Halifax Area SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		115222504
Address 1		
3940 Peters Mountain Rd		
Address 2		
City	**State**	**Zip Code**
Halifax	PA	17032
Chief School Administrator		**Chief School Administrator Email**
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Single Point of Contact Name		
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Single Point of Contact Email		
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Steering Committee

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LEA Profile

The Halifax Area School District is a small, suburban public school district located in Dauphin County in South Central Pennsylvania. Established in 1958, the district serves students from Halifax Borough, Halifax Township, Wayne Township, and Jackson Township, covering a total area of 83 square miles.

The district's educational program is organized into three age-appropriate levels: Elementary School, serving grades Pre-K through 4; Middle School, serving grades 5 through 8; and High School, serving grades 9 through 12. In addition to its traditional schools, the district operates its own cyber school. The Wildcat Academy serves students in grades K through 12. Halifax Elementary School and Halifax Middle/High School, which houses both middle and high school programs in one building, are the primary schools in the district. The district is currently experiencing a decline in student enrollment.

Halifax Area School District is nationally recognized as a State School of Character and offers strong academic and extracurricular programs. All students receive direct instruction in character education, which helps them make informed decisions and encourages responsible and considerate behavior. At the primary and elementary levels, students receive instruction in English Language Arts, mathematics, science, social studies, health, physical education, art, music, social development, and STEM. Middle school students are taught English Language Arts, mathematics, science, social studies, health, physical education, art, music, technology education, and STEM. High school students have access to a diverse curriculum that includes honors and academic courses in English, social studies, mathematics, science, art, music, STEM, health, physical education, and family and consumer sciences.

Through partnerships with the Upper Dauphin School District and Dauphin County Technical School, students have opportunities to pursue specialized career and technical education in fields such as Arts and Communications, Business, Finance and Information Technology, Engineering and Industrial Technology, Human Services, and Science and Health. High school students may earn college credit through Advanced Placement courses in social studies, mathematics, and English. Additionally, the district collaborates with Lackawanna Community College and Harrisburg Area Community College to offer a "College in the High School" program. All courses are aligned with state and national standards.

The district provides comprehensive support services at all educational levels, including gifted education, English as a Second Language (ESL) instruction, and special education programs. Each school level has a dedicated counselor who assists students with academic planning, career development, and personal support. Halifax Area School District is committed to leveraging technology to enhance student learning, utilizing a one-to-one device model to ensure access to relevant digital resources.

The district serves a diverse population of learners. According to the Pennsylvania Department of Education's data snapshot from October 1, 2025, the student population is composed of 87.8% Caucasian, 2% African American or Black, 4.4% Hispanic, 4.1% Multi-racial, and 1% Asian students.

Additionally, 0.3% of students are identified as Limited English Proficient, 2.1% as Gifted, and 22.2% as receiving Special Education services. Approximately 45% of students are classified as low income.

Halifax Area School District benefits from strong community support for public education. The district partners with a variety of nonprofit and post-secondary organizations, including Northern Dauphin County Human Services, Harrisburg Area Community College, Lackawanna Community College, Shippensburg University, the Capital Area Intermediate Unit, Junior Achievement of Harrisburg, LIU #13, Lebanon Valley College, local churches, Friends of Fort Halifax, the Ned Smith Center, Communities That Care, Camp Hebron, Food for Families, the Halifax Wildcat Education Foundation, and the Halifax Elementary PTO.

Mission and Vision

Mission

The Halifax Area School District, in partnership with students, parents, and community members, will provide each child with a safe, supportive, and challenging environment that will empower and inspire them to reach their potential as prepared, engaged, and responsible citizens.

Vision

Empowering and Inspiring Students to be Prepared, Engaged, and Responsible Citizens.

Educational Values

Students

The Halifax Area School District's core values are Student Achievement, Community Engagement, and Character Development. As a school community, we believe that every student has unique talents and abilities, is valued and respected, and feels safe and supported in their learning environment. Students have challenging learning experiences that require active participation and collaboration to attain a deep understanding of content. These experiences will prepare all students to become effective communicators, critical thinkers, and lifelong learners.

