

HARRISBURG CITY SD

1601 State Street

Comprehensive Plan | 2023 - 2026

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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 committed to providing a rigorous and relevant education to ALL students in a learning environment that fosters high expectations and data-driven and standards-aligned instruction provided by committed, highly qualified teachers. We endeavor to provide a culturally responsive, safe, and positive school environment to enhance, empower, and promote the value of lifelong learning for our students. Families and the Harrisburg community are active partners in the educational process.

Vision

In pursuit of educational excellence, our District aims to empower ALL students to become high academic achievers and lifelong learners who understand the need for a rigorous and diversified education and who are motivated and prepared to compete and succeed beyond high school graduation in 21st Century global markets.

Educational Value Statements

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)

PORTRAIT OF A GRADUATE: All Harrisburg School District graduates are expected to be prepared for a successful future with multiple options. In order to graduate from Harrisburg School District, students must be: **ACADEMICALLY READY** • Demonstrates effective verbal, written, and communication knowledge & strategies • Proficient in the core disciplines. • Perseveres through difficulties. • Seeks out and responds productively to feedback. • Embraces a growth mindset. • Demonstrates self-efficacy. **LIFE READY** • Possess self-management and self-regulation skills • Financially Literate • Uses time wisely to set goals, complete tasks, and manage projects • Advocates for oneself in education, employment and community **EFFECTIVE COMMUNICATOR** • Speaks and writes clearly • Listens actively • Ability to resolve conflict • Adapts to the needs of an audience • Engages responsibly with print and digital media • Develops a responsible digital footprint **SELF AWARE** • Attends to social and emotional well being • Identifies personal strengths and abilities • Builds positive relationships • Practices healthy habits and decision making **WORKPLACE & COLLEGE READY** • Understands a range of post-secondary options • Creates a career plan • Based on identified career interests and abilities, enrolls in college, military or enters the workforce. • Demonstrates 21st century professional skills **GLOBAL CITIZEN** • Engages with the community responsibly • Shows empathy and respect • Seeks cultural understanding • Makes safe, legal and ethical choices • Demonstrates civic responsibility • Participates in democratic process

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
PVAAS 2022 Grade 4 - Dark Blue (well above) Grade 6 - Dark Blue (Well Above)	No
Increased participation in "March Into Kindergarten" Registration held in the Spring for all incoming Kindergarten students.	Yes
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	No
Updated Standards-Aligned K-12 Math Curriculum	No
Up to Date Resources for K-12 Math (Eureka Math (elementary), SAVVAS (secondary), Number Worlds (Tier III intervention)	No
Grade 4 PVAAS - Dark Blue (Well Above)	No
2022 PVAAS for Keystone Biology (Light Blue - Above)	No
2022 PVAAS for PSSA Science grades 4 and 8 are both Green (Meets)	No
A new district Coordinator for College and Career Readiness has been hired by the district.	Yes
There is a written plan for the creation and implementation of Transition Plans for grades 5, 8, and 12	Yes
A "Pathways" course will be designed for the middle level	Yes
A redesign of the school counseling model K-12 is planned for 2023-2024 school year	No
There is a plan to create High School Career Academies by June 2024	Yes
Complementary curriculum was created for ELA, specifically for English Learners	No
Complementary curricular resources and intervention materials are available for ELA, specifically for English Learners and Students with Disabilities	No
Focus on Structured Literacy at all levels	Yes
Each school is required to have a goal to address climate and culture concerns in the schools	Yes

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	Yes
When ELD interventions are implemented with fidelity, we are seeing growth in our EL students performance.	No
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	No
Increased numbers of students enrolling in Dual Enrollment courses	No
A new Coordinator of College and Career Readiness has been hired	No
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.	Yes
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.	No
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.	Yes
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.	Yes
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.	No
All elementary schools demonstrated an increase in the "Percent of English Language Growth and Attainment" compared to the 20-21 School Year.	No
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.	No
A Director of Early Childhood is leading the district in offering increased opportunities for Pre-Kindergarten	No

