

Harrisburg City SD

Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type	AUN	
School District	115222752	
Address 1		
1010 North 7th St		
Address 2		
City	State	Zip Code
Harrisburg	PA	17102
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Benjamin Henry		
Single Point of Contact Email		
bhenry@hbgasd.us		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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LEA Profile

Harrisburg School District:

The Harrisburg School District is a medium sized urban district with a population of approximately 6,500 students. Located in Pennsylvania's capital, the city of Harrisburg has a population of 50,135 (2021 census), making it the eighth largest city in Pennsylvania.

Within Harrisburg School District, (94.1%) of Harrisburg students live below poverty level. (16.2%) of students are eligible for special education, (20.6%) are English Learners, and (5.5%) of students are identified as homeless (Future Ready Index, 2021). A richly diverse educational community; students within the district speak 26 different languages and represent 40 different ethnicities. A Title I School-wide district, (100%) of its students receive free breakfast and lunch. The majority of students are Black (51.6%) and Hispanic (39.7%). The district is comprised of five PreK-5 elementary schools, one 5-8 middle level academy, two 6-8 schools middle level academies, one K-12 blended learning school, and one high school, serving students on two campuses (John Harris and SciTech). Additionally, the school district hosts Harrisburg Virtual Learning Academy (HVLA) serving over 575 K-12 students. The district has a high transient rate with numerous students moving at least four or more times during a given school year.

Historical Perspective:

In July 2010, the District experienced a major change in governance from a Mayoral-appointed Board of Control to an Elected School Board. From 2010 to 2013, the district faced significant budget deficits, and was designated as a district in "moderate financial distress," per Act 141 of 2012. Based on the provisions of the Act, a Chief Recovery Officer (CRO) was appointed to the district by former Governor Tom Corbett. CRO Gene Veno outlined a plan for the district to achieve both financial and academic success by the end of the 2017-2018 SY. One of the most impactful proposals of the plan called for a two-year 5% reduction in salaries for the entire District workforce, including teachers (represented by the HEA agreement), administrators (represented by Act 93 agreement), and support staff (represented by AFSCME agreement). This salary reduction implementation catapulted into the loss of nearly 50% of staff positions. Because the district has regained much of its financial footing, salaries were restored back pre-reduction levels during the 2014-2015 SY. At the same time, the aftershocks of high administrator, teacher, and support staff turnover have had dramatic negative impacts on school improvement and reform efforts, as schools struggle to re-establish and rebuild school cultures including administrative and teacher leadership teams. In July 2015, CRO Audrey Utley was appointed to replace outgoing CRO Veno.

More recently, district wide achievement data as measured by PSSA data from 2019 – ELA (21%) Proficient/Advanced, Mathematics (9%) Proficient/Advanced, Science (32%) Proficient/Advanced. The student performance data after the Covid 19 Pandemic crisis as measured by PSSA data in 2022 - ELA (14.2%) Proficient/Advanced, Mathematics (3.3%) Proficient/Advanced, Science (20.8%) Proficient/Advanced.

In June of 2019, the district was placed into Receivership, naming Dr. Janet Samuels as the Receiver. The first action taken in the school district was to terminate the employment of 14 district-level administrative employees. The Montgomery County Intermediate Unit was contracted to provide Harrisburg School District with a new cabinet level administrative team for a minimum of three years. The team was charged with creating sustainable systems in the areas of: Operations, Finance, Human Resources, Accountability, School Improvement, and Academic Services. There

has been a focus on the development of building level administration to provide the instructional leadership necessary to develop teachers, retain employees, build a positive school culture, and ensure the safety and security of all staff and students.

In July of 2021, Mr. Eric Turman was appointed as the new Superintendent for the Harrisburg School District. The district has now transitioned all cabinet level leadership positions back to local control. Dr. Lori Suski appointed as the new Receiver and Dr. Travis Waters was appointed as the new Chief Recovery Officer. Currently, one of the biggest challenges for the school district is a human capital deficit, which is at crisis levels in some schools. The district now has multiple-year contracts with the support staff association (AFSCME), the Act 93 association, and a two-year contract with the Teachers' Association (HEA). The team has actively worked to attract new members to the Harrisburg workforce by negotiating more advantageous contracts for our workforce and by focusing on the climate and culture of the schools.

Despite its barriers, the Harrisburg School District, together with its families and community partners, are dedicated and committed to transforming its schools into high performing teaching and learning institutions.

Mission and Vision

Mission

The Harrisburg School District is passionately committed to building a vibrant, united community that puts students at the forefront of our future. By embracing rigorous education, cultural awareness, and strong collaborative partnerships, we empower every student to excel academically and thrive in life and their careers. We cultivate a nurturing environment that inspires them to grow into compassionate communicators and engaged global citizens, ready to impact the world positively.

Vision

The Harrisburg School District stands together as a vibrant community dedicated to inspiring, empowering, and preparing every student for success. We nurture lifelong learners, effective communicators, and engaged global citizens ready to thrive in an ever-changing world.

Educational Values

Students

The Harrisburg School District believes in the inherent value of each individual student and is committed to a set of core beliefs that guide our work. These beliefs frame our goals, program development, and support systems -- and focus on instruction, curriculum, and assessment to ensure that ALL students achieve at high levels and strive to reach their potential. The Shared Values & Core Beliefs, based on stakeholder feedback are: “Expectations Matter, Instruction Matters, Results Matter, Effort Matters, Relationships Matter, and Culture Matters”. The two that most directly impact the behaviors of students are: Effort Matters and Culture Matters. Effort is expected from students with the support of caring educators, students must succeed at high levels through their own efforts and the collective efforts of their parents, educators, and the community. Students contribute to a strong school culture by increasing their understanding, awareness, empathy and acceptance of peers.

Staff

The Harrisburg School District believes in the inherent value of each educator within our schools. When it comes to the core beliefs of “Expectations Matter, Instruction Matters, Results Matter, and Relationships Matter” it is at the direction of the educators in the school to maintain high expectations of students ability to be successful. Teachers must strive to provide effective instruction that meets the needs of all learners. Sharing results with students and families by providing timely feedback about student performance is essential. Teachers will use ongoing collaborative analysis of student work and data to hold each student accountable toward continuous improvement. It is believed that developing caring and supportive relationships between and among educators, students, and parents will lead to higher levels of student achievement and a more positive school culture.