Staff

The Halifax Area School District's core values are Student Achievement, Community Engagement, and Character Development. The district employs caring and dedicated staff members who are attentive to the needs of all students and lead by example. They foster a positive environment and encourage students to excel by providing effective instruction and valid and reliable assessments.

Administration

The Halifax Area School District's core values are Student Achievement, Community Engagement, and Character Development. Administrators cultivate an inclusive learning environment that is safe, supportive, and challenging. Administration provides transparent leadership that fosters a positive climate and promotes staff development. The administration is committed to clear communication with all stakeholders.

Parents

The Halifax Area School District's core values are Student Achievement, Community Engagement, and Character Development. Parents and guardians recognize their role as primary educators and understand that educating their children is both a priority and a shared responsibility. They respond to feedback and outreach from the school community. They support and enhance teachers' efforts.

Community

The Halifax Area School District's core values are Student Achievement, Community Engagement, and Character Development. Community members are encouraged to contribute constructive feedback, support the district's mission, vision, and goals, and help expand educational programs. They recognize the school's leadership role in the larger community and understand that a successful school district is crucial to the community's overall success.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Annual English Language Arts growth expectations were exceeded by 82% of elementary students in the 2024-25 school year.	The statewide average was 75.4%.
At the high school level, 70% of the students met the annual English Language Arts/Literature growth expectations in the 2024- 25 school year.	The statewide average was 75.4%.
96% of high school students exceeded the annual Mathematics/Algebra growth expectations in the 2024-25 school year.	The statewide average was 74.9%.
The All Student Group graduation rate of 95.2% meets the 2033 goal and exceeded the statewide average of 88.0%.	The statewide average was 88%.
The All Student Group in the middle school meets the performance standard for regular attendance rate of 81% in the 2024-25 school year.	The statewide average was 79.6%.

Challenges

Indicator	Comments/Notable Observations
The Middle School Mathematics/Algebra percentage of students proficient or advanced was 26.9% in the 2024-25 school year.	The statewide average was 41.7%.
The Elementary School Mathematics/Algebra percentage of students proficient or advanced was 41.6% in the 2024-25 school year.	The statewide average was 41.7 %.
The Middle School English Language Arts/Literature proficiency rate was 44.5% in the 2024-25 school year.	The statewide average was 49.9%.

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

Strengths

Indicator	**Comments/Notable Observations**
At the elementary level, 54% of 4th-grade students met annual English Language Arts Advanced and Proficient expectations in the 2024-2025 school year.	The statewide average was 48%.

Grade Level(s) and/or Student Group(s) 4th grade	
Indicator At the middle school level, 68.75% of 8th-grade students met annual English Language Arts Advanced and Proficient expectations in the 2024-2025 school year. **Grade Level(s) and/or Student Group(s)** 8th grade	**Comments/Notable Observations** The statewide average was 49.3%. 8th grade has been above the state average for the past 3 years.
Indicator At the middle school level, 34.38% of 8th-grade students met annual Math Advanced and Proficient expectations in the 2024-2025 school year. **Grade Level(s) and/or Student Group(s)** 8th grade	**Comments/Notable Observations** The statewide average was 30.5%. 8th grade has been above the state average for the past 3 years.

Challenges

Indicator At the middle school level, 31.58% of 5th-grade students met annual ELA Advanced and Proficient expectations, and 35.94% of 6th-grade students met annual ELA Advanced and Proficient expectations in the 2024-2025 school year. **Grade Level(s) and/or Student Group(s)** 5th and 6th grade	**Comments/Notable Observations** The statewide average was 44.70% for 5th grade and 50.80% for 6th grade. The 5th and 6th grades have been below the state average for the past 2 years.
Indicator At the middle school level, 35.71% of 5th-grade students met annual Math Advanced and Proficient expectations, 18.46% 6th grade, and 20.59% of 7th grade Students met annual ELA Advanced and Proficient expectations in the 2024-2025 school year. **Grade Level(s) and/or Student Group(s)** 5th, 6th, and 7th grade	**Comments/Notable Observations** The statewide average was 43.90% for 5th grade and 37.38% in 6th grade.
Indicator At the elementary level, 42.67% of 3rd-grade students met annual Math Advanced and Proficient expectations 42.25% 4th grade students met annual Math Math Advanced and Proficient expectations in the 2024-25 school year. **Grade Level(s) and/or Student Group(s)** 3rd and 4th grade	**Comments/Notable Observations** The statewide average was 53.60% for 3rd grade and 50.60% in 4th grade.
Indicator	**Comments/Notable Observations**

