



HATBORO-HORSHAM COMPREHENSIVE PLAN

(DRAFT)

2024-2027

Hatboro-Horsham School District
Comprehensive Plan Feedback

Form
Belongingness



Hatboro-Horsham SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		123463603
Address 1		
229 Meetinghouse Rd		
Address 2		
City	State	Zip Code
Horsham	PA	19044-2192
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Ted M. Domers		
Single Point of Contact Email		
tdomers@hatboro-horsham.org		
Single Point of Contact Phone Number		
215 - 420 - 5042		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Weber	Administrator	Hatboro-Horsham School District	DWeber@Hatboro-Horsham.org
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Jen Wilson	Board Member	Hatboro-Horsham	JWilson@Hatboro-Horsham.org
Michelle Campellone	Parent	Hatboro-Horsham	mcampellone@Hatboro-Horsham.org

LEA Profile

Educational Community

The School District of Hatboro-Horsham is a suburban school district in Montgomery County, Pennsylvania located approximately twenty miles northeast of Philadelphia. The district encompasses a land area of approximately 20 square miles. The school district is made up of the Borough of Hatboro and the township of Horsham.

The District is comprised of six schools: four elementary schools (K-5), one middle school (6-8), and one high school (9-12). The District is a member of the Montgomery County Intermediate Unit and receives a variety of special services through the Intermediate Unit including programming for select students with special needs. The student enrollment is approximately 4,200 students. Three elementary schools are designated as Schoolwide Title 1. The District's enrollment has seen a decline over the past decade; a recent Enrollment Projection Study indicates this trend will continue based on a reduced birth rate in the county. The District anticipates a more predictable enrollment pattern through the duration of this Comprehensive Plan from 2024-2027.

The District of Hatboro-Horsham employs approximately 940 staff members. There are 36 administrators, 400 professional staff members, and 505 full and part-time support staff members. There is one Superintendent, Assistant Superintendent, Director of Business Affairs, nine additional directors, six principals, and nine assistant principals among the administrative staff. The professional staff includes classroom teachers, guidance counselors, psychologists, librarians, nurses, and an array of educational specialists. The district budget for 2024-2025 is \$126,735,864. Approximately 75% of the revenue to support the budget is generated from local tax dollars.

The District is guided by a "Lighthouse" document to unify planning and programming. There are four key tenets. The district focuses on learning rather than teaching because student learning is our fundamental purpose. Next, through the commitment to Deeper Learning, the District seeks to create learning experiences that transcend standards, are inquiry-based, and enable students to transfer their learning to other experiences. With a commitment to equity and cultural responsiveness, the District seeks to ensure every student has what they need to reach their full learning potential. Finally, the District utilizes a restorative approach to build healthy school cultures and communities. Taken together, this framework centers student learning as our primary goal and indicator for success.

The District's educational programs aim to meet the needs of the whole child. A strong core program at every level leads to meeting the annual indicators on virtually all benchmarked areas of Pennsylvania's Future Ready Index. Moreover, there is a tremendous variety of exploratory programs, elective courses, and extra-curricular programs. Continuous improvement processes are in place at every level, independent of this comprehensive planning effort. As a result, there is a strong commitment to new initiatives in each school to support every child's academic, social, and emotional needs.

Mission and Vision

Mission

The School District of Hatboro-Horsham will prepare and challenge all students to excel academically and to develop social skills and creativity by providing exemplary and innovative educational programs through a supportive collaboration of educators, students, parents, and community stakeholders.

Vision

Hatboro-Horsham School District is comprised of a cohesive, supportive group of dedicated staff, students, parents, and community members united in our commitment to pursue excellence in education. We intend to realize our highest potential as an educational community by setting clear, measurable goals, employing best practices, engaging in effective communication, and utilizing resources wisely. We will use our successes as a catalyst for future growth, change, and improvement.

Educational Values

Students

We believe the role of the students is to . . . • Engage in all aspects of their education and take full advantage of the wide range of opportunities provided. • Demonstrate respect, empathy, and care for their peers and all members of the school community. • Contribute to the safe, consistent, and respectful community established throughout the district.

Staff

We believe the role of teachers and all staff is to... • Provide a safe, consistent, fair, and respectful classroom environment that encourages a life-long passion for learning. • Model strong communication and problem-solving skills. • Actively participate in their ongoing professional development.

Administration

We believe the role of administrators is to... • Be the visible liaison between all stakeholders while providing consistent, quality leadership and vision across the district that fosters a cooperative, collaborative educational climate. • Facilitate quality instruction by providing constructive supervision and resources to foster continued teacher professional development. • Cultivate the character and climate of individual buildings as coordinated with larger district goals.

Parents

We believe the role of parents is to... • Provide for their children's basic needs, thereby enabling them to come to school ready to learn. • Model positive behaviors and habits regarding education and learning. • Actively participate in understanding their children's learning experiences and to utilize school resources as advocates in their children's education.

Community

We believe the role of the community is to... • Actively support our schools by providing funding and governance, contributing expertise, and providing learning opportunities and resources. • Provide role models for students of productive citizens through volunteerism and a sense of shared responsibility towards education. • Celebrate the achievements of the school community.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The aggregate scores for all HHSD students in Math, ELA, and Science exceeded the growth standard.	
All PSSA scores from grades 3-8 in Math, ELA, and Science exceeded the 2023 state average for proficient/advanced student achievement.	
Algebra 1 Keystone achievement scores increased by double digits, exceeding the state average with well above growth.	
Biology Keystone scores are above the state average while meeting expected growth.	
The 4 Year Cohort Graduation Rate of the class of 2023 exceeded the state average.	
All schools exceeded the state average for daily attendance.	
HHSD exceeded the state average in the category of rigorous courses of study.	

