention (class-wide walk to intervention for 30 minutes) from Sept 30-Nov 15
- Monitoring classroom teachers using UFLI fidelity checklist
- NWF WWR (whole lesson) instruction using recommended programming
- Active student participation
- Reading Specialists will be supporting by visiting core and intervention and providing feedback about routines/procedures and programming
- NWF WWR Progress Monitoring by classroom teachers Oct 7-11; Oct 21-25; Nov 4-8

Grade 4:

Precise Problem Statement: Star Reading BOY data at all schools shows **grade four** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	64%	18%

Goal and Timeline: Reduce at risk students by 33% by November 15, 2024 in Nonsense Word Fluency Whole Words Read (NWF WWR)

Solution Actions: Classroom Teachers during core and intervention by September 30 - November 15, 2024

Identify Fidelity and Outcome Data:

- Daily NWF WWR instruction during core and intervention (class-wide intervention for 40 minutes) from Sept 30-Nov 15
- Monitoring classroom teachers using Word Connections fidelity checklist
- NWF WWR (whole lesson) instruction using recommended programming
- Active student participation
- Reading Specialists will be supporting by visiting core and intervention and providing feedback about routines/procedures and programming
- NWF WWR Progress Monitoring by classroom teachers Oct 7-11; Oct 21-25; Nov 4-8

Grade 5:

Precise Problem Statement: Star Reading BOY data at all schools shows **grade five** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of

training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	66%	18%

Goal and Timeline: Reduce at risk students by 35% by November 15, 2024 in Nonsense Word Fluency Whole Words Read (NWF WWR)

Solution Actions: Classroom Teachers during core and intervention by September 30-November 15, 2024

Identify Fidelity and Outcome Data:

- Daily NWF WWR instruction during core and intervention (class-wide intervention for 40 minutes) from Sept 30 - Nov 15
- Monitoring classroom teachers using Word Connections fidelity checklist
- NWF WWR (whole lesson) instruction using recommended programming
- Active student participation
- Reading Specialists will be supporting by visiting core and intervention and providing feedback about routines/procedures and programming
- NWF WWR Progress Monitoring by classroom teachers Oct 7-11; Oct 21-25; Nov 4-8

Grade 6:

Precise Problem Statement: Star Reading BOY data at all schools shows **grade six** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	61%	22%

Goal and Timeline: Reduce at risk students by 30% by November 15, 2024 in Oral Reading Fluency (ORF)

Solution Actions: Academic Lab Teachers during class by September 30 - November 15, 2024

Identify Fidelity and Outcome Data:

- Four times a week PRPS instruction during academic lab for 20 minutes from Sept 30 - Nov 15
- Monitoring academic lab teachers using the PRPS fidelity tool
- PRPS instruction using recommended programming
- Active student participation
- Reading Specialists will be supporting by visiting academic lab and providing feedback about routines/procedures and programming
- ORF Progress Monitoring by academic lab teachers with support from reading specialists Oct 7-11; Oct 21-25; Nov 4-8

Grade 7:

Precise Problem Statement: Star Reading BOY data at all schools shows **grade seven** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	61%	18%

Goal and Timeline: Reduce at risk students by 30% by November 15, 2024 in Oral Reading Fluency (ORF)

Solution Actions: Academic Lab Teachers during class by September 30 - November 15, 2024

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Grade 8:

Precise Problem Statement: Star Reading BOY data at all schools shows **grade eight** lack of training on grade-level standards, lack of frequent, consistent exposure to grade-level content, lack of training on instructional practices, lack of monitoring and feedback using fidelity checklists for staff around instructional practices and grade-level content, lack of training on essential programs, lack of priority focus, lack of preparation, urgency and efficiency, and lack of routines and procedures to create a community of learners

Current Levels:

	Well Below	Below
Overall	60%	17%

Goal and Timeline: Reduce at risk students by 28% by November 15, 2024 in Oral Reading Fluency (ORF)

Solution Actions: Academic Lab Teachers during class by September 30 - November 15, 2024