Challenges

Challenge	Consideration In Plan
Low overall achievement in ELA PSSA in 2022	Yes
Low proficiency rates of incoming Kindergarten Students in 2022 (Acadience)	Yes
Grade 5 PVAAS 2022 - Yellow (Below) Grade 7 & 8 PVAAS 2022 - Green (Meets) - students require accelerated growth in order to improve overall proficiency.	No
Human Capital shortages in the teaching role. Many first year and Emergency Certified teachers that are not fully trained in structured literacy.	No
Low achievement in mathematics across grade levels.	Yes
Low growth in mathematics across grade levels: Grade 6 & 8 (Yellow - Below) and (Red - Well Below) respectively.	No
Low growth in algebra: Red (Well Below)	No
Updated science curriculum based on the Next Generation Science standards is not complete	No
Science resources have not been fully implemented at this time	No
Recruiting, hiring and maintaining certified biology teachers in the district	No
70% of ninth grade students from 2022-2023 have obtained enough credits to be a tenth grade student in 2023-2024.	Yes
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.	No
Professional development about career pathways will be needed.	No
Low overall achievement in ELA, Math and Science	Yes
Percentage of new and emergency certified teachers is high and increased instructional support is needed for new teachers	No
Inconsistent instructional practices	No
Low achievement in the areas of ELA, math and science for all student groups	Yes

There are a disproportionate number of new and emergency certified teachers within the district, due to human capital challenges and the teacher shortage	No
The district is in corrective action for Least Restrictive Environment (LRE)	No
Ensure increased participation in universal screenings and increased use of screening data to inform daily instruction.	No
Ensure improved transition practices throughout the school district in grades 5, 8 and 12.	Yes
Ensure that ninth grade students obtain credits to move to tenth grade and graduate from high school in four years.	Yes
Increased utilization of technology is needed in the classrooms to provide higher student engagement and personalized learning opportunities.	No
Increased average daily attendance rates of students and teachers must continue to be a focus district wide.	Yes
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.	No
Only 14% of incoming Kindergarten students are proficient/advanced according to beginning of the year screenings.	Yes
Principals, supervisors and directors will increase their instructional leadership capacity.	No
Increased cultural proficiency is needed in schools and classrooms, as evidenced by suspension rates, absentee rates and low academic performance.	Yes
Only 70% of ninth grade students from 2022-2023 have obtained enough credits to stay on track for graduation in 4 years.	No
Low achievement across all levels (Elementary, Middle and High School) are below the state average.	No
Average Daily Attendance (ADA) was below state average with an average percentage of 83.7% of students attending school daily.	No
The percentage of chronically absent students in 2022-2023 is 48%.	Yes
Only 14% of incoming Kindergarten children were proficient/advanced at the beginning of the 2022-2023 school year.	No

Most Notable Observations/Patterns

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

Strengths

Strength	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 the district.	Focus on academies, transitions, and college and career 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
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Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Low overall achievement in ELA PSSA in 2022		No	
Low proficiency rates of incoming Kindergarten Students in 2022 (Acadience)	Focus on Pre-K	Yes	Every student will acquire Social Emotional Learning (SEL), cognitive, communication, language, and physical skill development that will prepare them to meet or exceed grade level standards in English Language Arts and Mathematics by the end of 3rd Grade
Low achievement in mathematics across grade levels.		No	
70% of ninth grade students from 2022-2023 have obtained enough credits to be a tenth grade student in 2023-2024.		No	
Low overall achievement in ELA, Math and Science		No	
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.	Yes	Every student will gain and apply knowledge and skills to new and different experiences as they engage in culturally relevant, needs-based, and standards aligned instruction and assessments.
Ensure improved transition practices throughout the school district in grades 5, 8 and 12.		No	