Challenges

Indicator	Comments/Notable Observations
Keystone Literature did not meet the state average in achievement and had "well-below" growth.	
Ensure every student exceeds the state achievement benchmark on the PSSA and Keystone tests, while demonstrating annual growth.	Keystone Literature did not meet the state average in achievement and had "well-below" growth.

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

Strengths

Indicator Growth in student achievement from below basic to basic in PSSA ELA Grade Level(s) and/or Student Group(s) Class of 2028 and 2029	Comments/Notable Observations
Indicator Growth in student achievement from proficient to advanced in PSSA ELA Grade Level(s) and/or Student Group(s) Class of 2028, 2029, 2031	Comments/Notable Observations
Indicator Growth in student achievement from below basic to basic in PSSA Math	Comments/Notable Observations The 'All Students' group in grades 3 - 5 met standards for growth in ELA, Math, and Science

Grade Level(s) and/or Student Group(s) Class of 2029 and 2031	
Indicator Growth in student achievement from proficient to advanced in PSSA Math Grade Level(s) and/or Student Group(s) Class of 2029	Comments/Notable Observations
Indicator Growth by the lowest quintile of students in Keystone Algebra Grade Level(s) and/or Student Group(s) First time test takers in 2021-2022	Comments/Notable Observations
Indicator Growth by the highest quintile of students in Keystone Algebra Grade Level(s) and/or Student Group(s) First time test takers in 2021-2022	Comments/Notable Observations
Indicator Growth by the lowest quintile of students in Keystone Biology Grade Level(s) and/or Student Group(s) First time test takers in 2021-2022	Comments/Notable Observations
Indicator Growth by the highest quintile of students in Keystone Biology Grade Level(s) and/or Student Group(s) First time test takers in 2021-2022	Comments/Notable Observations

Challenges

Indicator Growth in student achievement from below basic to basic in PSSA ELA Grade Level(s) and/or Student Group(s) Class of 2030 and 2031	Comments/Notable Observations
Indicator Growth in student achievement from proficient to advanced in PSSA ELA Grade Level(s) and/or Student Group(s) Class of 2030	Comments/Notable Observations
Indicator Growth in student achievement from below basic to basic in PSSA Math Grade Level(s) and/or Student Group(s) Class of 2028 and 2030	Comments/Notable Observations
Indicator	Comments/Notable Observations

<p>Growth in student achievement from proficient to advanced in PSSA Math</p> <p>Grade Level(s) and/or Student Group(s) Class of 2028, 2030, and 2031</p>	
<p>Indicator Growth by the lowest quintile of students in Keystone Literature</p> <p>Grade Level(s) and/or Student Group(s) First time test takers in 2021-2022</p>	Comments/Notable Observations
<p>Indicator Growth by the highest quintile of students in Keystone Literature</p> <p>Grade Level(s) and/or Student Group(s) First time test takers in 2021-2022</p>	Comments/Notable Observations
<p>Indicator Students categorized as economically disadvantaged had lower attendance than their peers.</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>	Comments/Notable Observations
<p>Indicator Students categorized as economically disadvantaged did not meet the state average for rigorous courses of study.</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The aggregate scores for all HHSD students in Math, ELA, and Science exceeded the growth standard.
All PSSA scores from grades 3-8 in Math, ELA, and Science exceeded the 2023 state average for proficient/advanced student achievement.
Algebra 1 Keystone achievement scores increased by double digits, exceeding the state average well above growth.

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.

Keystone Literature did not meet the state average in achievement and had "well-below" growth.
Ensure every student exceeds the state achievement benchmark on the PSSA and Keystone tests, while demonstrating annual growth.
Students categorized as economically disadvantaged had lower attendance than their peers.
Students categorized as economically disadvantaged did not meet the state average for rigorous courses of study.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS- Grades K-5	In the fall of 2023, the DIBELS screening assessment was administered to students in grades K-5 to determine a baseline score of student growth and assist teachers in adjusting their instruction to focus on areas of need. The DIBELS screening will be given three times over the course of the school year, generally in September, January, and May.
LinkIt Benchmarks- Grades 6-10	In the fall of 2023, the LinkIt Benchmark assessments were administered to all students in grades 6-10. This is the first time that benchmark assessments aligned with the PSSA and Keystone tests were given. The benchmark assessments will continue to be given three times a year (fall, winter, and spring).

English Language Arts Summary

Strengths

Elementary: DIBELS: 1st-grade students are meeting expected levels of proficiency in their ability to hear a word and break it into sound parts (phoneme segmentation). 2nd-grade students are meeting expected levels of proficiency in their ability to recognize words (high-frequency words).
Elementary: DIBELS: 3rd-grade students met the expected achievement overall. 4th and 5th graders are meeting expected achievement overall.
Grades 6-8: LinkIt Benchmark: 6th graders showed strength in the areas of craft and structure/integration of knowledge and ideas in literary text. 7th graders showed strength in the areas of craft and structure/integration of knowledge and ideas informational text through vocabulary acquisition. 8th graders showed strength in the areas of key ideas and details by comparing and contrasting with the main idea.
Grades 9 and 10: LinkIt Benchmark: 9th graders scored high in the area of explaining, interpreting, comparing, and describing settings in a variety of fiction. 9th graders also showed strength in using context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. 10th graders did well in the area of analyzing the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

Challenges

Elementary: DIBELS: Kindergarten and 1st-grade students did not meet expected achievement overall. While we did not educate many of the students prior to kindergarten, the data suggests that tier-one adjustment may be needed.
Elementary: DIBELS: 2nd graders did not meet the expected achievement on correct letter sounds. This result suggests a need to focus on a student's ability to recognize letters and their corresponding sounds with a high degree of automaticity.
Grades 6-8: LinkIt Benchmark: Students in all three grade levels performed in the basic category.
Grades 9 and 10: LinkIt Benchmark: Students in both grades 9 and 10 are performing in the below basic and basic categories.