At the high school level, 41.79% of students who took the Biology Keystone exam scored at the Advanced or Proficient level. **Grade Level(s) and/or Student Group(s)** High school - Keystone test eligible students	The statewide average was 49.40%.

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Elementary and Middle School Students have scored above the state average on the Science PSSA over the past 3 years.
A little over half (54%) of 4th-grade students met the annual English Language Arts Advanced and Proficient expectations in the 2024-2025 school year.
Annual Advanced and Proficient expectations were met by 68.75% of 8th-grade students in English Language Arts, and 34.38% met the annual Advanced and Proficient expectations in Math during the 2024-2025 school year.
Annual growth expectations were met by 70% of high school students in English Language Arts/Literature during the 2024-25 school year.
The All Student Group graduation rate of 95.2% meets the 2033 goal and exceeded the statewide average of 88.0%.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Annual Advanced and Proficient ELA expectations were met by 31.58% of 5th-grade students, and 35.94% of 6th-grade students met the annual ELA Advanced and Proficient expectations in the 2024-2025 school year.
Annual Advanced and Proficient Math expectations were met by 35.71% of 5th-grade students, 18.46% 6th grade met annual Math Advanced and Proficient expectations, and 20.59% of 7th-grade students met the annual Math Advanced and Proficient expectations in the 2024-2025 school year.
Annual Advanced and Proficient Math expectations were met by 42.67% of 3rd-grade students, and 42.25% of 4th-grade students met annual Math Advanced and Proficient expectations in the 2024-2025 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Based on beginning of the year Acadience benchmark scores, at least 50% of students in grades K-2 scored above the benchmark on Reading Composite.	K-56% above, 1-64% above, 2-54% above
Based on beginning of the year Acadience benchmark scores, at least 50% of students in grades 3 and 4 scored at or above benchmark.	3-28% at and 29% above, 4th -21% at and 34% above
Based on beginning of the year MAZE benchmark scores, 89.06% of students in grades 7 and 86.36% of students in 8th grade scored benchmark.	This is the first year administering this benchmark.

English Language Arts Summary

Strengths

Based on the beginning of the year MAZE benchmark scores, 89.06% of students in grades 7 and 86.36% of students in 8th grade scored at the benchmark.
Based on the beginning of the year, Acadience benchmark scores, at least 50% of students in grades 3 and 4 scored at or above the benchmark.
Based on the beginning of the year, Acadience benchmark scores, at least 50% of students in grades K-2 scored above the benchmark on Reading Composite.

Challenges

Based on Acadience data over the last 3 years, students who score at or above the benchmark at the beginning of the year in grades 1 and 2 decrease by an average of 15-20% by the end of the year.

Mathematics

Data	Comments/Notable Observations
Based on beginning of the year iReady benchmark scores 3rd grade students scored proficient as a grade level.	420 scaled score
Based on beginning of the year iReady benchmark scores 4th grade students scored basic as a grade level.	422 scaled score
Based on beginning of the year iReady benchmark scores 6th grade students scored basic as a grade level.	476 scaled score

Based on beginning of the year iReady benchmark scores 7th grade students scored basic as a grade level.	479 scaled score
Based on beginning of the year iReady benchmark scores 8th grade students scored proficient as a grade level.	505 scaled score

Mathematics Summary

Strengths

Based on the beginning of the year, iReady benchmark scores, 3rd-grade students scored proficient as a grade level.
Based on the beginning of the year, iReady benchmark scores, 8th-grade students scored proficient as a grade level.