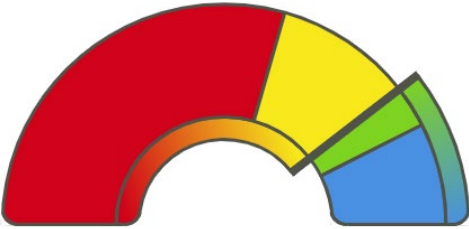
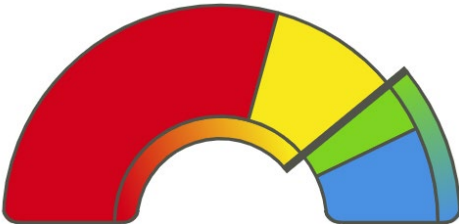
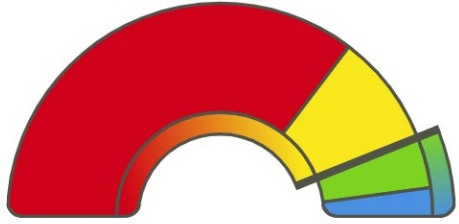
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- ORF Progress Monitoring by academic lab teachers with support from reading specialists Oct 7-11; Oct 21-25; Nov 4-8

Mathematics

Supervisor of K-12 Math & Science, Ms. Jennifer Brosky, provided the following analysis of 2024-25 beginning of the year Acadience (K-2) Math, Star Math (3-8) and CDT (9-12) data compared with data from the 2023-24 school year:

BOY Mathematics

K-2	Kindergarten	1st Grade	2nd Grade
BOY 2023	204 students, 51% Well Below 103 students 26% Below 45 students, 11% At Benchmark 48 students, 12% Above Benchmark	n/ a	n/ a
BOY 2024	<p style="text-align: center;">Beginning of Year Sep 9 - Oct 4, 2024</p>  <p style="text-align: center;">👤 442</p>	<p style="text-align: center;">Beginning of Year Sep 9 - Oct 4, 2024</p>  <p style="text-align: center;">👤 484</p>	<p style="text-align: center;">Beginning of Year Sep 9 - Oct 4, 2024</p>  <p style="text-align: center;">👤 464</p>
	<p style="text-align: center;"><i>260 students 59% Well Below</i> <i>89 students 20% Below</i></p>	<p style="text-align: center;"><i>283 Student 58% Well Below</i> <i>95 Students 20% Below</i></p>	<p style="text-align: center;"><i>408 Students 88% Well Below</i> <i>80 Students 17% Below</i></p>

	78% of K, 1, 2 students are at risk based on Acadience BOY Math Composite score.		
Solution Actions	<p>Tier 1/Core: Implement class-wide intervention, 15 minutes per day, 5 days per week, during core instructional time.</p> <p>Tier 2: Implement high-yield routines, Today's Number, Mystery Number, or Quick Images 5-7 mins daily during morning meetings, core instruction, or intervention to increase conceptual understanding, oral language development, and community building.</p> <p>Tier 2+: Implement early numeracy intervention 20 mins daily, five days per week during intervention time.</p>	<p>Tier 1/Core: Implement class-wide intervention, 15 minutes per day, 5 days per week, during core instructional time.</p> <p>Tier 2: Implement high-yield routines, Today's Number, Mystery Number, or Quick Images 5-7 mins daily during morning meetings, core instruction, or intervention to increase conceptual understanding, oral language development, and community building.</p> <p>Tier 2+: Implement early numeracy intervention 20 mins daily, five days per week during intervention time.</p>	<p>Tier 1/Core: Implement class-wide intervention, 15 minutes per day, 5 days per week, during core instructional time.</p> <p>Tier 2: Implement high-yield routines, Today's Number, Mystery Number, or Quick Images 5-7 mins daily during morning meetings, core instruction, or intervention to increase conceptual understanding, oral language development, and community building.</p> <p>Tier 2+: Implement early numeracy intervention 20 mins daily, five days per week during intervention time.</p>

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	Project Aim (Meadows Center) 25 mins	Project Aim (Meadows Center) 25 mins	Project Aim (Meadows Center) 25 mins
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HS	Algebra I CDT	Algebra II CDT	Geometry CDT
Median	870	933	870
Mean	872	904	876
	Slightly right skewed	Left-skewed <i>there are a few very low values pulling the mean downwards</i>	Right-skewed