Mathematics

Data	Comments/Notable Observations
STAR- Grades K-5	In the fall of 2023, the Star Math benchmark assessment was administered to students in grades 1-5 to determine a baseline score of student growth and to assist teachers in adjusting their instruction to focus on areas of need. The Star Math benchmarks will be given three times over the course of the school year, generally in September, January, and May.

CDT- Grades 6-8	In the fall of 2023, benchmarks were implemented to assist teachers with assessing student learning specific to standards attainment during the school year. The benchmarks are intended to be implemented three times during the year: beginning, middle, and toward the end of the year, a few weeks before state testing. The middle school administered the CDT in grades 6-8. This freely available PDE-provided tool provides both collective indicators of achievement as well as individualized ones and purports to allow educators to project student achievement on the PSSA math tests.
Linkit Algebra I Benchmark	The Linkit! High school Algebra I Keystone benchmark was administered for the first time to 203 Algebra I students. They will be administered again twice a semester.

Mathematics Summary

Strengths

Elementary: Grades 1-3 showed strength in the area of measurement and data (interpreting data displays, time, and making change).
Elementary: Grades 4 and 5 showed strength in the areas of numbers, operations, and Geometry (base ten place value, and graphing coordinate planes).
Grades 6-8: The initial review of the CDT data indicates that students had the highest level of success in grade 8, with 56% projected to be proficient or advanced on the grade 8 PSSA. This number is significantly higher than we have scored in recent years.
High School: Students were strongest with questions related to operations with real numbers.

Challenges

Elementary: Grades 1-3 demonstrated a need for support in partitioning shapes, measuring, and fractions.
Elementary: Grades 4 and 5 demonstrated a need to focus on fractions (adding, subtracting, multiplying, and dividing).
Grades 6-8: Grade 6 students had the lowest percent of students least likely to be proficient on the PSSA, with Algebraic Concepts being the area where students had the least success. Questions pertaining to number and operation were the most successful questions collectively for this group.
High School: Algebra 1 students not demonstrating proficiency.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grade 8 Linkit Science Benchmark	In the fall of 2023, the Linkit Grade 8 Science Benchmark assessment was administered to all 8th grade students. This is the first time that a benchmark assessment aligned with the PSSA was given. The benchmark assessment will continue to be given three times a year (fall, winter, and spring).
Linkit Keystone Biology Benchmark	In the fall of 2023, the Linkit Keystone Biology Benchmark assessment was administered to all students taking Biology. This is the first time that a benchmark assessment for Biology was given. The benchmark assessment will continue to be given during each semester.

Science, Technology, and Engineering Education Summary

Strengths

Grade 8 Linkit Science Benchmark: Students scored high in applying knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems and interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.
Linkit Keystone Biology Benchmark: Students scored high in the area of describing relationships between structure and function at biological levels of

organization and describing and interpreting relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms).

Challenges

Grade 8 Linkit Science Benchmark: 8th-grade students scored in the basic or below basic category.

Linkit Keystone Biology Benchmark: Students scored in the basic category.

Related Academics

Career Readiness

Data	Comments/Notable Observations
School-based Career Readiness	We have specific criteria for each school to meet the needs of career readiness. We have artifacts for all students.
Rigorous Courses of Study	Graduating students who have enrolled in an AP course, CTE Program of Study Concentration, or participate in Dual Enrollment.

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

Seton Hall

Agreement Type

Dual Credit

Program/Course Area

Any

Uploaded Files

Seton Hall.doc

Partnering Institution

Harrisburg University

Agreement Type

Dual Credit

Program/Course Area

Any

Uploaded Files

Harrisburg University.pdf

Partnering Institution

Montgomery County Community College

Agreement Type

Dual Credit

Program/Course Area

Any

Uploaded Files

2023_HatboroHorsham_EC Agreement Final.pdf

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.

Every school has a plan in place to address career readiness at each grade level and has developed specific sets of activities to provide all students with opportunities to explore career options.

55.8% of the Class of 2023 engaged in a rigorous course of study, exceeding the state average of 54.9%

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.

Further integration of career readiness into all content areas needs to be achieved.

40.7% of students identified as Economically Disadvantaged enrolled in a rigorous course of study.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Attendance	Regular attendance is defined by a student attending 90% or more of days in a school year.
Rigorous Course of Study	Graduating students who have enrolled in an AP course, CTE Program of Study Concentration, or participate in Dual Enrollment.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Attendance	Regular attendance is defined by a student attending 90% or more of days in a school year.
Rigorous Course of Study	Graduating students who have enrolled in an AP course, CTE Program of Study Concentration, or participate in Dual Enrollment.

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students with disabilities in the elementary schools and Keith Valley have regular attendance consistent with the "All Student" Group.
Students who are identified as economically disadvantaged in the elementary schools and Keith Valley have regular attendance consistent with the "All Student" Group.

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.

Support all students with regular attendance, increasing access for students who are not currently attending at the same rate as their peers.
Create opportunities for all students to engage in a rigorous course of study with a specific focus placed on students who are not meeting the state benchmark.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

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.