Administration

The Harrisburg School District believes in the inherent value of each stakeholder that supports the work of the schools. All of the core beliefs must be mission for all administration: “Expectations Matter, Instruction Matters, Results Matter, Effort Matters, Relationships Matter, and Culture Matters”. The beliefs that require administrative action steps related directly to instruction, results, relationships, and culture. Administration believes that ELA and Math curriculums, resources, data, assessment calendars, and clear expectations for instructional practices are emergent in the educational environment. Administrators believe they must focus their efforts on teacher retention, fidelity of implementation of curriculum, instructional practices, data driven decisions, collectivism, and higher expectations for what students are able to achieve. Most importantly, administrators want a school culture where students and staff feel physically and emotionally safe in the school environment.

Parents

It is believed that Parents/Families are an inherent part of the educational process. Supporting students by maintaining high expectations, expecting their child/children to exhibit effort on a regular basis, and understanding that there is a great need for parents/families to have a collaborative working relationship with the school in support of their child's/children's educational experience is essential. Parents believe that Harrisburg School District maintains dedicated staff. They believe the district has worked to provide a variety of options for parents to be involved in their child's education (via meetings, phone calls, the HBGSD app., and virtual meetings). Parents/families would like to see consistent responses across buildings to student behavior, more social emotional help for children, and improved safety and security in the school environment.

Community

The Harrisburg School District believes in the inherent value of community support for student success. Community partners can have a direct impact on the culture of the school by providing students opportunities to learn, grow, experience, and thrive in the school setting. Community members believe that relationships matter and it is through collaboration and support that community organizations can help bridge the gap between the district and families. It is believed that the community thrives when the educational system thrives.

Other (Optional)

The Harrisburg School District Portrait of a Graduate outlines comprehensive expectations for student readiness in various domains, ensuring graduates are equipped for success in academics, life, communication, self-awareness, the workplace, and global citizenship. Here's a summary: Portrait of a Graduate Goals: 1. Academically Ready: o Demonstrates proficiency in core disciplines, communication skills, perseverance, growth mindset, and self-efficacy. 2. Life Ready: o Develops self-management, financial literacy, goal setting, and self-advocacy skills. 3. Effective Communicator: o Communicates clearly, resolves conflicts adapts communication for audiences and responsibly engages with digital media. 4. Self-Aware: o Focuses on social-emotional well-being, personal strengths, relationships, and healthy decision-making. 5. Workplace & College Ready: o Explores post-secondary options, creates career plans, and demonstrates professional skills. 6. Global Citizen: o Engages responsibly, respects diversity participates in democracy and makes ethical choices. Alignment with Student Outcomes: The Portrait of a Graduate aligns with the outcomes of the district's Comprehensive Plan (2024–2027) by focusing on: • Core Academic Proficiency: o Improved math, reading, and structured literacy outcomes, aiming for higher PSSA and Keystone scores. • Social-Emotional Competencies: o Integration of SEL to enhance well-being, attendance, and school climate, with targets like reduced absenteeism and disciplinary issues. • Global and Civic Responsibility: o Programs encouraging civic participation, cultural understanding, and community engagement. Connection to the Mission and Vision: The mission and vision focus on empowering students to excel academically and thrive as lifelong learners, effective

communicators, and engaged global citizens. These principles are operationalized through goals in:

- Culturally Responsive Teaching:
 - o Professional development for teachers and inclusive school environments.
- Community Engagement:
 - o Partnerships for literacy improvement and equity councils for student voices.
- Rigorous Academic Standards:
 - o Alignment of curricula with PA Core Standards and structured assessments for targeted interventions. This alignment ensures students graduate ready for the future with the necessary skills to excel academically, socially, and globally.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready Index	Several schools at the elementary, middle and high school level demonstrated academic growth in the areas of ELA and Math
Future Ready Index	The "all student group" met the interim goal/improvement target for increased graduation rates

Challenges

Indicator	Comments/Notable Observations
Future Ready Index	Low achievement across the elementary, middle and high school levels in the areas of ELA, Math and Science
Future Ready Index	Average daily attendance (ADA) is below the state average
Demographic Data	Chronic Absenteeism is excessively high
Local Assessments	Only 14% of Kindergarten children perform proficient/advanced on the Beginning of the Year (BOY) assessments.

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

Strengths

Indicator Future Ready Index Grade Level(s) and/or Student Group(s) K-4	Comments/Notable Observations All elementary schools demonstrated an increase in the "Percent of English Language Growth and Attainment" compared to the 20-21 School Year.
Indicator Future Ready Index Grade Level(s) and/or Student Group(s) High School Seniors	Comments/Notable Observations There was an increase in graduation rates at each of our HS campuses in 2022 compared to the previous 5 years. (87%) of Cougar Seniors, (67.5%) of John Harris Seniors, and (100%) of SciTech Seniors in 2021-2022.

Challenges

Indicator Future Ready Index, PSSA &	Comments/Notable Observations Low achievement across all levels (Elementary, Middle and High School) are below the state average.
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<p>Keystone data</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>K-12</p>	
<p>Indicator</p> <p>Future Ready Index and Demographic data</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>K-12</p>	<p>Comments/Notable Observations</p> <p>Average Daily Attendance (ADA) was below state average with an average percentage of 83.7% of students attending school daily.</p>
<p>Indicator</p> <p>Demographic Data</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>K-12</p>	<p>Comments/Notable Observations</p> <p>The percentage of chronically absent students in 2022-2023 is 48%.</p>
<p>Indicator</p> <p>Local assessments</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>K</p>	<p>Comments/Notable Observations</p> <p>Only 14% of incoming Kindergarten children were proficient/advanced at the beginning of the 2022-2023 school year.</p>

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.

All elementary schools demonstrated an increase in the "Percent of English Language Growth and Attainment" compared to the 20-21 School Year.

There was an increase in graduation rates at each of our HS campuses in 2022 compared to the previous 5 years. (87%) of Cougar Seniors, (67.5%) of John Harris Seniors, and (100%) of SciTech Seniors in 2021-2022.

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.

Low achievement across all levels (Elementary, Middle and High School) are below the state average.
Average Daily Attendance (ADA) was below state average with an average percentage of 83.7% of students attending school daily.
The percentage of chronically absent students in 2022-2023 is 48%.
Only 14% of incoming Kindergarten children were proficient/advanced at the beginning of the 2022-2023 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
14.2% of students in grades 3-8 are advanced or proficient in ELA according to PSSA	2022 PSSA Data
14% of incoming Kindergarten Students in Fall 2022 were proficient in their Beginning of the Year (BOY) Early Literacy/Reading screening.	Measured by Acadience
Grade 4 - Dark Blue Grade 5 - Yellow Grade 6 - Dark Blue Grade 7 - Green Grade 8 - Green	Measured by PVAAS 2022 - Accelerated growth is needed in each grade level to begin closing the achievement gap.