Ensure that ninth grade students obtain credits to move to tenth grade and graduate from high school in four years.		No	
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	Yes	Every Student will be empowered, prepared, and responsible to be a positive and contributing member of the their community.
Only 14% of incoming Kindergarten students are proficient/advanced according to beginning of the year screenings.		No	
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.	Yes	Every student will successfully transition through the three levels of their schooling and will graduate from high school ready for college, career, and post-secondary experiences.
The percentage of chronically absent students in 2022-2023 is 48%.		No	

Goal Setting

Priority: Every student will acquire Social Emotional Learning (SEL), cognitive, communication, language, and physical skill development that will prepare them to meet or exceed grade level standards in English Language Arts and Mathematics by the end of 3rd Grade

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Early childhood development	Minimally, 50% of incoming Kindergarten students enrolled in Pre-K Counts will be proficient or advanced on beginning of the year (BOY) literacy and numeracy assessments.	Kindergarten Readiness	By Fall of 2024, at least 25% of Kindergarten students enrolled in Pre-K Counts will score proficient or advanced on beginning of the year (BOY) literacy and numeracy assessments.	By Fall of 2025, at least 35% of Kindergarten students enrolled in Pre-K Counts will school proficient or advanced on beginning of the year (BOY) literacy and numeracy assessments.	Minimally, 50% of incoming Kindergarten students enrolled in Pre-K Counts will be proficient or advanced on beginning of the year (BOY) literacy and numeracy assessments.
Essential Practices 1: Focus on Continuous Improvement of Instruction	35% of students will score proficient/advanced on third grade ELA Baseline (2023) ELA 11.8% of Grade 3 students are proficient/advanced in ELA.	Increased ELA Achievement by end of 3rd Grade.	19.5% of third grade students will be proficient/advance on ELA PSSA in 2024.	27.2% of third grade students will be proficient/advanced on ELA PSSA in 2025	35% of students will score proficient/advanced on third grade ELA Baseline (2023) ELA 11.8% of Grade 3 students are proficient/advanced in ELA.
Essential Practices 1: Focus on Continuous Improvement of Instruction	35% of students will score proficient/advanced on third grade Math PSSA. Baseline: 7.0% of third grade students are proficient/advanced in Math.	Increased Math Achievement by end of 3rd grade.	16.3% of third grade students will be proficient/advanced on MATH PSSA in 2024	25.6% of third grade students will be proficient/advanced on MATH PSSA in 2025	35% of students will score proficient/advanced on third grade Math PSSA. Baseline: 7.0% of third grade students are proficient/advanced in Math.

Priority: Every student will gain and apply knowledge and skills to new and different experiences as they engage in culturally relevant, needs-based, and standards aligned instruction and assessments.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	35% of scholars will meet or exceed grade level standards in core subjects as measured by local and state assessments. Baseline ELA - 14.2%	Increase growth and achievement of all scholars in ELA	21.1% of students will meet or exceed grade level standards in ELA as measured by PSSA 2024.	28% of students will meet or exceed grade level standards in ELA as measured by PSSA 2025.	35% of scholars will meet or exceed grade level standards in core subjects as measured by local and state assessments. Baseline ELA - 14.2%
Essential Practices 1: Focus on Continuous Improvement of Instruction	35% of scholars will meet or exceed grade level standards in core subjects as measured by local and state assessments. Baseline Math - 3.3%	Increase growth and achievement of all scholars in MATH	13.8% of students will meet or exceed grade level standards in MATH as measured by PSSA 2024.	24.3% of students will meet or exceed grade level standards in MATH as measured by PSSA 2025.	35% of scholars will meet or exceed grade level standards in core subjects as measured by local and state assessments. Baseline Math - 3.3%
Essential Practices 1: Focus on Continuous Improvement of Instruction	41.2% of scholars will meet or exceed grade level standards in core subjects as measured by local and state assessments. Baseline Science - 20.8%	Increase growth and achievement of all scholars in SCIENCE	28% of students will meet or exceed grade level standards in SCIENCE as measured by PSSA 2024.	35.2 % of students will meet or exceed grade level standards in SCIENCE as measured by PSSA 2025.	41.2% of scholars will meet or exceed grade level standards in core subjects as measured by local and state assessments. Baseline Science - 20.8%