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.	Operational
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.	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment.	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Operational
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.	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	Operational

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.	Operational
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.

Implementation of evidence-based instructional practices aligned to instructional resources.
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.

Sound fiscal condition and coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.
Effective partnerships with local businesses, community organizations, and other agencies to meet the needs of 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.

Support school leaders in supervising and developing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Ensure effective, standards-aligned curriculum and assessment.

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 PSSA scores from grades 3-8 in Math, ELA, and Science exceeded the 2023 state average for proficient/advanced student achievement.	True
Algebra 1 Keystone achievement scores increased by double digits, exceeding the state average well above growth.	True
The aggregate scores for all HHSD students in Math, ELA, and Science exceeded the growth standard.	True
The aggregate scores for all HHSD students in Math, ELA, and Science exceeded the growth standard.	False
Elementary: DIBELS: 1st-grade students are meeting expected levels of proficiency in their ability to hear a word and break it into sound parts (phoneme segmentation). 2nd-grade students are meeting expected levels of proficiency in their ability to recognize words (high-frequency words).	False
Elementary: DIBELS: 3rd-grade students met the expected achievement overall. 4th and 5th graders are meeting expected achievement overall.	False
Grades 6-8: Linkit Benchmark: 6th graders showed strength in the areas of craft and structure/integration of knowledge and ideas in literary text. 7th graders showed strength in the areas of craft and structure/integration of knowledge and ideas informational text through vocabulary acquisition. 8th graders showed strength in the areas of key ideas and details by comparing and contrasting with the main idea.	False
Grades 6-8: Linkit Benchmark: 6th graders showed strength in the areas of craft and structure/integration of knowledge and ideas in literary text. 7th graders showed strength in the areas of craft and structure/integration of knowledge and ideas informational text through vocabulary acquisition. 8th graders showed strength in the areas of key ideas and details by comparing and contrasting with the main idea.	False
Implementation of evidence-based instructional practices aligned to instructional resources.	True
Students with disabilities in the elementary schools and Keith Valley have regular attendance consistent with the "All Student" Group.	True
Students who are identified as economically disadvantaged in the elementary schools and Keith Valley have regular attendance consistent with the "All Student" Group.	True
Grade 8 Linkit Science Benchmark: Students scored high in applying knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems and interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.	False
Sound fiscal condition and coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	True
Every school has a plan in place to address career readiness at each grade level and has developed specific sets of activities to	False

provide all students with opportunities to explore career options.	
Elementary: Grades 1-3 showed strength in the area of measurement and data (interpreting data displays, time, and making change).	False
Elementary: Grades 4 and 5 showed strength in the areas of numbers, operations, and Geometry (base ten place value and graphing coordinate planes).	False
Grades 9 and 10: Linkit Benchmark: 9th graders scored high in the area of explaining, interpreting, comparing, and describing settings in a variety of fiction. 9th graders also showed strength in using context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. 10th graders did well in the area of analyzing the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	False
Grades 6-8: The initial review of the CDT data indicates that students had the highest level of success in grade 8, with 56% projected to be proficient or advanced on the grade 8 PSSA. This number is significantly higher than we have scored in recent years.	False
High School: Students were strongest with questions related to operations with real numbers.	False
Linkit Keystone Biology Benchmark: Students scored high in the area of describing relationships between structure and function at biological levels of organization and describing and interpreting relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms).	False
55.8% of the Class of 2023 engaged in a rigorous course of study, exceeding the state average of 54.9%.	True
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.	False
Effective partnerships with local businesses, community organizations, and other agencies to meet the needs of the district.	False
Grades 9 and 10: Linkit Benchmark: 9th graders scored high in the area of explaining, interpreting, comparing, and describing settings in a variety of fiction. 9th graders also showed strength in using context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. 10th graders did well in the area of analyzing the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	False
Grades 6-8: The initial review of the CDT data indicates that students had the highest level of success in grade 8, with 56% projected to be proficient or advanced on the grade 8 PSSA. This number is significantly higher than we have scored in recent years.	False
High School: Students were strongest with questions related to operations with real numbers.	False
Linkit Keystone Biology Benchmark: Students scored high in the area of describing relationships between structure and function at biological levels of organization and describing and interpreting relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms).	False
55.8% of the Class of 2023 engaged in a rigorous course of study, exceeding the state average of 54.9%.	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
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Keystone Literature did not meet the state average in achievement and had "well-below" growth.	True
Students categorized as economically disadvantaged had lower attendance than their peers.	True
Students categorized as economically disadvantaged did not meet the state average for rigorous courses of study.	True
Ensure every student exceeds the state achievement benchmark on the PSSA and Keystone tests, while demonstrating annual growth.	True
Elementary: DIBELS: Kindergarten and 1st-grade students did not meet expected achievement overall. While we did not educate many of the students prior to kindergarten, the data suggests that tier-one adjustment may be needed.	False
Elementary: DIBELS: 2nd graders did not meet the expected achievement on correct letter sounds. This result suggests a need to focus on a student's ability to recognize letters and their corresponding sounds with a high degree of automaticity.	False
Further integration of career readiness into all content areas needs to be achieved.	False
Elementary: Grades 1-3 demonstrated a need for support in partitioning shapes, measuring, and fractions.	False
Elementary: Grades 4 and 5 demonstrated a need to focus on fractions (adding, subtracting, multiplying, and dividing).	False
Grades 6-8: Grade 6 students had the lowest percent of students least likely to be proficient on the PSSA, with Algebraic Concepts being the area where students had the least success. Questions pertaining to number and operation were the most successful questions collectively for this group.	False
Create opportunities for all students to engage in a rigorous course of study with a specific focus placed on students who are not meeting the state benchmark.	True
Support school leaders in supervising and developing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
High School: Algebra 1 students not demonstrating proficiency.	False
Grades 6-8: Linkit Benchmark: Students in all three grade levels performed in the basic category.	False
Grades 9 and 10: Linkit Benchmark: Students in both grades 9 and 10 are performing in the below basic and basic categories.	False
Linkit Keystone Biology Benchmark: Students scored in the basic category.	False
40.7% of students identified as Economically Disadvantaged enrolled in a rigorous course of study.	True
Support all students with regular attendance, increasing access for students who are not currently attending at the same rate as their peers.	True
Ensure effective, standards-aligned curriculum and assessment.	False
Grade 8 Linkit Science Benchmark: 8th-grade students scored in the basic or below basic category.	False
High School: Algebra 1 students not demonstrating proficiency.	False
Grades 6-8: Linkit Benchmark: Students in all three grade levels performed in the basic category.	False
Grades 9 and 10: Linkit Benchmark: Students in both grades 9 and 10 are performing in the below basic and basic categories.	False
Linkit Keystone Biology Benchmark: Students scored in the basic category.	False
40.7% of students identified as Economically Disadvantaged enrolled in a rigorous course of study.	False
Support all students with regular attendance, increasing access for students who are not currently attending at the same rate as their peers.	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.