English Language Arts Summary

Strengths

PVAAS 2022 Grade 4 - Dark Blue (well above) Grade 6 - Dark Blue (Well Above)
Increased participation in "March Into Kindergarten" Registration held in the Spring for all incoming Kindergarten students.
PVAAS 2022 Keystone Literature - Dark Blue (Well Above) 2018 HBGSD Keystone Literature was Yellow 2019 HBGSD Keystone Literature was Yellow 2021 HBGSD Keystone Literature was Green 2022 HBGSD Keystone Literature was Dark Blue

Challenges

Low overall achievement in ELA PSSA in 2022
Low proficiency rates of incoming Kindergarten Students in 2022 (Acadience)
Grade 5 PVAAS 2022 - Yellow (Below) Grade 7 & 8 PVAAS 2022 - Green (Meets) - students require accelerated growth in order to improve overall proficiency.
Human Capital shortages in the teaching role. Many first year and Emergency Certified teachers that are not fully trained in structured literacy.

Mathematics

Data	Comments/Notable Observations
3.3% of students in grades 3-8 are proficient in MATH according to PSSA	2022 PSSA Data
2022 Algebra Keystone Data	20.7% Advanced/Proficient on Keystone 2022
Multiple years of Red (Well Below) in Keystone Algebra	PVAAS

Mathematics Summary

Strengths

Updated Standards-Aligned K-12 Math Curriculum
Up to Date Resources for K-12 Math (Eureka Math (elementary), SAVVAS (secondary), Number Worlds (Tier III intervention))
Grade 4 PVAAS - Dark Blue (Well Above)

Challenges

Low achievement in mathematics across grade levels.
Low growth in mathematics across grade levels: Grade 6 & 8 (Yellow - Below) and (Red - Well Below) respectively.
Low growth in algebra: Red (Well Below)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
20.8% Proficient/Advanced in Science	PSSA 2022
9.7% Proficient/Advanced in Biology	Biology Keystone 2022

Science, Technology, and Engineering Education Summary

Strengths

2022 PVAAS for Keystone Biology (Light Blue - Above)
2022 PVAAS for PSSA Science grades 4 and 8 are both Green (Meets)

Challenges

Updated science curriculum based on the Next Generation Science standards is not complete
Science resources have not been fully implemented at this time
Recruiting, hiring and maintaining certified biology teachers in the district

Related Academics

Career Readiness

Data	Comments/Notable Observations
2022 Career Standards Benchmark for the Middle Level: Camp Curtin Academy 65% Marshall 98.2% Math Science Academy 99.4% Rowland 49.1%	FRI
2022 Career Standards Benchmark for High School Level: Harrisburg HS - 53% SciTech - 100%	FRI
2022 Career Standards Benchmark for Cougar Academy: 92.4%	FRI

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Harrisburg Area Community College

Agreement Type

Program/Course Area

General Courses

Uploaded Files

Harrisburg School District MOU. Digital Signatures-C.pdf

Partnering Institution

Harrisburg University of Science and Technology

Agreement Type

Dual Credit

Program/Course Area

STEM

Uploaded Files

Harrisburg School District MOU. Digital Signatures-C_d53ef1db.pdf

HBG City SD Ed Agreement 3_2023(158859807.1).docx

Partnering Institution

Temple University

Agreement Type

Dual Credit

Program/Course Area

Education and Human Development

Uploaded Files

Harrisburg School District Dual Enrollment - January 2024-C.docx

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.

A new district Coordinator for College and Career Readiness has been hired by the district.
There is a written plan for the creation and implementation of Transition Plans for grades 5, 8, and 12
A "Pathways" course will be designed for the middle level
A redesign of the school counseling model K-12 is planned for 2023-2024 school year
There is a plan to create High School Career Academies by June 2024

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.

70% of ninth grade students from 2022-2023 have obtained enough credits to be a tenth grade student in 2023-2024.
There are several vacancies in the school counselor role across the district throughout the 2022-2023 school year - 1 counselor vacancy at the elementary level and 3 counselor vacancies at the middle level.
Professional development about career pathways will be needed.
N/A
N/A

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
20.6% of students are English Language Learners	Future Ready Index

Students with Disabilities

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

Data	Comments/Notable Observations
16.2% of students are students with disabilities	Future Ready Index

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
94.1% of students are Economically Disadvantaged	Future Ready Index

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	51.6% of the student population
Hispanic	39.7% of the student population
Asian	1.8% of the student population
2 or More Races	3.5% of the student population
White	3.3% of the student population

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.

Complementary curriculum was created for ELA, specifically for English Learners
Complementary curricular resources and intervention materials are available for ELA, specifically for English Learners and Students with Disabilities
Focus on Structured Literacy at all levels
Each school is required to have a goal to address climate and culture concerns in the schools
Station Rotation and Personalized Learning Opportunities for students at all levels is planned for further development in order to meet the diverse needs of students within their classrooms

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.

Low achievement in the areas of ELA, math and science for all student groups
There are a disproportionate number of new and emergency certified teachers within the district, due to human capital challenges and the teacher shortage
The district is in corrective action for Least Restrictive Environment (LRE)

Designated Schools

Benjamin Franklin Sch

Priority Challenge	Comments and Notable Observations
Teachers are not teaching grade-level standards nor using data-driven instruction to provide intervention to students who are behind academically	Hispanic subgroup decreased by 2.1% in 22/23 math. Use multiple professional learning designs to support the learning needs of staff.

Foose Sch

Priority Challenge	Comments and Notable Observations
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in the school: socially, emotionally, intellectually, and physically.	The school team is very concerned with the school's proficiency rate. On the 22/23 ELA PSSA the subgroup of English Learners did not meet the statewide goal/interim target.

Camp Curtin Academy

Priority Challenge	Comments and Notable Observations
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidenced-based. Provide timely, and systematic feedback for success for all students, educators, families, and community members.	As the team worked through the needs assessment, we were able to identify pockets of excellence and implementation, however, a higher level of accountability and systemic implementation is necessary to increase student growth.

Downey Sch

Priority Challenge	Comments and Notable Observations
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. Identify and address individual student learning needs.	Our students are demonstrating growth, however the growth did decline this past year according to local and state assessments. Overall our growth rates in ELA and Math are consistently about the state standard but we are not seeing this in our achievement data.