Challenges

Based on the beginning of the year, iReady benchmark scores, 7th-grade students scored basic as a grade level.
Based on the beginning of the year, iReady benchmark scores, 6th-grade students scored basic as a grade level.
Based on the beginning of the year, iReady benchmark scores, 4th-grade students scored basic as a grade level.

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
77.97% of 4th grade students achieved Advanced or Proficient on the PSSA during the 2023-24 school year.	The statewide average was 77.10%
75.36% of 4th grade students achieved Advanced or Proficient on the PSSA during the 2023-24 school year.	The statewide average was 54.50%
Biology Keystone Proficiency is below the state average at 41.79% for the 2024-25 school year.	The statewide average was 49.40%

Science, Technology, and Engineering Education Summary

Strengths

PSSA Achievement was above the state average in grades 4 (77.97%) and grades 8 (75.36%). The state average was 77.10% for 4th grade and 54.50% for 8th grade.

Challenges

Biology Keystone Proficiency is below the state average at 41.79% for the 2024-25 school year. The statewide average was 49.40%

Related Academics

Career Readiness

Data	Comments/Notable Observations
Halifax High School meets the statewide average for students who earned at least one indicator at 44.4%.	The students exceeded the statewide performance standard of 41.1%
94.4% of all Halifax High School students meet the career standards benchmark in the 2024-25 school year.	The statewide average was 91.5%.
97.6% of all Halifax Middle School students meet the career standards benchmark in the 2024-25 school year.	The statewide average was 91.5%.

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

HACC

Agreement Type

Other

Program/Course Area

Community Sponsorship

Uploaded Files

2022 Amended Sponsorship Agreement of HACC (1).pdf

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Literature, Biology, History

Uploaded Files

2025 HASD Attestation.pdf

Partnering Institution

Harrisburg University of Science and Technology

Agreement Type

Dual Credit

Program/Course Area

STEM

Uploaded Files

Halifax Area SD Ed Agreement~HU Signed 5~20~25.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.

94.4% of all Halifax High School students meet the career standards benchmark, and 97.6% of all Halifax Middle School students meet the career standards benchmark in the 2024-25 school year.

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.

The percent of students achieving competency on the industry-based exams has been decreasing over the past few years.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The population of students identified as ELL is significantly small. Therefore, there are not scores for this group in any report.	In 2025, HASD provided ELL services to (2) 3rd-grade students, (1) 5th-grade student, and (1) 7th-grade student.

Students with Disabilities

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

Data	Comments/Notable Observations
60.7% of students with a disability in grades 5-8 scored basic in ELA, while 46.9% of students in the all student group scored basic in 2024-25 PSSA assessment.	almost 15% higher achievement than peers
23.2% of students with a disability in grades 5-8 scored basic in Math, while 8.9% of students with a disability in grades 5-8 scored proficient or above in 2024-25 PSSA assessment.	
72% of students with a disability in grades 3 and 4 scored below basic in Math on the 2024-25 PSSA assessment.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
In 2025, students who were Economically Disadvantaged (34.8%) in grades 5-8 had lower achievement than the all student group (40.2%).	
In 2025, 52.4% of students who were considered Economically Disadvantaged scored proficient on the Literature Keystone.	

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.

In 2025, 52.4% of students who were considered Economically Disadvantaged scored proficient on the Literature Keystone.
60.7% of students with a disability in grades 5-8 scored basic in ELA while 46.9% of students in the all student group scored basic in 2024-25 PSSA assessment.

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.