At the core of the mission of the Hatboro-Horsham School District is to ensure that each student graduates from high school prepared for post-secondary success. The rigorous course of study metric offers a clear indication to the impact of our school system. The responsibility for our graduates does not solely exist with the high school; rather the onus allows across all of our K-12 schools. The needs assessments elevated three key areas to ensure we are addressing the root challenges to meet the needs of our students: (1) All students must exceed the state achievement areas while also demonstrating growth, (2) Support regular attendance for all students; (3) Create opportunities for all students to engage in a rigorous course of study.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Keystone Literature did not meet the state average in achievement and had "well-below" growth.		False
Students categorized as economically disadvantaged had lower attendance than their peers.		False
Students categorized as economically disadvantaged did not meet the state average for rigorous courses of study.		False
Support school leaders in supervising and developing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.		False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.		False
Create opportunities for all students to engage in a rigorous course of study with a specific focus placed on students who are not meeting the state benchmark.		True
40.7% of students identified as Economically Disadvantaged enrolled in a rigorous course of study.		False
Support all students with regular attendance, increasing access for students who are not currently attending at the same rate as their peers.		True
Ensure every student exceeds the state achievement benchmark on the PSSA and Keystone tests, while demonstrating annual growth.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implementation of evidence-based instructional practices aligned to instructional resources.	Through Professional Learning Communities (PLCs), we will foster a collaborative culture and define clear goals aligned with the institution's mission. In addition, we will select relevant evidence-based practices, provide ongoing professional development, and establish a systematic data collection and analysis process.
Sound fiscal condition and coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	The coordination of fiscal resources has allowed us to prioritize the needs of many of our subgroups and provide additional resources to support their education.
Students with disabilities in the elementary schools and Keith Valley have regular attendance consistent with the "All Student" Group.	Students in some of the more vulnerable subgroups are maintaining their position in ELA; now we need to accelerate their learning.
Students who are identified as economically disadvantaged in the elementary schools and Keith Valley have regular attendance consistent with the "All Student" Group.	
All PSSA scores from grades 3-8 in Math, ELA, and Science exceeded the 2023 state average for proficient/advanced student achievement.	

Algebra 1 Keystone achievement scores increased by double digits, exceeding the state average well above growth.	
The aggregate scores for all HHSD students in Math, ELA, and Science exceeded the growth standard.	
55.8% of the Class of 2023 engaged in a rigorous course of study, exceeding the state average of 54.9%	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To expand opportunities for all students to engage in a rigorous course of study, HHSD must prioritize a more aligned sequence of academic opportunities. This progression begins in the elementary schools with collaborative and inter-disciplinary learning and continues at Keith Valley with expanded choice in electives and deeper learning across core classes. These educational experiences will promote high school readiness to better position students so that the high school teachers, counselors, and leaders can proactively engage students in academic pathways. Taken together, students enrolling in a rigorous of course study will expand.
	To support regular attendance for all students, HHSD must prioritize a more timely approach to student absenteeism. By increasing utilization of data tools that disaggregate student attendance data and offering more comprehensive supports to students and families, students with regular attendance will improve.
	To increase achievement and growth on the PSSA and Keystone exams, HHSD must prioritize a system of continuous improvement focused on student learning. Through a more strategic approach to supporting teachers and school leaders with instructional improvement, impactful curricular resources, and on-going data analysis, student achievement will increase.

Goal Setting

Priority: To increase achievement and growth on the PSSA and Keystone exams, HHSD must prioritize a system of continuous improvement focused on student learning. Through a more strategic approach to supporting teachers and school leaders with instructional improvement, impactful curricular resources, and on-going data analysis, student achievement will increase.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2027, 100% of each tested grade level will exceed the state average for achievement and exceed expected growth on the PSSA or Keystone exam.		
Measurable Goal Nickname (35 Character Max)		
Achievement & Growth		
Target Year 1	Target Year 2	Target Year 3
By 2025, 80% of each tested grade level will exceed the state average for achievement and exceed expected growth on the PSSA or Keystone exam.	By 2026, 90% of each tested grade level will exceed the state average for achievement and exceed expected growth on the PSSA or Keystone exam.	By 2027, 100% of each tested grade level will exceed the state average for achievement and exceed expected growth on the PSSA or Keystone exam.