Harrisburg HS

Priority Challenge	Comments and Notable Observations
Implement evidence-based system of schoolwide positive behavior interventions and supports.	Literacy, graduation rate, and family engagement

Rowland Academy

Priority Challenge	Comments and Notable Observations
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<p>Centering on having a strong focus on individualized instruction. 22/23 STAR assessments indicate that less than 50% of scholars in all ethnicity subgroups fail to reach proficiency in both reading and math.</p>	<p>As we develop our school plan, we will focus on Essential Practice 4 which will have a strong focus on individualized instruction on grade level instruction in classrooms. We will also focus on Essential Practice 5 which will focus on building administrators ensuring on grade level instruction is being implemented using classroom walkthroughs, observations, and providing timely feedback to teachers. Lastly, we will focus on Essential Practice 11 which will focus strongly on building a positive school environment for students by implementing strategies within our classrooms for students to feel safe socially, emotionally, intellectually, and physically, as well as coming to school consistently.</p>
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Scott Sch

Priority Challenge	Comments and Notable Observations
<p>In the 21/22 school, the number of proficient students in ELA: the percentage of Black students decreased and did not meet statewide goal or interim target from 17.2% in 20/21 to 12% in 21/22</p>	<p>Moving from an ATSI designation to a CSI designation shows that student learning needs are not being met for a majority of our scholars. Building leadership team needs to support implementation of initiatives/learning by giving feedback, monitoring effectiveness, and ensuring training is implemented in the classroom.</p>

Systemic LEA Challenges
<p>Low overall achievement in ELA, Math and Science</p>
<p>Percentage of new and emergency certified teachers is high and increased instructional support is needed for new teachers</p>
<p>Inconsistent instructional practices</p>

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Must provide Least Restrictive Environment (LRE) by ensuring a highly differentiated and scaffolded Tier I instruction.
Title 1 Program	Title 1 program is in alignment with the building and district comprehensive plans.
Student Services	A new Coordinator or College and Career Readiness has been hired. She will be responsible for improving transition in grades 5, 8, and 12, developing pathways at the middle and high school levels, and the realignment of Act 339 mandates for all students.
K-12 Guidance Plan (339 Plan)	A redesign of the K-12 developmental guidance program is planned for the 2023-2024 school year. Increased efforts to recruit, hire, and retain school counselors in all schools. An additional counselor position was created and hired for the Harrisburg HS John Harris Campus.
Technology Plan	The district still maintains 1:1 devices within the school district. More work needs to be done in the effective integration of technology in the classroom.
English Language Development Programs	Continued efforts must be put in place to ensure that all EL students receive their interventions on a daily basis, with fidelity. An additional concern is that some schools struggle to maintain EL certified teacher(s).

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

When ELD interventions are implemented with fidelity, we are seeing growth in our EL students performance.
A station rotation framework has been introduced to the school district at all levels to provide differentiated Tier I instruction, to integrate technology into the classroom, and to provide increased opportunities for personalized learning and project based learning
Increased numbers of students enrolling in Dual Enrollment courses
A new Coordinator of College and Career Readiness has been hired
A Director of Early Childhood is leading the district in offering increased opportunities for Pre-Kindergarten

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.

Ensure increased participation in universal screenings and increased use of screening data to inform daily instruction.
Ensure improved transition practices throughout the school district in grades 5, 8 and 12.
Ensure that ninth grade students obtain credits to move to tenth grade and graduate from high school in four years.

Increased utilization of technology is needed in the classrooms to provide higher student engagement and personalized learning opportunities.

Increased average daily attendance rates of students and teachers must continue to be a focus district wide.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Not Yet Evident
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Not Yet Evident
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

A new position has been created, Director of Early Learning. This position will ensure that an increased number of pre-school aged children are getting access to pre-K instructional standards by pairing with community organizations and helping families to access Head Start and Pre-K Counts. This position will be working with primary teachers to implement structured literacy on a daily basis.
A new position has been created, Coordinator of College and Career Readiness. This position will ensure that there are successful transitions from one level to the next, will work to align Act 339 K-12, foster Academies in the middle and high school levels, and create the Pathways classes in middle and high schools.
Personalized Learning Initiative. Professional Development will be designed to move the Station Rotation framework to the next level by creating personalized learning pathways so that students demonstrate greater engagement and agency in their own learning.
Emphasis on early literacy with a goal to have all children on grade level by the end of grade 3. Focused professional learning on structured literacy.
Efforts for recruiting and retaining teachers have lessened the number of instructional vacancies in the district. Additionally, the Act 93, HEA, and AFSCME contracts have all been negotiated and approved between the bargaining units and the district.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Teachers must maintain high expectations for student achievement by providing rigorous, standards-based instruction with appropriate pacing. Instruction must be differentiated in order to meet most students' needs in the general education classroom.
Only 14% of incoming Kindergarten students are proficient/advanced according to beginning of the year screenings.
Principals, supervisors and directors will increase their instructional leadership capacity.
Increased cultural proficiency is needed in schools and classrooms, as evidenced by suspension rates, absentee rates and low academic performance.
Only 70% of ninth grade students from 2022-2023 have obtained enough credits to stay on track for graduation in 4 years.

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
All elementary schools demonstrated an increase in the "Percent of English Language Growth and Attainment" compared to the 20-21 School Year.	False
There was an increase in graduation rates at each of our HS campuses in 2022 compared to the previous 5 years. (87%) of Cougar Seniors, (67.5%) of John Harris Seniors, and (100%) of SciTech Seniors in 2021-2022.	False
PVAAS 2022 Grade 4 - Dark Blue (well above) Grade 6 - Dark Blue (Well Above)	False
Increased participation in "March Into Kindergarten" Registration held in the Spring for all incoming Kindergarten students.	True
PVAAS 2022 Keystone Literature - Dark Blue (Well Above) 2018 HBGSD Keystone Literature was Yellow 2019 HBGSD Keystone Literature was Yellow 2021 HBGSD Keystone Literature was Green 2022 HBGSD Keystone Literature was Dark Blue	False
Updated Standards-Aligned K-12 Math Curriculum	False
Up to Date Resources for K-12 Math (Eureka Math (elementary), SAVVAS (secondary), Number Worlds (Tier III intervention)	False
Grade 4 PVAAS - Dark Blue (Well Above)	False
2022 PVAAS for Keystone Biology (Light Blue - Above)	False
2022 PVAAS for PSSA Science grades 4 and 8 are both Green (Meets)	False
A new district Coordinator for College and Career Readiness has been hired by the district.	True
There is a written plan for the creation and implementation of Transition Plans for grades 5, 8, and 12	True
A "Pathways" course will be designed for the middle level	True
A redesign of the school counseling model K-12 is planned for 2023-2024 school year	False
There is a plan to create High School Career Academies by June 2024	True
Complementary curriculum was created for ELA, specifically for English Learners	False
Complementary curricular resources and intervention materials are available for ELA, specifically for English Learners and Students with Disabilities	False
Focus on Structured Literacy at all levels	True
Each school is required to have a goal to address climate and culture concerns in the schools	True