Focus on Tier 1

In analyzing the BOY data from this year and last, the health of tier-one core instruction is the continued priority. Fifteen percent or less of students are starting the year above the 50th percentile in grades 3-8, and 20% or less of students are not at risk in grades K-2; the urgency of incorporating high-leverage instructional practices coupled with a curriculum realigned and purposeful learning environment improvements are evident. There is a continued focus on GLEAM, starting with grade-level mathematics instruction for all students. Continued emphasis on using the District's PA Core standards-aligned curriculum and District-approved instructional resources and materials to guide Tier 1/core instruction continues in the 2024-2025 school year. The GLEAM UPP planning process (noted below) ensures that teachers understand the rigor of the tasks and can scaffold to provide students with access to the tasks. This tier 1 focus also includes adopting and implementing SpringMath as a tier 1.5 intervention in two elementary schools. This intervention is implemented during the first 12 minutes of core instructional time.

With the partnership of the Chester County Intermediate Unit, the math curriculum team has started updating curriculum maps in K-8th grade, algebra, and geometry. Teachers also access best practices and vetted resources through Google Classrooms, created for each grade level and at the high school level for each content area.

Addressing Tier 2 & 3

In addition to the core instruction, kindergarten through 5th grade teachers provide tier 2 support through flexible group instruction during the 30-minute math intervention block. Teachers use high-yield routines to strengthen early numeracy skills and increase discourse in math. As SpringMath progresses in the pilot elementary schools, the tools from the program will assist with small-group and individual intervention design. Middle school has added Academic Lab, where 6th through 8th grade students can access tier 2 supports through small group instruction or tailored programming via Freckle and SpringMath where applicable.

The district's four Math Interventionists are assigned to two elementary schools each. They focus on kindergarten through 2nd grade, closing the learning gaps as quickly as possible and using data to drive small-group instructional decisions. Using Acadience Math screening results, the team formed intervention groups of 10 or fewer students per group based on percentile and risk ranges in BQD and NNF and is now providing intensified instruction using evidence-based tools, Whole Number Foundations, and Early Numeracy Interventions, with progress monitoring.

Professional Learning

The work on constructed response strategies, introduced last year, is continuing in the classrooms to align with state standards and grade-level expectations more closely. This previous work enabled the District to partner with PDE's Math Lead and receive professional learning. This year, writing in Math is a focus in elementary, middle, and high schools.

Teachers of math in grades 3-12 and special education teachers participated in a full-day workshop to learn how to implement writing in math using various instructional routines and increase student stamina in writing. In the second session, teachers will learn how to score constructed responses, practice scoring constructed responses, and use that knowledge to create practice problems for grade-level use.

To support the health of core instruction, the Office of Academics has created a differentiated series of professional learning opportunities that occur on the first and third Wednesday during scheduled early dismissals: GLEAM UPP Pathway One, Two, and Three. The outcomes for Pathway One include confidence in planning grade-level instruction using District resources, analysis of grade-level standards, creation of grade-level lesson objectives, and grade-level activities that match the standards. The outcomes for Pathway Two include confidence in planning grade-level instruction, identification of scaffolds, and orchestration of productive struggle while anticipating possible solutions or student responses. The outcomes for Pathway Three include confidence in planning grade-level instruction, identification of scaffolds and orchestration of productive struggle while anticipating possible solutions or student responses, incorporation of funds of knowledge, and facilitation of the process with colleagues.

Science

The STEELS Science team continues writing a K-12 curriculum aligned with STEELS standards. The team also vetted the Science resources purchased in 2023 to ensure alignment with the new standards. The process mirrors the

curricular work between the CCIU and the ELA and Math curriculum writing teams. Currently, at the elementary level, the District’s two Elementary STEM teachers support teachers with 3D teaching and learning using anchor phenomena corresponding to grade-level standards. The middle school STEM teacher supports teachers in exploring their newly designed Science classrooms that include collaborative learning spaces with flexible seating, microscopes, and the Science materials required to participate fully in phenomena-based learning. Students in grades K-8 will have more opportunities to participate in extracurricular activities, contests, and workshops, specifically those offered through the Capital Area Intermediate Unit.