Priority: To expand opportunities for all students to engage in a rigorous course of study, HHSD must prioritize a more aligned sequence of academic opportunities. This progression begins in the elementary schools with collaborative and inter-disciplinary learning and continues at Keith Valley with expanded choice in electives and deeper learning across core classes. These educational experiences will promote high school readiness to better position students so that the high school teachers, counselors, and leaders can proactively engage students in academic pathways. Taken together, students enrolling in a rigorous of course study will expand.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
70% of the Class of 2027 will engage in a "rigorous course of study," as defined by the PA Department of Education, for enrollment in an AP course, a CTE program of study, and/or college dual enrollment.		
Measurable Goal Nickname (35 Character Max)		
Postsecondary Success		
Target Year 1	Target Year 2	Target Year 3
60% of the Class of 2027 will engage in a "rigorous course of study," as defined by the PA Department of Education, for enrollment in an AP course, a CTE program of study, and/or college dual enrollment.	65% of the Class of 2027 will engage in a "rigorous course of study," as defined by the PA Department of Education, for enrollment in an AP course, a CTE program of study, and/or college dual enrollment.	70% of the Class of 2027 will engage in a "rigorous course of study," as defined by the PA Department of Education, for enrollment in an AP course, a CTE program of study, and/or college dual enrollment.

Priority: To support regular attendance for all students, HHSD must prioritize a more timely approach to student absenteeism. By increasing utilization of data tools that disaggregate student attendance data and offering more comprehensive supports to students and families, students with regular attendance will improve.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
By 2027, each HHSD school will reduce the number of students who are chronically absent with a 10% improvement per year over a 3-year period.		
Measurable Goal Nickname (35 Character Max)		
Welcoming Schools		
Target Year 1	Target Year 2	Target Year 3
By 2025, each HHSD school will reduce the number of students who are chronically absent with a 10% improvement from the previous school year.	By 2026, each HHSD school will reduce the number of students who are chronically absent with a 10% improvement per year over a 2-year period.	By 2027, each HHSD school will reduce the number of students who are chronically absent with a 10% improvement per year over a 3-year period.

Action Plan

Measurable Goals

Achievement & Growth	Postsecondary Success
Welcoming Schools	

Action Plan For: PLCs

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of each tested grade level will exceed the state average for achievement and exceed expected growth on the PSSA or Keystone exam.

Action Step		Anticipated Start/Completion Date	
HHSD will prioritize Professional Learning Community (PLC) as the central mode of educator professional development. HHSD will build a shared understanding of PLCs through a common framework of collaborative practice to implement a cycle of improvement rooted in data analysis, differentiated instructional strategies, and impactful assessments to support an inclusive environment for all students. HHSD will focus adult learning in targeted data analysis techniques to inform instructional decision-making and monitoring student progress.		2024-08-27	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Ted Domers, Assistant Superintendent	The PLC+ Playbook by Fisher, Frey, Almarode, Flories, Nagel, Linkit Data Software	Yes	No
Action Step		Anticipated Start/Completion Date	
HHSD aims to fully implement the Professional Learning Community (PLC) model to enhance collaboration, foster a data-informed decision-making culture, and ultimately improve student outcomes. Allocation of time at all levels will be prioritized. HHSD will provide support with resources to enhance data analysis with a common framework for effectively and accurately sharing insights among educators.		2024-08-27	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Ted Domers, Assistant Superintendent	The PLC+ Playbook by Fisher, Frey, Almarode, Flories, Nagel, Linkit Data Software	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
(1) Collaborative planning and data analysis will improve student learning by identifying and implementing effective instructional strategies that cater to the specific needs of our students. This targeted approach will enhance	At the beginning of each PLC cycle, we will set specific, measurable, and achievable goals. We will collect and analyze student data regularly using qualitative and quantitative measures. Teacher leaders will lead the PLC implementation on a six-

teaching quality and improve student outcomes. (2) Professional Learning Communities (PLCs) will ensure that instructional practices are aligned with state standards and assessments. This alignment is crucial to deepen student learning on both local and state assessments. (3) Regular PLC meetings facilitate ongoing monitoring of student progress through data analysis. This proactive approach allows educators to identify successes and challenges with ample time for targeted interventions and progress monitoring.	to-eight-week cycle. School leaders will conduct regular classroom observations to assess instructional practices. In collaboration with the central office, school leaders will engage in on-going monitoring of PLC effectiveness to ensure that adjustments can be made to enhance collaborative practices and maximize the positive impact on teaching instruction, student achievement, and overall school improvement.
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Action Plan For: Multiple measures to assess readiness

Measurable Goals:
<ul style="list-style-type: none"> 70% of the Class of 2027 will engage in a "rigorous course of study," as defined by the PA Department of Education, for enrollment in an AP course, a CTE program of study, and/or college dual enrollment.