Priority: Every Student will be empowered, prepared, and responsible to be a positive and contributing member of the their community.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Currently, 48% of K-12 students are identified as "chronically absent" from school (these are students who miss 10% of school throughout a school year). We will reduce the percentage of chronically absent K-12 students to 35% over three years.	Reduce Chronic Absenteeism	Reduce the percentage of chronically absent K-12 students to 43%.	Reduce the percentage of chronically absent K-12 students to 39%.	Currently, 48% of K-12 students are identified as "chronically absent" from school (these are students who miss 10% of school throughout a school year). We will reduce the percentage of chronically absent K-12 students to 35% over three years.
Regular Attendance	The average daily attendance (ADA) for the 2022-2023 school year was 83.74%. Within three years, the district wide ADA will be 90%.	Increase Average Daily Attendance (ADA) District-Wide	The district-wide ADA will be 85%	The district-wide ADA will be 88%	The average daily attendance (ADA) for the 2022-2023 school year was 83.74%. Within three years, the district wide ADA will be 90%.

Priority: Every student will successfully transition through the three levels of their schooling and will graduate from high school ready for college, career, and post-secondary experiences.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Graduation rate	90% of ninth grade scholars will acquire enough credits to become 10th graders. Baseline 70%	Graduation in 4 years	77% of ninth grade scholars will acquire enough credits to become 10th graders.	84% of ninth grade scholars will acquire enough credits to become 10th graders.	90% of ninth grade scholars will acquire enough credits to become 10th graders. Baseline 70%
Graduation rate	100% of students will graduate from high school ready for college, career, or post-secondary experiences. Baseline 61%	Increase Graduation Rates	74% of students will graduate from high school ready for college, career, and post secondary experiences in 2024.	87% of students will graduate from high school ready for college, career, and post secondary experiences in 2025.	100% of students will graduate from high school ready for college, career, or post-secondary experiences. Baseline 61%
Graduation rate	129 Dual Enrollment courses were provided to high school students in 2022-2023. 53 dual enrollment courses, or 41% were passed in 2022-2023. Increase the percentage of courses passed for Dual Enrollment to 75% of courses passed.	Post Secondary Readiness	Increase the percentage of Dual Enrollment courses passed to 52.3%	Increase the percentage of Dual Enrollment courses passed to 63.6%	129 Dual Enrollment courses were provided to high school students in 2022-2023. 53 dual enrollment courses, or 41% were passed in 2022-2023. Increase the percentage of courses passed for Dual Enrollment to 75% of courses passed.

Action Plan

Action Plan for: Provide high-quality Pre-Kindergarten Programs						
Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Kindergarten Readiness Increased ELA Achievement by end of 3rd Grade. 			There will be an increased number of incoming Kindergarten students scoring proficient/advanced on the beginning of the year (BOY) universal screening.		Director of Early Childhood, Assistant to The Superintendent for Academics. and Assistant Superintendent. Monitored over the next three years.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The district will apply for 3 additional Pre-K classrooms through Pre-K Counts. Additionally, the district will develop partnerships with local daycare providers to help promote Kindergarten readiness.	08/28/2023	06/07/2026	Director of Early Learning	Classroom space. Steel Elementary School is being renovated to increase the district capacity to house Pre-K classrooms (including Capital Area Headstart).	Yes	Yes
Provide professional development for Pre-K teachers and staff on early learning standards	08/28/2023	06/30/2024	Director of Early Childhood	Teaching Strategies organization	Yes	No
Provide professional development on structured literacy (science of reading) to all Pre-K Counts teachers	08/28/2023	05/30/2024	Director of Early Childhood, Supervisor of ELA and S.S.	Aims Institute	Yes	No