Station Rotation and Personalized Learning Opportunities for students at all levels is planned for further development in order to meet the diverse needs of students within their classrooms	True
When ELD interventions are implemented with fidelity, we are seeing growth in our EL students performance.	False
A station rotation framework has been introduced to the school district at all levels to provide differentiated Tier I instruction, to integrate technology into the classroom, and to provide increased opportunities for personalized learning and project based learning	False
Increased numbers of students enrolling in Dual Enrollment courses	False
A new Coordinator of College and Career Readiness has been hired	False
A new position has been created, Director of Early Learning. This position will ensure that an increased number of pre-school aged children are getting access to pre-K instructional standards by pairing with community organizations and helping families to access Head Start and Pre-K Counts. This position will be working with primary teachers to implement structured literacy on a daily basis.	True
A new position has been created, Coordinator of College and Career Readiness. This position will ensure that there are successful transitions from one level to the next, will work to align Act 339 K-12, foster Academies in the middle and high school levels, and create the Pathways classes in middle and high schools.	False
Personalized Learning Initiative. Professional Development will be designed to move the Station Rotation framework to the next level by creating personalized learning pathways so that students demonstrate greater engagement and agency in their own learning.	True
Emphasis on early literacy with a goal to have all children on grade level by the end of grade 3. Focused professional learning on structured literacy.	True
Efforts for recruiting and retaining teachers have lessened the number of instructional vacancies in the district. Additionally, the Act 93, HEA, and AFSCME contracts have all been negotiated and approved between the bargaining units and the district.	False
A Director of Early Childhood is leading the district in offering increased opportunities for Pre-Kindergarten	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Low achievement across all levels (Elementary, Middle and High School) are below the state average.	False
Average Daily Attendance (ADA) was below state average with an average percentage of 83.7% of students attending school daily.	False

The percentage of chronically absent students in 2022-2023 is 48%.	True
Only 14% of incoming Kindergarten children were proficient/advanced at the beginning of the 2022-2023 school year.	False
Low overall achievement in ELA PSSA in 2022	True
Low proficiency rates of incoming Kindergarten Students in 2022 (Acadience)	True
Grade 5 PVAAS 2022 - Yellow (Below) Grade 7 & 8 PVAAS 2022 - Green (Meets) - students require accelerated growth in order to improve overall proficiency.	False
Human Capital shortages in the teaching role. Many first year and Emergency Certified teachers that are not fully trained in structured literacy.	False
Low achievement in mathematics across grade levels.	True
Low growth in mathematics across grade levels: Grade 6 & 8 (Yellow - Below) and (Red - Well Below) respectively.	False
Low growth in algebra: Red (Well Below)	False
Updated science curriculum based on the Next Generation Science standards is not complete	False
Science resources have not been fully implemented at this time	False
Recruiting, hiring and maintaining certified biology teachers in the district	False
70% of ninth grade students from 2022-2023 have obtained enough credits to be a tenth grade student in 2023-2024.	True
There are several vacancies in the school counselor role across the district throughout the 2022-2023 school year - 1 counselor vacancy at the elementary level and 3 counselor vacancies at the middle level.	False
Professional development about career pathways will be needed.	False
Low achievement in the areas of ELA, math and science for all student groups	True
There are a disproportionate number of new and emergency certified teachers within the district, due to human capital challenges and the teacher shortage	False
The district is in corrective action for Least Restrictive Environment (LRE)	False
Ensure increased participation in universal screenings and increased use of screening data to inform daily instruction.	False
Ensure improved transition practices throughout the school district in grades 5, 8 and 12.	True
Ensure that ninth grade students obtain credits to move to tenth grade and graduate from high school in four years.	True
Increased utilization of technology is needed in the classrooms to provide higher student engagement and personalized learning opportunities.	False
N/A	False
N/A	False

Increased average daily attendance rates of students and teachers must continue to be a focus district wide.	True
Teachers must maintain high expectations for student achievement by providing rigorous, standards-based instruction with appropriate pacing. Instruction must be differentiated in order to meet most students' needs in the general education classroom.	False
Only 14% of incoming Kindergarten students are proficient/advanced according to beginning of the year screenings.	True
Principals, supervisors and directors will increase their instructional leadership capacity.	False
Increased cultural proficiency is needed in schools and classrooms, as evidenced by suspension rates, absentee rates and low academic performance.	True
Only 70% of ninth grade students from 2022-2023 have obtained enough credits to stay on track for graduation in 4 years.	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.

Increased efforts toward Kindergarten Readiness. Increased efforts for successful transitions throughout a student's school career. Increased expectations for student learning, differentiation and scaffolding grade level standards so that all students can learning and grow in all areas of learning. Increased student engagement and average daily attendance through the creation of Pathways and Academies focused on the interest of students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Low overall achievement in ELA PSSA in 2022		True
Low proficiency rates of incoming Kindergarten Students in 2022 (Acadiance)	Focus on Pre-K	False
Low achievement in mathematics across grade levels.		True
70% of ninth grade students from 2022-2023 have obtained enough credits to be a tenth grade student in 2023-2024.		False
Low achievement in the areas of ELA, math and science for all student groups	Focus on higher expectations, stronger instructional practices, and increasing student engagement and agency.	False
Ensure improved transition practices throughout the school district in grades 5, 8 and 12.		False
Ensure that ninth grade students obtain credits to move to tenth grade and graduate from high school in four years.		False
Increased average daily attendance rates of students and teachers must continue to be a focus district wide.	Culturally proficient school environments, stronger instructional practices, and student engagement and agency	True
Only 14% of incoming Kindergarten students are proficient/advanced according to beginning of the year screenings.		False
Increased cultural proficiency is needed in schools and classrooms, as evidenced by suspension rates, absentee rates and low academic performance.	More engaging and culturally proficient school environments, with stronger transitions, higher expectations, and personalized learning.	False
The percentage of chronically absent students in 2022-2023 is 48%.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Increased participation in "March Into Kindergarten" Registration held in the Spring for all incoming Kindergarten students.	Focus on connecting with families prior to Kindergarten
A new district Coordinator for College and Career Readiness has been hired by	Focus on academies, transitions, and college and career