Action Step		Anticipated Start/Completion Date	
HHSD will expand access to rigorous postsecondary courses by prioritizing collaborative and interdisciplinary learning. In our elementary schools, PLCs will identify opportunities for collaborative learning to deepen student understanding. In middle school, interdisciplinary teams will create seminars to connect learning and expand student choice in electives. In high school, PLCs will align learning outcomes across courses to expand access to rigorous courses for all students.		2024-08-26	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Ted Domers	Learning By Doing: A Handbook for Professional Learning	Yes	No
Action Step		Anticipated Start/Completion Date	
HHSD will expand options for courses with increased student voice. To accomplish this goal, the middle and high school administrations will increase communication about course pathways and provide targeted guidance to promote greater access to rigorous courses.		2024-08-27	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Ted Domers	Learning By Doing: A Handbook for Professional Learning	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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<p>(1) Collaborative learning opportunities throughout elementary schools to deepen learning experiences. (2) Redesign middle school elective courses for expanded choice (3) Expand high school pathways and options for rigorous courses.</p>	<p>The school administration will work with teacher-leaders to design PLC protocols aimed at collaborative and interdisciplinary learning to increase the rigor of student learning. Teachers will analyze teacher designed assessments as well as common benchmark assessments to monitor student learning and adjust practice accordingly. Alongside teacher development, secondary schools will provide more targeted guidance to expand student choice and access. Central office leaders and school leadership teams will monitor implementation through on-going PLC review and course selection materials and timelines.</p>
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Action Plan For: Early-Warning Indicators

<p>Measurable Goals:</p>
<ul style="list-style-type: none"> By 2027, each HHSD school will reduce the number of students who are chronically absent with a 10% improvement per year over a 3-year period.

Action Step		Anticipated Start/Completion Date	
<p>HHSD will build capacity with a school-based student supports team to ensure we meet the needs of all students. Professional development will focus on implementing restorative practices and the CASEL framework. The counselors will lead a school-based team to provide training on creating a welcoming and supportive environment for all students.</p>		2024-08-26	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Andre' McLaurin	IIRP Resources, CASEL Framework	Yes	No
Action Step		Anticipated Start/Completion Date	
<p>HHSD will develop monthly attendance and suspension reports for schools to monitor student attendance and identify trends. Using these reports, schools will disaggregate student data to ensure students who are in jeopardy of reaching the chronically absent threshold receive additional support through the MTSS.</p>		2024-08-26	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Andre' McLaurin	IIRP Resources, CASEL Framework	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>"(1) Three school-based trainings per school year, led by the student supports team, to promote a welcoming and supportive</p>	<p>Each school will promote a welcoming and supportive environment for all students and implement a school-based team to coordinate support, lead training, and analyze data.</p>

environment. (2) Monthly attendance and suspension report distributed to each school to support data-driven decision making for timely supports."

The school counselors, teacher-leaders, and administration will meet monthly to review the school's culture by analyzing data and suspension reports. An annual belongingness survey will focus on restorative practices for each school. The school will adapt supports based on student needs and demographic trends while promoting a responsive culture for restorative practices.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PLCs	HHSD will prioritize Professional Learning Community (PLC) as the central mode of educator professional development. HHSD will build a shared understanding of PLCs through a common framework of collaborative practice to implement a cycle of improvement rooted in data analysis, differentiated instructional strategies, and impactful assessments to support an inclusive environment for all students. HHSD will focus adult learning in targeted data analysis techniques to inform instructional decision-making and monitoring student progress.
Multiple measures to assess readiness	HHSD will expand access to rigorous postsecondary courses by prioritizing collaborative and interdisciplinary learning. In our elementary schools, PLCs will identify opportunities for collaborative learning to deepen student understanding. In middle school, interdisciplinary teams will create seminars to connect learning and expand student choice in electives. In high school, PLCs will align learning outcomes across courses to expand access to rigorous courses for all students.
Early-Warning Indicators	HHSD will build capacity with a school-based student supports team to ensure we meet the needs of all students. Professional development will focus on implementing restorative practices and the CASEL framework. The counselors will lead a school-based team to provide training on creating a welcoming and supportive environment for all students.

PLC Principles and Implementation

Action Step		
<ul style="list-style-type: none"> HHSD will prioritize Professional Learning Community (PLC) as the central mode of educator professional development. HHSD will build a shared understanding of PLCs through a common framework of collaborative practice to implement a cycle of improvement rooted in data analysis, differentiated instructional strategies, and impactful assessments to support an inclusive environment for all students. HHSD will focus adult learning in targeted data analysis techniques to inform instructional decision-making and monitoring student progress. 		
Audience		
All K-12 educators and administrators		
Topics to be Included		
Effective Communication in PLCs, Data Literacy and Analysis, Collaborative Planning and Curriculum Design, Differentiated Instruction for Diverse Learners Classroom Environment to Promote an Inclusive Setting. Assessment Strategies Feedback and Reflection Assessment of PLC Effectiveness.		
Evidence of Learning		
Shared lesson plans, unit plans, common assessments, data analysis reports articulating trends and patterns through student performance data, consistent use of established protocols, norms, and meeting structures. Documented improvement of student achievement as evidenced by assessment results and/or performance metrics Educator feedback for reflection		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Ted Domers, Assistant Superintendent	2024-08-27	2027-06-18

Learning Format

Type of Activities	Frequency
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Professional Learning Community (PLC)	Twice a month
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Post Secondary

Action Step		
<ul style="list-style-type: none"> • HHSD will expand access to rigorous postsecondary courses by prioritizing collaborative and interdisciplinary learning. In our elementary schools, PLCs will identify opportunities for collaborative learning to deepen student understanding. In middle school, interdisciplinary teams will create seminars to connect learning and expand student choice in electives. In high school, PLCs will align learning outcomes across courses to expand access to rigorous courses for all students. 		
Audience		
All K-12 educators and administrators		
Topics to be Included		
Interdisciplinary learning in the elementary schools Curriculum development Classroom environment to promote an inclusive setting Expanding access to college and career-focused course pathways		
Evidence of Learning		
Increased interdisciplinary learning Implementation of new middle school Creative Arts programming Increased student enrollment in post-secondary focused courses		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Ted Domers	2024-08-26	2027-06-18