In 2025, students who were Economically Disadvantaged (34.8%) in grades 5-8 had lower achievement than the all student group (40.2%).
23.2% of students with a disability in grades 5-8 scored basic in Math, while 8.9% of students with a disability in grades 5-8 scored proficient or above in the 2024-25 PSSA assessment.
72% of students with a disability in grades 3 and 4 scored below basic in Math on the 2024-25 PSSA assessment.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Areas for improvement include ensuring a continuum of services across all programs, providing professional development on special education topics for all staff, and ensuring the least restrictive environment.
Title 1 Program	The Title I Program provides evidence-based interventions aligned to structured literacy practices to the youngest and most at-risk learners in grades first through third.
Student Services	Chronic absenteeism is a challenge in the Halifax Area School District. Access to student mental health resources continues to be a challenge not only in our district but the county, as well.
K-12 Guidance Plan (339 Plan)	The K-12 Guidance Plan is well designed. The Chapter 339 evidence collection barriers have been addressed, and strategies continue to be strengthened.
Technology Plan	Students in Grades K-4 are 1:1 with iPads, students in 5-8 are 1:1 with Chromebooks and students in grades 9-12 are 1:1 with Windows devices. The district has a computer replacement cycle that allows higher quality devices to be refreshed before they become unreliable. WAN and Internet demands have increased every year over the past few years. Cybersecurity measures continue to be a focus area, and more resources will need to be dedicated to maintaining a safe and secure network.
English Language Development Programs	At this time, the English Language Development Program is able to meet the needs of a small number of English Language Learners and is therefore not a focus area for this Comprehensive Plan.

Strengths

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

HASD has been a 1:1 school district for several years, with students having access to digital resources at all grade levels.
Title I literacy interventions are evident in the elementary school, and structured literacy professional learning has been the focus of professional learning.

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.

Professional learning for our teachers and staff is essential to ensure effective instruction, strategies, and the use of resources are implemented in our schools. The lack of time for teachers and staff to focus on their own learning is a barrier. The shortage of substitute teachers limits coverage for professional learning and collaboration during the school day.

Student mental health and emotional needs continue to impact student learning and are exacerbated by a shortage of mental health resources and supports available.

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	Operational
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	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
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	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

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.

Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.

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
Elementary and Middle School Students have scored above the state average on the Science PSSA over the past 3 years.	True
A little over half (54%) of 4th-grade students met the annual English Language Arts Advanced and Proficient expectations in the 2024-2025 school year.	False
Annual Advanced and Proficient expectations were met by 68.75% of 8th-grade students in English Language Arts, and 34.38% met the annual Advanced and Proficient expectations in Math during the 2024-2025 school year.	False
Annual growth expectations were met by 70% of high school students in English Language Arts/Literature during the 2024-25 school year.	True
The All Student Group graduation rate of 95.2% meets the 2033 goal and exceeded the statewide average of 88.0%.	True
Based on the beginning of the year MAZE benchmark scores, 89.06% of students in grades 7 and 86.36% of students in 8th grade scored at the benchmark.	False
Based on the beginning of the year, Acadience benchmark scores, at least 50% of students in grades 3 and 4 scored at or above the benchmark.	False
Based on the beginning of the year, Acadience benchmark scores, at least 50% of students in grades K-2 scored above the benchmark on Reading Composite.	False
Based on the beginning of the year, iReady benchmark scores, 3rd-grade students scored proficient as a grade level.	False
Based on the beginning of the year, iReady benchmark scores, 8th-grade students scored proficient as a grade level.	False
PSSA Achievement was above the state average in grades 4 (77.97%) and grades 8 (75.36%). The state average was 77.10% for 4th grade and 54.50% for 8th grade.	False
94.4% of all Halifax High School students meet the career standards benchmark, and 97.6% of all Halifax Middle School students meet the career standards benchmark in the 2024-25 school year.	False
In 2025, 52.4% of students who were considered Economically Disadvantaged scored proficient on the	False