CDT	4th	5th	7th	8th	Biology
Median	520	580	624	735	813
Mean	547	576	701	654	872
Next Steps:	Use data for flexible grouping of students to target instruction	Use data for flexible grouping of students to target instruction	Use data for flexible grouping of students to target instruction	Use data for flexible grouping of students to target instruction	Provide opportunities for teachers to reflect, collaborate, and match instruction to student need

The Academic Performance chapter of the Amended Recovery Plan contains 13 initiatives and four (4) Academic Goals. Access to the [monitoring tool](#) will allow the reader to view all evidence gathered to date for each initiative; however, two initiatives to highlight this quarter include student attendance and hiring high-quality staff in key leadership positions.

Student Attendance

Student attendance for the first month of the 2024-25 school year is depicted in the chart below. Although the District average of 88.08% is below the intended target, eight (8) of the 12 schools are above 90%. John Harris continues to be the most concerning with approximately 75% of the students regularly attending school. Director of Student Services, Ms. Marianne Peters, developed an attendance tracking tool. Regular attendance meetings are conducted at each school with Student Attendance Intervention Plans (SAIPs) developed for truant students.

2024-25 Monthly Percent of Attendance District and School Totals Chart

Schools/District	Sept
Benjamin Franklin	89.63
Downey	91.94
Foose	92.45
Scott @ Lincoln	91.2
Melrose	94.27
Steele	91.95
Camp Curtin	89.33
Cougar Academy	95.11
Rowland	86.96
Math/Science	93.62
John Harris	74.57

SciTech	94.45
District	88.08

Hiring High-quality Staff in Key Leadership Positions

The summer months were challenging for the Office of Human Resources. With the departure of Director Heidi Zula and two consultants coming onboard temporarily, numerous issues have been left to clean up. The Receiver and solicitor met on July 25, 2024 to discuss various Human Resources issues. The new Director of Human Resources, Marlena Lang, was hired at the August 20, 2024 Committee of the Whole meeting and was released from her current employer on September 23, 2024.

Dr. Marcia Stokes, Chief Financial Officer, served as Acting Superintendent from July 1 – October 31, 2024. Through the Pennsylvania School Boards Association (PSBA) search process, the application window for the Superintendent of Schools vacancy closed on July 8, 2024. The Receiver spoke with PSBA the following day and learned that 21 applications were received. 14 of those applicants held the PA Letter of Eligibility. On July 16, 2024, PSBA and the School Board met with the Receiver in Executive Session to review the 14 applications. An informal polling process was conducted to select seven (7) candidates to invite for interviews. The first round of interviews was held on two nights – July 23 and 25. The Board, Receiver, CRO, and Acting Superintendent were in caucus until after 11:00 p.m. on July 25th and narrowed the pool to five (5) candidates to return for second round interviews. Second round interviews were conducted on August 6, 2024.

The pool was narrowed to three (3) finalists who were brought before stakeholder groups on August 12, 2024. Each finalist spent 40 minutes with members of Act 93, HEA, the community, and the Receiver. That evening, the School Board, CRO, Receiver and Acting Superintendent met with PSBA to hear a synopsis of the feedback from the various stakeholder groups as well as results of reference checks. After deliberations, the Board and Receiver unanimously agreed that Dr. Benjamin Henry was the most qualified candidate and should be offered the position. The Receiver worked with the District solicitor to develop a [contract for Dr. Henry](#). A [resolution](#) to hire Dr. Benjamin Henry as the new Superintendent of Schools for the Harrisburg City SD was approved, along with his contract for a four-year term, at the August 27th School Board/Receiver General Business meeting.

Administration and Governance

Evidence gathered to document progress on the eight (8) initiatives of the Amended Recovery Plan can be viewed using the [monitoring tool](#). Highlights in Administration and Governance this quarter include the fact that the elected School Board fully participated in the process to select the new Superintendent of Schools during the months of July and August as detailed in the previous section.