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Attendance

Action Step
<ul style="list-style-type: none"> • HHSD will build capacity with a school-based student supports team to ensure we meet the needs of all students. Professional development will focus on

implementing restorative practices and the CASEL framework. The counselors will lead a school-based team to provide training on creating a welcoming and supportive environment for all students.		
Audience		
All K-12 teachers, counselors, and administrators		
Topics to be Included		
CASEL Framework Safe and welcoming classroom environment Impact of chronic absenteeism on student achievement		
Evidence of Learning		
Frequency of student support meetings. Implementation of Restorative Practices Reduction in students not meeting regular attendance requirements		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Andre' McLaurin	2024-08-26	2027-06-18

Learning Format

Type of Activities	Frequency
Workshop(s)	3 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 4c: Communicating with Families • 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
PLCs	HHSD aims to fully implement the Professional Learning Community (PLC) model to enhance collaboration, foster a data-informed decision-making culture, and ultimately improve student outcomes. Allocation of time at all levels will be prioritized. HHSD will provide support with resources to enhance data analysis with a common framework for effectively and accurately sharing insights among educators.
Multiple measures to assess readiness	HHSD will expand options for courses with increased student voice. To accomplish this goal, the middle and high school administrations will increase communication about course pathways and provide targeted guidance to promote greater access to rigorous courses.
Early-Warning Indicators	HHSD will develop monthly attendance and suspension reports for schools to monitor student attendance and identify trends. Using these reports, schools will disaggregate student data to ensure students who are in jeopardy of reaching the chronically absent threshold receive additional support through the MTSS.

PLC Professional Development

Action Step		
<ul style="list-style-type: none"> HHSD aims to fully implement the Professional Learning Community (PLC) model to enhance collaboration, foster a data-informed decision-making culture, and ultimately improve student outcomes. Allocation of time at all levels will be prioritized. HHSD will provide support with resources to enhance data analysis with a common framework for effectively and accurately sharing insights among educators. HHSD will expand options for courses with increased student voice. To accomplish this goal, the middle and high school administrations will increase communication about course pathways and provide targeted guidance to promote greater access to rigorous courses. HHSD will develop monthly attendance and suspension reports for schools to monitor student attendance and identify trends. Using these reports, schools will disaggregate student data to ensure students who are in jeopardy of reaching the chronically absent threshold receive additional support through the MTSS. 		
Audience		
All K-12 Educators and Administrators		
Topics to be Included		
Effective Communication in PLCs, Data Literacy and Analysis, Collaborative Planning and Curriculum Design, Differentiated Instruction, Assessment Strategies, Feedback and Reflection, and Assessment of PLC Effectiveness.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Ted Domers, Assistant Superintendent	2024-08-27	2027-06-18

Communication

Type of Communication	Frequency
Presentation	Three times a year

Communication

Type of Communication	Frequency
Presentation	Three times a year

Communication

Type of Communication	Frequency
Presentation	Three times a year

Post Secondary Success

Action Step		
<ul style="list-style-type: none"> • HHSD aims to fully implement the Professional Learning Community (PLC) model to enhance collaboration, foster a data-informed decision-making culture, and ultimately improve student outcomes. Allocation of time at all levels will be prioritized. HHSD will provide support with resources to enhance data analysis with a common framework for effectively and accurately sharing insights among educators. • HHSD will expand options for courses with increased student voice. To accomplish this goal, the middle and high school administrations will increase communication about course pathways and provide targeted guidance to promote greater access to rigorous courses. • HHSD will develop monthly attendance and suspension reports for schools to monitor student attendance and identify trends. Using these reports, schools will disaggregate student data to ensure students who are in jeopardy of reaching the chronically absent threshold receive additional support through the MTSS. 		
Audience		
All K-12 Educators and Administrators		
Topics to be Included		
Effective Communication in PLCs, Data Literacy and Analysis, Collaborative Planning and Curriculum Design, Differentiated Instruction, Assessment Strategies, Feedback and Reflection, and Assessment of PLC Effectiveness.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Ted Domers, Assistant Superintendent	2024-08-27	2027-06-18

Communication

Type of Communication	Frequency
Presentation	Three times a year

Communication

Type of Communication	Frequency
Presentation	Three times a year

Communication

Type of Communication	Frequency
Presentation	Three times a year

Belongingness

Action Step		
<ul style="list-style-type: none"> • HHSD aims to fully implement the Professional Learning Community (PLC) model to enhance collaboration, foster a data-informed decision-making culture, and ultimately improve student outcomes. Allocation of time at all levels will be prioritized. HHSD will provide support with resources to enhance data analysis with a common framework for effectively and accurately sharing insights among educators. • HHSD will expand options for courses with increased student voice. To accomplish this goal, the middle and high school administrations will increase communication about course pathways and provide targeted guidance to promote greater access to rigorous courses. • HHSD will develop monthly attendance and suspension reports for schools to monitor student attendance and identify trends. Using these reports, schools will disaggregate student data to ensure students who are in jeopardy of reaching the chronically absent threshold receive additional support through the MTSS. 		
Audience		
All K-12 Educators and Administrators		
Topics to be Included		
Effective Communication in PLCs, Data Literacy and Analysis, Collaborative Planning and Curriculum Design, Differentiated Instruction, Assessment Strategies, Feedback and Reflection, and Assessment of PLC Effectiveness.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Ted Domers, Assistant Superintendent	2024-08-27	2027-06-18

Communication

Type of Communication	Frequency
Presentation	Three times a year

Communication

Type of Communication	Frequency
Presentation	Three times a year

Communication

Type of Communication	Frequency
Presentation	Three times a year

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date