**HAZLETON AREA CAREER CENTER**

1451 W 23rd St

Comprehensive Plan | 2023 - 2026

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## MISSION STATEMENT

The mission of the Hazleton Area School District is to provide a challenging and enriching education where all students are exposed to high career and academic standards, a rigorous curricula, and integrated technology in an inclusive environment.

## VISION STATEMENT

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

# EDUCATIONAL VALUE STATEMENTS

### STUDENTS

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

### STAFF

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

### ADMINISTRATION

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

## PARENTS

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

## COMMUNITY

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

## OTHER (OPTIONAL)

# STEERING COMMITTEE

| Name | Position | Building/Group |
| --- | --- | --- |
| Robert Barletta | Other | LIU18 |
| Brian Uplinger | Administrator | HASD |
| Patrick Patte | Administrator | HASD Assistant to the Superintendent |
| Kenneth Briggs | Administrator | HASD Technology Director |
| Michelle Zukoski | Administrator | HASD Supervisor of Federal Programs |
| Robert Mehalick | Administrator | HASD Assistant to the Superintendent for Pupil Services |
| Lori Herman | Administrator | HASD |
| Dane Watro | Community Member | Local State Representative |
| Olga Papa | Staff Member | HASD School Counselor |
| Ellen McBride | Board Member | HASD School Board President |
| Randi Chapin | Staff Member | HASD |
| Eileen Panzarella | Community Member | Pathways to Recovery |
| Joe Lettiere | Other | CanDo, Inc. |

| Name | Position | Building/Group |
|------|----------|----------------|
| Jeff Weed | Administrator | HASD Assistant Director of Special Education |
| Madison Uplinger | Student | HAAS |
| Ann Conflitti | Other | HASD Data |
| Cathy Colangelo | Other | Partners In Education |
| Danielle Uplinger | Parent | HASD Parent |

## ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in math for all students. In accordance with the 2022 Future Ready Index math results, addressing this challenge and implementing targeted interventions to support student progress is a top priority in our educational initiatives. | Essential Practices 1: Focus on Continuous Improvement of Instruction |
| Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in math for all students. In accordance with the 2022 Future Ready Index math results, addressing this challenge and implementing targeted interventions to support student progress is a top priority in our educational initiatives. | Graduation rate |

## ACTION PLAN AND STEPS

### Evidence-based Strategy

ELD Curriculum: Literacy Instruction

### Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Economically Disadvantaged | Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students scoring below proficiency on the PSSA (ELA) will |

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| | decrease by 20% by 2026 as compared to the baseline data. |
| Graduation/Attendance | By the June 2026, the attendance rate of ELL and Special Education high school students will increase from 55.8% to 86%, as measured by the Future Ready Index. Through a positive attendance incentive program, we will aim to close the attendance gap and reach the state average of 85.8%, therefore increasing the graduation rate for the identified student groups. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 2023-03-01 - 2023-06-30 | ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher | 1. Cengage Learning, National Geographic, Digital Access Licenses for all ELD students. 2. Credit Recovery for Migrant and ELD students 3. Translation Computers and bilingual communication monitors ACTFL Standards WIDA Scores Rosetta Stone Laptops Headsets Microphones Professional Development |

**Anticipated Outcome**

Providing examples of performance tasks evidencing adherence to the ELA curriculum

**Monitoring/Evaluation**

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

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data. (Economically Disadvantaged)<br><br>By the June 2026, the attendance rate of ELL and Special Education high school students will increase from 55.8% to 86%, as measured by the Future Ready Index. Through a positive attendance incentive program, we will aim to close the attendance gap and reach the state average of 85.8%, therefore increasing the graduation rate for the identified student groups. (Graduation/Attendance) | ELD Curriculum: Literacy Instruction | Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 03/01/2023 - 06/30/2023 |

# APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

**Assurance of Quality and Accountability**

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

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

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

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

| | | |
|---|---|---|
| Chief School Administrator | Brian T. Uplinger | 2023-10-27 |
| School Improvement Facilitator Signature | | |
| Building Principal Signature | Lori Herman | 2023-10-24 |

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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

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

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

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

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

In 2022, grade 9 in Science met the standard for PA Academic Growth.

98.4% of all students exceeded the statewide performance standard.

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

### Challenges

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

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

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

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

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

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

Graduation Rate (Students with disabilities)

Graduation Rate (ELs)

## Strengths

Standard (70.0) ELs met or exceeded the statewide goal (79.0) Graduation Rate (ELs) ELs have a graduation rate that is approximately 12% (64.09%) below the state average (76.7%).

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

The all student group met or exceeded the statewide goal (82.0) Statewide Growth Standard (70.0) ELs met or exceeded the interim target for growth (86.0)

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

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

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

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

Promote and sustain a positive school environment where all

## Challenges

Attendance (Students with disabilities)

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

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

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

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

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

Identify and address individual student learning needs

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

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

**Strengths**

members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

**Challenges**

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

**Most Notable Observations/Patterns**

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

| Challenges | Discussion Point | Priority for Planning |
|---|---|---|
| English Language Growth and Attainment: All student groups did not meet Interim Goal/Improvement Target | A newcomer center has been opened to assist students socially, emotionally, and academically. | ✓ |
| According to the 2022 Future Ready Index, all student groups did not meet the interim goal/improvement target on the ELA PSSA. | A newcomer center has been opened to assist students socially, emotionally, and academically. | ✓ |
| In 2022, Special Education grade 4 showed significant evidence that the District did not meet the standard for PA Academic Growth. | | |
| According to the 2022 Future Ready Index, all student groups did not meet the interim goal/improvement target on the Math PSSA. | | |
| Attendance (Students with disabilities) | | |
| In the Economically Disadvantaged student group, (grades 3-8), 29.3% of the students achieved Proficiency in English/Language Arts | | |

# ADDENDUM B: ACTION PLAN

**Action Plan: ELD Curriculum: Literacy Instruction**

| Action Steps | Anticipated Start/Completion Date |
|---|---|
| Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 03/01/2023 - 06/30/2023 |

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

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

# ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data. (Economically Disadvantaged)<br><br>By the June 2026, the attendance rate of ELL and Special Education high school students will increase from 55.8% to 86%, as measured by the Future Ready Index. Through a positive attendance incentive program, we will aim to close the attendance gap and reach the state average of 85.8%, therefore increasing the graduation rate for the identified student groups. (Graduation/Attendance) | ELD Curriculum: Literacy Instruction | Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 03/01/2023 - 06/30/2023 |

# PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|---|---|
| Differentiated Instruction Programs and Strategies | 9-12 teachers | Classroom Diagnostic Tools, Quill, Nearpod, Study Island, Freckle, Imagine Learning, Great Writing, LAS Link, preLAS, Writing without tears, Simple Solutions, McGraw Hill resources, National Geographic |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|---|---|
| Student data | 09/01/2024 - 06/30/2026 | Administrators and Teachers |

**Danielson Framework Component Met in this Plan:**

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in Inclusive Settings

# ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|---|---|---|
| Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data. (Economically Disadvantaged)<br><br>By the June 2026, the attendance rate of ELL and Special Education high school students will increase from 55.8% to 86%, as measured by the Future Ready Index. Through a positive attendance incentive program, we will aim to close the attendance gap and reach the state average of 85.8%, therefore increasing the graduation rate for the identified student groups. (Graduation/Attendance) | ELD Curriculum: Literacy Instruction | Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 2023-03-01 - 2023-06-30 |

# COMMUNICATIONS PLAN

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

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

| Lead Person/Position |
|---|
| Technology director |

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

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