During the months of August and September, the following Board policies were revised and adopted:

- 001 Name & Classification
- 103 Discrimination/Title IX Sexual Harassment Affecting Students - for occurrences before August 1, 2024

- 103.2 Title IX Policy on Non-Discrimination Based on Sex Under Title IX Beginning August 1, 2024
- 104 Discrimination/Title IX Sexual Harassment Affecting Staff - for occurrences before August 1, 2024
- 146.1 Trauma-Informed Approach
- 218 Student Discipline
 - 218.1 Weapons
 - 218.2 Terroristic Threats
- 237 Electronic Device Policy
- 801 Public Records
- 803 School Calendar
- 805 Emergency Preparedness and Response
 - 805.1 Relations with Law Enforcement Agencies
- 806 Child Abuse
- 904 Public Attendance at School Events
- 909 Municipal Government Relations

The resignation of the Director of Federal Programs in August allowed a reorganization of duties. A new [job description](#) and position was created called Chief of Accountability. This position combines responsibility for federal programs with oversight of the Supervisor of School Improvement and Director of Schools.

Another highlight includes a revamping of the monthly Act 141 internal team meetings. Discussion occurred in September with PDE and PFM about how to maximize the monthly meeting time and have the cabinet level administrators show more ownership for the Amended Recovery Plan. Effective the October meeting, each cabinet member will be responsible to highlight the evidence they submitted to CRO Hollins that month.

Operations

Evidence gathered to document progress toward the completion of the 15 initiatives contained in the Operations chapter of the Amended Recovery Plan can be viewed in the [monitoring tool](#). Additionally, from an operational perspective, many projects have been completed throughout the Harrisburg City School District during the months of July, August, and September. The purchase of 1010 N. 7th Street (formerly the Penn State Eastgate Center) has enabled the entire administrative team to be under one roof instead of spread among three locations. This enables better communication, collaboration, and oversight. However, the main purpose of the relocation of the District Administration Building was to open space at Lincoln Elementary School on State Street to accommodate students from Scott Elementary School. Alternative education students were moved from Hamilton to Scott. Cougar Academy was relocated to the Hamilton building on 6th

Street to provide the necessary instructional space at Lincoln. Upgrades to Hamilton include a new HVAC system and a new playground funded by ESSER, renovated restrooms, painting, stair treads, an updated façade, landscaping, new Science labs, and a new kitchen so lunches can be prepared.

The movement of most incoming 6th graders to Camp Curtin Academy also required some upgrades to that facility. The auditorium, gymnasium, and media center were renovated. LED lighting was installed, and the building was painted. New Science Labs were added, and new blinds and epoxy flooring installed. The building also received a much-needed upgrade to its HVAC systems using ESSER funds.

New electronic signs were installed at Ben Franklin, Camp Curtin, John Harris, and Downey to allow for continuous messaging to parents/community of important events.

The transportation office was relocated from the Lincoln building to the Annex on 7th Street. The only remaining move is the student enrollment center currently located on the side of Camp Curtin. Once the Department of Labor & Industry relocates one of its workers' compensation offices on the second floor of the new Administration Building, the student enrollment center will occupy that space.

The William Penn building has undergone asbestos abatement and a thorough clean-out over the past few months. During the next quarter, the Receiver is expecting to receive two proposals for possible repurposing of the building.

Financial Management

The Financial Management chapter of the Amended Recovery Plan has 10 initiatives. Evidence collected to substantiate progress made in this area can be viewed in the [monitoring tool](#).

The Receiver approved a budget amendment for the 2024-25 school year on August 27, 2024 to account for the net increase of \$5,509,107 in education funding to the District after the Commonwealth budget was passed in July. The amended budget in the amount of \$217,238,081 was adopted and the revised PDE 2028 filed following this meeting. The Receiver also approved the following Treasurer's Reports during August 27th and September 24th School Board/Receiver General Business meetings:

- Period ending April 30, 2024 in the amount of \$44,735,079.30
- Period ending May 31, 2024 in the amount of \$55,300,631.08
- Period ending June 30, 2024 in the amount of \$42,667,215.45
- Period ending July 31, 2024 in the amount of \$36,526,168.45

The District accepted the resignation of Nicole Fry, Director of Finance, in September. The District is currently seeking a highly qualified individual to assume this role in the Office of Business Services effective mid-November. As Dr. Stokes returns to her Chief Financial Officer (CFO) duties on November 1st, recruiting a qualified Director of Finance is of paramount

importance as the District continues to clean up issues that exist within the human resources department that impact payroll accuracy.