the district.	readiness.
There is a written plan for the creation and implementation of Transition Plans for grades 5, 8, and 12	Focus on academies, transitions, and college and career readiness.
A "Pathways" course will be designed for the middle level	Focus on academies, transitions, and college and career readiness.
There is a plan to create High School Career Academies by June 2024	Focus on academies, transitions, and college and career readiness.
Focus on Structured Literacy at all levels	Improved instructional practices and high expectations for what students can learn and do.
Each school is required to have a goal to address climate and culture concerns in the schools	Improved cultural proficiency and engaging school and classroom environments.
Station Rotation and Personalized Learning Opportunities for students at all levels is planned for further development in order to meet the diverse needs of students within their classrooms	Year 2 of Station Rotation Framework implementation (2023-2024) is accompanied by Personalized Learning training.
A new position has been created, Director of Early Learning. This position will ensure that an increased number of pre-school aged children are getting access to pre-K instructional standards by pairing with community organizations and helping families to access Head Start and Pre-K Counts. This position will be working with primary teachers to implement structured literacy on a daily basis.	Focus on connecting with families prior to Kindergarten
Personalized Learning Initiative. Professional Development will be designed to move the Station Rotation framework to the next level by creating personalized learning pathways so that students demonstrate greater engagement and agency in their own learning.	Using the evidence based strategy of personalized learning is intended to provide more opportunities for differentiation and scaffolding so that all children can demonstrate their learning in an engaging way.
Emphasis on early literacy with a goal to have all children on grade level by the end of grade 3. Focused professional learning on structured literacy.	Focus on connecting with families prior to Kindergarten

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Achieve grade-level reading proficiency for all students by Grade 3, with growth across Grades 4-12.
	Redesign and align the math curriculum to meet PA Core Standards and promote conceptual understanding.
	Foster SEL competencies to reduce absenteeism, improve student well-being, and enhance school climate.

Goal Setting

Priority: Achieve grade-level reading proficiency for all students by Grade 3, with growth across Grades 4-12.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Through targeted interventions, professional development for teachers, and the implementation of evidence-based instructional strategies, the percentage of students in Grades 3-8 and high school scoring proficient or advanced in mathematics on state assessments will increase by 10% by June 2027.		
Measurable Goal Nickname (35 Character Max)		
Grades 3-8 Math proficiency		
Target Year 1	Target Year 2	Target Year 3
Increase Grade 3 PSSA Math proficiency from 7% to 15%; reduce students scoring below basic by 10%.	Achieve 25% proficiency for Grade 3 PSSA Math; reduce below-basic scores by another 10%.	Through targeted interventions, professional development for teachers, and the implementation of evidence-based instructional strategies, the percentage of students in Grades 3-8 and high school scoring proficient or advanced in mathematics on state assessments will increase by 10% by June 2027.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, implement a Multi-Tiered System of Support (MTSS) framework for mathematics in all K-12 schools. This framework will ensure that 100% of students identified as needing Tier 2 or Tier 3 interventions receive targeted, evidence-based support at least three times per week, with progress monitored every two weeks.		
Measurable Goal Nickname (35 Character Max)		
Math MTSS		
Target Year 1	Target Year 2	Target Year 3
Establish MTSS leadership teams in each building by June 2025	2. Develop and deliver training on diagnostic assessment tools (e.g., Spring Math, CDT) by January 2026	By the end of the 2027-2028 school year, implement a Multi-Tiered System of Support (MTSS) framework for mathematics in all K-12 schools. This framework will ensure that 100% of students identified as needing Tier 2 or Tier 3 interventions receive targeted, evidence-based support at least three times per week, with progress monitored every two weeks.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Redesign and align the K-12 mathematics curriculum to meet PA Core Standards by August 2027, ensuring that at least 80% of instructional units include strategies to promote conceptual understanding. This will involve collaboration with grade-level teams, professional development sessions for teachers, and piloting the updated curriculum in three schools by March 2026.		
Measurable Goal Nickname (35 Character Max)		
redesign and align the K-12 mathematics		
Target Year 1	Target Year 2	Target Year 3
Conduct a curriculum audit by June 2024 to identify gaps and outdated practices.	Align new curriculum resources (Eureka Math, Spring Math) with state standards by December 2025.	Redesign and align the K-12 mathematics curriculum to meet PA Core Standards by August 2027, ensuring that at least 80% of instructional units include strategies to promote conceptual understanding. This will involve collaboration with grade-level teams, professional development sessions for teachers, and piloting the updated curriculum in three schools by March 2026.

Priority: Redesign and align the math curriculum to meet PA Core Standards and promote conceptual understanding.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Ensure that 20% of students achieve grade-level reading proficiency by the end of Grade 3 by June 2026, with annual growth targets of at least 5% for Grades 4-12 students, as measured by state assessments and district benchmark tests.		
Measurable Goal Nickname (35 Character Max)		
grade-level reading proficiency		
Target Year 1	Target Year 2	Target Year 3
Train all PreK–12 teachers in the science of reading and structured literacy practices by June 2025.	Incorporate daily phonics-based instruction in K-5 classrooms by September 2024.	Ensure that 20% of students achieve grade-level reading proficiency by the end of Grade 3 by June 2026, with annual growth targets of at least 5% for Grades 4-12 students, as measured by state assessments and district benchmark tests.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By June 2027, increase family and community engagement in literacy by hosting eight literacy-focused events per year, involving at least 50		

families at each event. These events will include workshops, family reading nights, and book giveaways, with participant feedback collected to measure the impact and guide future planning.

Measurable Goal Nickname (35 Character Max)

literacy-focused events

Target Year 1	Target Year 2	Target Year 3
Launch monthly family literacy workshops focused on home-based reading strategies by June 2025.	Create multilingual family guides on supporting literacy at home by September 2025.	By June 2027, increase family and community engagement in literacy by hosting eight literacy-focused events per year, involving at least 50 families at each event. These events will include workshops, family reading nights, and book giveaways, with participant feedback collected to measure the impact and guide future planning.

Outcome Category

English Language Arts

Measurable Goal Statement (Smart Goal)

By the end of the 2027-2028 school year, implement a Multi-Tiered System of Support (MTSS) framework for ELA in all K-12 schools. This framework will ensure that 100% of students identified as needing Tier 2 or Tier 3 interventions receive targeted, evidence-based support at least three times per week, with progress monitored every two weeks.