Action Plan for: Professional Learning Communities						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> • Increase growth and achievement of all scholars in ELA • Increase growth and achievement of all scholars in MATH • Increase growth and achievement of all scholars in SCIENCE 		Increased student achievement and growth			Local Assessments, State Summative Assessments, PSSA, PVAAS, Keystone.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase the quality and quantity of instructional feedback provided to teachers K-12.	08/28/2023	06/07/2026	Assistant to the Superintendent, Director of Early Childhood, and Director of Schools.	Danielson Framework for Effective Educators, Danielson Framework for Leadership, Personalized Learning Look-fors, Office of Academics staff	Yes	No
Implementation of Personalized Learning	08/28/2023	06/07/2026	Assistant to the Superintendent, Director of Early Childhood, and Director of Schools	Ed Elements will incorporate the Station Rotation Framework and teach teachers how to allow for personalized learning in the classroom during the independent and collaborative stations. Additional Training for Station Rotation will be provided by Lancaster-Lebanon IU 13.	Yes	No
Provide Cultural Proficiency Training at the Administrative Level and with Instructional Coaches.	08/28/2023	06/09/2026	Superintendent	Dr. Barbara Moore Williams, Instructional Coaches	Yes	No
Implementation of the MTSS Framework	08/28/2023	06/09/2026	Assistant Superintendent	MTSS/PBIS Manual and Training	Yes	No
Provide monthly Professional Learning opportunities focused on instructional leadership	07/01/2023	06/30/2025	Assistant to the Superintendent	Achievement Network, Supervisors of ELA and S.S., Math and Sci., School Improvement	Yes	No
Incorporate Station Rotation as an instructional method to support Personalized Learning	08/23/2023	06/30/2024	Assistant to the Superintendent	IU 13, Supervisor of School Improvement, Director of Schools, Instructional Coaches	Yes	No
Create communities of practice to engage various stakeholders such as parents and community partners- activities to include	07/01/2023	06/30/2025	Director of Federal Programs, Coordinator of Family Engagement	Family engagement specialists, data analysis support, and materials for engaging families in monthly school level events	No	Yes

monthly family engagement events, Let's Chat activities, and creating a home/school connection through two-way communication.						
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Action Plan for: Career Pathways						
Measurable Goals			Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> Graduation in 4 years Increase Graduation Rates Post Secondary Readiness 			Students will transition more fluidly between grade levels, requiring less time to acclimate to the new environment. Parents will be more aware of the expectations of students at each level. Increased graduation rates. Increased engagement in learning. All Harrisburg graduates will graduate with multiple options for post secondary education or the work force.	Supervisor of College and Career Readiness. High School Principals. Professional development to ensure a robust developmental guidance program throughout the district.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a career pathway teacher to support smooth transitions between grade levels. Elementary to middle, middle to high	08/28/2023	06/08/2026	Coordinator of College and Career Readiness.	Support from the K-12 school counseling department, career pathway teachers	No	No
Implement a daily advisory period that focuses on the following: credit mapping, grades, attendance, and career pathways.	08/28/2023	06/08/2026	Assistant Principals	Coordinator of College and Career, School Counselors, BARR, Credit mapping software	Yes	No
Create Career Pathways courses for middle and high school level students. Academies will be provided at the high school level.	08/28/2023	06/08/2026	Coordinator of College and Career Readiness	School counselor, career pathway teachers, external partnerships aligned to career pathways	Yes	Yes
Increase enrollment in Dual Enrollment courses.	08/28/2023	06/08/2026	Coordinator of College and Career Readiness	School Counselors, Temple University, HACC, Harrisburg University	Yes	No