Revenue

The Revenue chapter of the Amended Recovery Plan encompasses nine (9) initiatives. Evidence documented to reflect progress made toward completion of plan initiatives can be viewed in the [monitoring tool](#).

One grant award was approved in September: The Menstrual Hygiene Product Funding Grant in the amount of \$11,198.25 (ends 6/30/2025).

Workforce

The Workforce chapter of the Amended Recovery Plan contains seven (7) initiatives. Evidence documented toward completion of each initiative appears in the [monitoring tool](#).

The PSEA UniServ rep contacted the Receiver on July 24, 2024, to express concerns from HEA members regarding the July 1st shift to the High Qualified Deductible Health Care plan and the fact that the first HSA contribution installment was not received until July 15, 2024. A meeting was held with Dr. Stokes on July 25, 2024 where it was decided to compromise by doubling the October payment and skipping the January payment to the HSA accounts to alleviate the

financial burden on the employees who have not yet met the deductible since prescription drug charges are now carved into the plan.

Harrisburg School District

Act 141 Advisory Committee Meeting

September 12, 2024
5:00 p.m. – 6:00 p.m.

Minutes

In Attendance:

Committee Members: Dr. Sieta Achampong, Jody Barksdale, Melanie Cook, Dr. Marisol Craig, Laura Harding, Yvonne Hollins, Beth Light, Susan Roth, Dr. Andria Saia, Eugene Spells, Dr. Marcia Stokes, Dr. Lori Suski, Doug Thompson Leader, Dr. Tamara Willis

Staff Members: None

Public: None

- Dr. Suski welcomed everyone back from summer break and acknowledged the change in membership from Michele Rolko to Jody Barksdale as HEA President and representative on the committee. Members introduced themselves.
- Dr. Suski welcomed Mrs. Yvonne Hollins as the new part-time Chief Recovery Officer (CRO) replacing Dr. Travis Waters whose contract expired on June 30, 2024. Mrs. Hollins introduced herself to the group and expressed her excitement at returning to the Harrisburg SD in the capacity of CRO.
- Dr. Suski reviewed the amendment to the Recovery Plan that was approved by Judge Tully on July 18, 2024. Ms. Harding inquired about the initiative regarding health care and asked if the changes to the new plan resulted in a loss of teachers. Dr. Stokes explained that the High Qualified Deductible Health Plan (HQDHP) will result in employees becoming better consumers of their health care. Ms. Barksdale commented that new teachers cannot afford the plan with deductibles at \$1,600/\$3,200

compared to \$400/\$800 in the past. Ms. Light asked if the District pays for the Health Savings Account (HSA). Dr. Saia said that CAIU has a HQDHP and that it works very well once people get used to it. Ms. Barksdale explained the challenge of funding the HSA quarterly when prescriptions are now part of the deductible. Her prescription cost \$1,400 and the HSA funding was insufficient to cover that cost. Dr. Achampong said that her medications cost \$3,500. Dr. Suski shared that the move to the HQDHP was necessary as Capital Blue Cross was projecting a 15.92% increase in the District's health care renewal for 2024-25. Dr. Willis said that Susquehanna Twp SD also has a HQDHP. Dr. Saia shared that some plans do not allow spousal coverage at all in response to a comment about the spousal surcharge of \$400 per month.

- Dr. Suski introduced the new Recovery Plan monitoring tool that PFM developed to track progress on the initiatives and goals of the plan. Mrs. Hollins explained the PFM visit to the District on September 10, 2024 and shared that the administration must submit evidence to her to be uploaded into the monitoring tool. Mrs. Hollins said she has been working on building a culture of trust with the administrative team to get buy-in.
- Dr. Suski explained that the exit criteria for the possible end of receivership involves the completion of the 62 initiatives and four (4) academic goals of the Recovery Plan in addition to the criteria outlined in Chapter 18 of the PA School Code.
- Dr. Suski shared the schedule for 2024-25 Advisory Committee meetings on the second Thursday of each month through June of 2025. She announced that Dr. Slaughter would be presenting the results of the Curriculum Audit at the next meeting scheduled for Thursday, October 10, 2024 at 5:00 p.m.
- The meeting adjourned at 6:05 p.m.