Measurable Goal Nickname (35 Character Max)

(MTSS) framework for ELA

Target Year 1	Target Year 2	Target Year 3
Establish MTSS leadership teams in each building by June 2025	Develop and deliver training on diagnostic assessment tools as they align with ELA standards by June 2026.	By the end of the 2027-2028 school year, implement a Multi-Tiered System of Support (MTSS) framework for ELA in all K-12 schools. This framework will ensure that 100% of students identified as needing Tier 2 or Tier 3 interventions receive targeted, evidence-based support at least three times per week, with progress monitored every two weeks.

Priority: Foster SEL competencies to reduce absenteeism, improve student well-being, and enhance school climate.

Outcome Category

Social emotional learning

Measurable Goal Statement (Smart Goal)

By September 2027, implement a comprehensive Social Emotional Learning (SEL) program in all K-12 schools, aiming to reduce chronic absenteeism by 10%, improve student well-being as measured by annual surveys (showing at least a 15% increase in positive responses), and enhance school climate scores by 20% through targeted SEL lessons, staff training, and regular progress monitoring.

Measurable Goal Nickname (35 Character Max)		
Social Emotional Learning (SEL) program		
Target Year 1	Target Year 2	Target Year 3
1. Train all staff in SEL frameworks (Responsive Classrooms, PBIS) by August 2025.	2. Implement daily SEL activities during advisory periods across all schools by September 2026.	By September 2027, implement a comprehensive Social Emotional Learning (SEL) program in all K-12 schools, aiming to reduce chronic absenteeism by 10%, improve student well-being as measured by annual surveys (showing at least a 15% increase in positive responses), and enhance school climate scores by 20% through targeted SEL lessons, staff training, and regular progress monitoring.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By June 2027, create culturally responsive and inclusive school environments in all district schools by providing professional development on equity and inclusion to 100% of staff, conducting biannual equity audits, and increasing student and family satisfaction with inclusivity by 15% as measured by annual surveys.		
Measurable Goal Nickname (35 Character Max)		
Culturally responsive and inclusive school environments		
Target Year 1	Target Year 2	Target Year 3
Conduct annual cultural proficiency training for all staff by June 2025.	Establish student-led equity councils in all secondary schools by September 2026.	By June 2027, create culturally responsive and inclusive school environments in all district schools by providing professional development on equity and inclusion to 100% of staff, conducting biannual equity audits, and increasing student and family satisfaction with inclusivity by 15% as measured by annual surveys.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By June 2027, reduce chronic absenteeism in all district schools by 15%, improve student well-being by 20% by increasing positive responses on the annual school climate and wellness survey, and enhance overall school climate scores by 25%. This will be achieved by implementing a district-wide Social-Emotional Learning (SEL) program, regular parent and community engagement events, and biannual progress monitoring to adjust strategies.		
Measurable Goal Nickname (35 Character Max)		
chronic absenteeism		

Target Year 1	Target Year 2	Target Year 3
Reduce chronic absenteeism from 48% to 43%; improve average daily attendance (ADA) to 86% by June 2025	Reduce chronic absenteeism to 39%; ADA improves to 88% by June 2026	By June 2027, reduce chronic absenteeism in all district schools by 15%, improve student well-being by 20% by increasing positive responses on the annual school climate and wellness survey, and enhance overall school climate scores by 25%. This will be achieved by implementing a district-wide Social-Emotional Learning (SEL) program, regular parent and community engagement events, and biannual progress monitoring to adjust strategies.

Action Plan

Measurable Goals

Grades 3-8 Math proficiency	Math MTSS
redesign and align the K-12 mathematics	grade-level reading proficiency
literacy-focused events	(MTSS) framework for ELA
Social Emotional Learning (SEL) program	Culturally responsive and inclusive school environments
chronic absenteeism	

Action Plan For: Provide research based intervention in mathematics

Measurable Goals:
<ul style="list-style-type: none"> Through targeted interventions, professional development for teachers, and the implementation of evidence-based instructional strategies, the percentage of students in Grades 3-8 and high school scoring proficient or advanced in mathematics on state assessments will increase by 10% by June 2027. By the end of the 2027-2028 school year, implement a Multi-Tiered System of Support (MTSS) framework for mathematics in all K-12 schools. This framework will ensure that 100% of students identified as needing Tier 2 or Tier 3 interventions receive targeted, evidence-based support at least three times per week, with progress monitored every two weeks. Redesign and align the K-12 mathematics curriculum to meet PA Core Standards by August 2027, ensuring that at least 80% of instructional units include strategies to promote conceptual understanding. This will involve collaboration with grade-level teams, professional development sessions for teachers, and piloting the updated curriculum in three schools by March 2026.

Action Step		Anticipated Start/Completion Date	
Conduct a curriculum audit by June 2024 to identify gaps and outdated practices.		2023-08-28	2026-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Assistant Superintendent	Alignment of the district curriculum maps	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Align new curriculum resources (Eureka Math, Spring Math) with state standards by December 2024.		2023-08-28	2024-12-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Assistant Superintendent	Alignment of the district curriculum maps	Yes	No
Action Step		Anticipated Start/Completion Date	

3. Provide professional development on culturally responsive teaching and differentiated instruction.		2023-08-28	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Assistant Superintendent	Aims Institute	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
There will be an increase in aligned materials, which should improve Math proficiency over the next three years.	The Superintendent and Assistant Superintendent will be monitored over the next three years.

Action Plan For: Math Alignment

Measurable Goals:
<ul style="list-style-type: none"> Through targeted interventions, professional development for teachers, and the implementation of evidence-based instructional strategies, the percentage of students in Grades 3-8 and high school scoring proficient or advanced in mathematics on state assessments will increase by 10% by June 2027. By the end of the 2027-2028 school year, implement a Multi-Tiered System of Support (MTSS) framework for mathematics in all K-12 schools. This framework will ensure that 100% of students identified as needing Tier 2 or Tier 3 interventions receive targeted, evidence-based support at least three times per week, with progress monitored every two weeks. Redesign and align the K-12 mathematics curriculum to meet PA Core Standards by August 2027, ensuring that at least 80% of instructional units include strategies to promote conceptual understanding. This will involve collaboration with grade-level teams, professional development sessions for teachers, and piloting the updated curriculum in three schools by March 2026.