Action Plan for: Early Warning Systems						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Reduce Chronic Absenteeism Increase Average Daily Attendance (ADA) District-Wide 		Increased daily attendance and reduction of chronic absenteeism			Monthly reports and consultations with building leadership	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement early warning systems to include a review of attendance, grades, and behaviorRegular attendance data review.	08/28/2023	06/08/2026	Assistant Superintendent	Every school should have an Attendance Mitigation Committee utilizing the strategies from Attendance Works to support their team's processes. Building teams will meet with the Assistant Superintendent on a monthly basis.	No	Yes
Cultural Proficiency Training for Administrators, Teachers, and Support Staff.	08/28/2023	06/09/2026	Superintendent	Dr. Barbara Moore Williams	Yes	No
Establish a meeting structure that includes a building-level review of attendance and a district-level review including the Director of Student Services	08/28/2023	06/30/2026	Director of Student Services	Attendance reports, eschool	Yes	No
Share monthly attendance data and suspension data during principal PLCs, make monthly attendance data public, develop SAIP for all chronically absent students, monitor the implementation of the SAIP			Assistant Superintendent	Director of Student Services, School Counselors		
Implementation of the following frameworks: MTSS, Restorative Practices, Responsive Classrooms, PBIS	08/28/2023	06/30/2026	Assistant Superintendent	Ed Tomorrow, PaTTAN, Responsive Classrooms, School Counselors	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Provide high-quality Pre-Kindergarten Programs	<ul style="list-style-type: none"> • The district will apply for 3 additional Pre-K classrooms through Pre-K Counts. Additionally, the district will develop partnerships with local daycare providers to help promote Kindergarten readiness. • Provide professional development for Pre-K teachers and staff on early learning standards • Provide professional development on structured literacy (science of reading) to all Pre-K Counts teachers
Professional Learning Communities	<ul style="list-style-type: none"> • Increase the quality and quantity of instructional feedback provided to teachers K-12. • Implementation of Personalized Learning • Provide Cultural Proficiency Training at the Administrative Level and with Instructional Coaches. • Implementation of the MTSS Framework • Provide monthly Professional Learning opportunities focused on instructional leadership • Incorporate Station Rotation as an instructional method to support Personalized Learning
Career Pathways	<ul style="list-style-type: none"> • Implement a daily advisory period that focuses on the following: credit mapping, grades, attendance, and career pathways. • Create Career Pathways courses for middle and high school level students. Academies will be provided at the high school level. • Increase enrollment in Dual Enrollment courses.
Early Warning Systems	<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

Professional Development Activities

Ed Elements Personalized Learning Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Increase the quality and quantity of instructional feedback provided to teachers K-12. • Implementation of Personalized Learning • Create Career Pathways courses for middle and high school level students. Academies will be provided at the high school level. • Provide monthly Professional Learning opportunities focused on instructional leadership 	K-12 teachers and school leaders	Personalized Learning, Small Group Instructional Practices, Project Based Learning, Career technical educational needs, career pathway development	Increased student achievement and growth.	Assistant to the Superintendent	08/08/2023	06/08/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Over a two year span		<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning 		Teaching Diverse Learners in Inclusive Settings	

Station Rotation Framework						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Increase the quality and quantity of instructional feedback provided to teachers K-12. • Implementation of Personalized Learning • Implementation of the MTSS Framework • Provide monthly Professional Learning opportunities focused on instructional leadership 	K-12 Teachers and Administrators	Direct Instruction in small groups, collaborative & project-based learning, and individual personalized learning, Tier 1 instruction, explicit instruction	Increased student engagement, growth and achievement	Assistant to the Superintendent, Assistant Superintendent	08/28/2023	06/09/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Year 2 of training 2023-2024; Monthly coaching		<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 2c: Managing Classroom Procedures • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning • 2d: Managing Student Behavior • 1a: Demonstrating Knowledge of Content and Pedagogy 		Teaching Diverse Learners in Inclusive Settings	

Structured Literacy						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The district will apply for 3 additional Pre-K classrooms through Pre-K Counts. Additionally, the district will develop partnerships with local daycare providers to help promote Kindergarten readiness. Increase the quality and quantity of instructional feedback provided to teachers K-12. Provide professional development on structured literacy (science of reading) to all Pre-K Counts teachers 	PreK-12	Structured Literacy, English Language Development; Differentiated Small group instruction.	Increased student engagement, achievement, and growth	Supervisor of School Improvement, Director of ELD, Assistant to the Superintendent, Director of Early Learning, Assistant Superintendent	08/28/2023	06/09/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Weekly PLC		<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 		Structured Literacy	

Culturally Responsive Classroom and Use Restorative Practices

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create a career pathway teacher to support smooth transitions between grade levels. Elementary to middle, middle to high Implement a daily advisory period that focuses on the following: credit mapping, grades, attendance, and career pathways. Create Career Pathways courses for middle and high school level students. Academies will be provided at the high school level. Provide Cultural Proficiency Training at the Administrative Level and with Instructional Coaches. 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 	Secondary Educators	Restorative practices, restorative circles, morning meetings, advisory, attendance	Increased numbers of 9th graders earning enough credits for 10th grade, Increased attendance, Decrease of Chronic Absenteeism, Increased Graduation Rates	Assistant Superintendent, Secondary School Leaders, Director of Schools	08/28/2023	06/09/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Day long trainings and follow ups in weekly PLCs	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	Common Ground: Culturally Relevant Sustaining Education

		<ul style="list-style-type: none">• 3a: Communicating with Students• 3e: Demonstrating Flexibility and Responsiveness• 2a: Creating an Environment of Respect and Rapport• 2b: Establishing a Culture for Learning	
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MTSS/PBIS Training for the Implementation with Fidelity

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Increase the quality and quantity of instructional feedback provided to teachers K-12. • Implement a daily advisory period that focuses on the following: credit mapping, grades, attendance, and career pathways. • Provide Cultural Proficiency Training at the Administrative Level and with Instructional Coaches. • Implementation of the MTSS Framework • 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 	PreK-12 Educators	Structured Literacy, Mathematical Practices, Differentiated Tier I instruction, Tier II and III Interventions, Data Analysis	Increased Student Achievement, Growth, and Decrease in Office Referrals	Assistant Superintendent	08/28/2023	06/09/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
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	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4b: Maintaining Accurate Records • 1e: Designing Coherent Instruction 	Teaching Diverse Learners in Inclusive Settings

Communications Action Steps

Evidence-based Strategy	Action Steps
Provide high-quality Pre-Kindergarten Programs	<ul style="list-style-type: none"> The district will apply for 3 additional Pre-K classrooms through Pre-K Counts. Additionally, the district will develop partnerships with local daycare providers to help promote Kindergarten readiness.
Professional Learning Communities	<ul style="list-style-type: none"> Create communities of practice to engage various stakeholders such as parents and community partners- activities to include monthly family engagement events, Let's Chat activities, and creating a home/school connection through two-way communication.
Career Pathways	<ul style="list-style-type: none"> Create Career Pathways courses for middle and high school level students. Academies will be provided at the high school level.
Early Warning Systems	<ul style="list-style-type: none"> Implement early warning systems to include a review of attendance, grades, and behaviorRegular attendance data review.

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"> The district will apply for 3 additional Pre-K classrooms through Pre-K Counts. Additionally, the district will develop partnerships with local daycare providers to help promote Kindergarten readiness. Create Career Pathways courses for middle and high school level students. Academies will be provided at the high school level. Implement early warning systems to include a review of attendance, grades, and behaviorRegular attendance data review. 	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"> The district will apply for 3 additional Pre-K classrooms through Pre-K Counts. Additionally, the district will develop partnerships with local daycare providers to help promote Kindergarten readiness. Create Career Pathways courses for middle and high school level students. Academies will be provided at the high school level. Implement early warning systems to include a review of attendance, grades, and behaviorRegular attendance data review. 	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 advertized 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.		