Action Step		Anticipated Start/Completion Date	
Train all PreK–12 teachers in the science of reading and structured literacy practices by June 2025.		2024-09-03	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Assistant Superintendent	PD	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Incorporate daily phonics-based instruction in K-5 classrooms by September 2024.		2024-09-03	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Assistant Superintendent	PD	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Conduct quarterly progress monitoring using DIBELS and PSSA-aligned assessments.		2024-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Assistant Superintendent	Align assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
There will be an increase in aligned materials and interventions, which should improve reading proficiency over the next three years.	The Superintendent and Assistant Superintendent will be monitored over the next three years

Action Plan For: reading proficiency

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027-2028 school year, implement a Multi-Tiered System of Support (MTSS) framework for ELA in all K-12 schools. This framework will ensure that 100% of students identified as needing Tier 2 or Tier 3 interventions receive targeted, evidence-based support at least three times per week, with progress monitored every two weeks. By June 2027, increase family and community engagement in literacy by hosting eight literacy-focused events per year, involving at least 50 families at each event. These events will include workshops, family reading nights, and book giveaways, with participant feedback collected to measure the impact and guide future planning. Ensure that 20% of students achieve grade-level reading proficiency by the end of Grade 3 by June 2026, with annual growth targets of at least 5% for Grades 4-12 students, as measured by state assessments and district benchmark tests.

Action Step		Anticipated Start/Completion Date	
Cultural Proficiency Training for Administrators, Teachers, and Support Staff.		2023-08-28	2026-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Dr. Barbara Moore Williams	Yes	No
Action Step		Anticipated Start/Completion Date	
Establish a meeting structure that includes a building-level review of attendance and a district-level review including the Director of Student Services		2023-08-28	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	Attendance reports, eschool	Yes	No

Action Step		Anticipated Start/Completion Date	
Implementation of the following frameworks: MTSS, Restorative Practices, Responsive Classrooms, PBIS		2023-08-28	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Ed Tomorrow, PaTTAN, Responsive Classrooms, School Counselors	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
There will be very specific training on MTSS, Restorative Practices, Responsive Classrooms, and PBIS, which should reduce the district's suspension data.	The Superintendent and Assistant Superintendent will be monitored over the next three years

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Provide research based intervention in mathematics	Conduct a curriculum audit by June 2024 to identify gaps and outdated practices.
Provide research based intervention in mathematics	Align new curriculum resources (Eureka Math, Spring Math) with state standards by December 2024.
Provide research based intervention in mathematics	3. Provide professional development on culturally responsive teaching and differentiated instruction.
Math Alignment	Train all PreK–12 teachers in the science of reading and structured literacy practices by June 2025.
Math Alignment	Incorporate daily phonics-based instruction in K-5 classrooms by September 2024.
Math Alignment	Conduct quarterly progress monitoring using DIBELS and PSSA-aligned assessments.
reading proficiency	Cultural Proficiency Training for Administrators, Teachers, and Support Staff.
reading proficiency	Establish a meeting structure that includes a building-level review of attendance and a district-level review including the Director of Student Services
reading proficiency	Implementation of the following frameworks: MTSS, Restorative Practices, Responsive Classrooms, PBIS

Structured Literacy

Action Step		
<ul style="list-style-type: none"> Conduct a curriculum audit by June 2024 to identify gaps and outdated practices. 3. Provide professional development on culturally responsive teaching and differentiated instruction. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency

Professional Learning Community (PLC)	Weekly PLC
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Culturally Responsive Classroom and Use Restorative Practices

Action Step		
<ul style="list-style-type: none"> • Cultural Proficiency Training for Administrators, Teachers, and Support Staff. • Establish a meeting structure that includes a building-level review of attendance and a district-level review including the Director of Student Services • Implementation of the following frameworks: MTSS, Restorative Practices, Responsive Classrooms, PBIS 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Day long trainings and follow ups in weekly PLCs
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3e: Demonstrating Flexibility and Responsiveness • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 3a: Communicating with Students 	

This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

MTSS/PBIS Training for the Implementation with Fidelity

Action Step		
<ul style="list-style-type: none"> Establish a meeting structure that includes a building-level review of attendance and a district-level review including the Director of Student Services Implementation of the following frameworks: MTSS, Restorative Practices, Responsive Classrooms, PBIS 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly data analysis and tiering meetings to determine problems of practice that can be adjusted to meet the needs of all students
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Community Meetings					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Conduct a curriculum audit by June 2024 to identify gaps and outdated practices. 	Elementary Parents	The opening of Steele Elementary School in order to make space to include increased numbers of PreK opportunities for Harrisburg School District children	Mr. Eric Turman, Superintendent	03/01/2023	08/28/2024
Communications					
Type of Communication			Frequency		
Presentation			Ongoing presentations have occurred under the supervision of the Superintendent to advise families of the reopening of Steele School and to share the anticipated outcomes of this strategy.		
Posting on district website			Openings for PreK within the district has been posted on the District website.		
Letter			Written communication has been provided and will continue to be provided to enrolled PreK parents		
Public service announcement			Ongoing to update families of collaborative opportunities regarding Pre-K. Parents and Guardians will be invited to come to the district to learn about transitions through their child's educational experience; particularly for parents with incoming Kindergarten children, fifth grade parents who have children moving to middle school, and eighth grade parents with children moving to high school.		
Presentation			A well developed communication plan has been created in order to develop and maintain a positive, collaborative relationship with all stakeholders		
Brief			A tool has been developed to share district progress toward all recovery goals.		
Posting on district website			A data dashboard is posted on the district website to regularly update district data toward progress on all recovery goals.		

Community Meetings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Conduct a curriculum audit by June 2024 to identify gaps and outdated practices. 	Elementary Parents	The opening of Steel Elementary School in order to make space to include increased numbers of PreK opportunities for Harrisburg School District children	Mr. Eric Turman, Superintendent	03/01/2023	08/28/2024

Communications

Type of Communication	Frequency
Presentation	Ongoing presentations have occurred under the supervision of the Superintendent to advise families of the reopening of Steel School and to share the anticipated outcomes of this strategy.
Posting on district website	Openings for PreK within the district has been posted on the District website.
Letter	Written communication has been provided and will continue to be provided to enrolled PreK parents
Public service announcement	Ready Rosie, an early literacy tool for all families within the Harrisburg School District footprint, has been purchased and advertised to families since its inception.
Other	A well developed communication plan has been created in order to develop and maintain a positive, collaborative relationship with all stakeholders
Newsletter	A tool has been developed to share district progress toward all recovery goals.
Other	A data dashboard is posted on the district website to regularly update district data toward progress on all recovery goals.

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• Comprehensive Plan Board Affirmation.pdf

Chief School Administrator	Date
Benjamin Henry	2025-01-11