Literature Keystone.	
60.7% of students with a disability in grades 5-8 scored basic in ELA while 46.9% of students in the all student group scored basic in 2024-25 PSSA assessment.	False
HASD has been a 1:1 school district for several years, with students having access to digital resources at all grade levels.	True
Title I literacy interventions are evident in the elementary school, and structured literacy professional learning has been the focus of professional learning.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	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
Annual Advanced and Proficient ELA expectations were met by 31.58% of 5th-grade students, and 35.94% of 6th-grade students met the annual ELA Advanced and Proficient expectations in the 2024-2025 school year.	False
Annual Advanced and Proficient Math expectations were met by 35.71% of 5th-grade students, 18.46% 6th grade met annual Math Advanced and Proficient expectations, and 20.59% of 7th-grade students met the annual Math Advanced and Proficient expectations in the 2024-2025 school year.	True
Annual Advanced and Proficient Math expectations were met by 42.67% of 3rd-grade students, and 42.25% of 4th-grade students met annual Math Advanced and Proficient expectations in the 2024-2025 school year.	True
Based on Acadience data over the last 3 years, students who score at or above the benchmark at the beginning of the year in grades 1 and 2 decrease by an average of 15-20% by the end of the year.	False
Based on the beginning of the year, iReady benchmark scores, 7th-grade students scored basic as a grade level.	True
Based on the beginning of the year, iReady benchmark scores, 6th-grade students scored basic as a grade level.	False
Professional learning for our teachers and staff is essential to ensure effective instruction, strategies, and the use of resources are implemented in our schools. The lack of time for teachers and staff to focus on their own learning is a barrier. The shortage of substitute teachers limits coverage for professional learning and collaboration during the school day.	True

Student mental health and emotional needs continue to impact student learning and are exacerbated by a shortage of mental health resources and supports available.	True
Based on the beginning of the year, iReady benchmark scores, 4th-grade students scored basic as a grade level.	False
Biology Keystone Proficiency is below the state average at 41.79% for the 2024-25 school year. The statewide average was 49.40%	False
The percent of students achieving competency on the industry-based exams has been decreasing over the past few years.	False
In 2025, students who were Economically Disadvantaged (34.8%) in grades 5-8 had lower achievement than the all student group (40.2%).	False
23.2% of students with a disability in grades 5-8 scored basic in Math, while 8.9% of students with a disability in grades 5-8 scored proficient or above in the 2024-25 PSSA assessment.	True
72% of students with a disability in grades 3 and 4 scored below basic in Math on the 2024-25 PSSA assessment.	True
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.	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.

"Increase student achievement by increasing student engagement. Design professional development that includes engagement for all students in the classroom. Teachers need ongoing professional development on how to differentiate and provide rigorous instruction for all learners, using available resources. There is an ongoing need for students to learn how interact with each other. They struggle with how to be friends and communicate effectively with each other.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Professional learning for our teachers and staff is essential to ensure effective instruction, strategies, and the use of resources are implemented in our schools. The lack of time for teachers and staff to focus on their own learning is a barrier. The shortage of substitute teachers limits coverage for professional learning and collaboration during the school day.	Professional learning needs to occur on a consistent basis and be a regular and consistent practice outside of planned in-service days where mandated trainings are required.	True
Student mental health and emotional needs continue to impact student learning and are exacerbated by a shortage of mental health resources and supports available.	Students don't know how to interact with each other. Students struggle with social awareness, coping strategies, and life skills. These skills need to be embedded and pervasive throughout each building.	True
Annual Advanced and Proficient Math expectations were met by 35.71% of 5th-grade students, 18.46% 6th grade met annual Math Advanced and Proficient expectations, and 20.59% of 7th-grade students met the annual Math Advanced and Proficient expectations in the 2024-2025 school year.	Increase student achievement by increasing student engagement. Design professional development that engages all students in the classroom. Math interventions at the elementary level are limited.	True
Annual Advanced and Proficient Math expectations were met by 42.67% of 3rd-grade students, and 42.25% of 4th-grade students met annual Math Advanced and Proficient expectations in the 2024-2025 school year.		False
Based on the beginning of the year, iReady benchmark scores, 7th-grade students scored basic as a grade level.		False
23.2% of students with a disability in grades 5-8 scored basic in Math, while 8.9% of students with a disability in grades 5-8 scored proficient or above in the 2024-25 PSSA assessment.		False
72% of students with a disability in grades 3 and 4 scored below basic in Math on the 2024-25 PSSA assessment.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
HASD has been a 1:1 school district for several years, with students having access to digital resources at all grade levels.	
Elementary and Middle School Students have scored above the state average on the Science PSSA over the past 3 years.	
Annual growth expectations were met by 70% of high school students in English Language Arts/Literature during the 2024-25 school year.	
The All Student Group graduation rate of 95.2% meets the 2033 goal and exceeded the statewide average of 88.0%.	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	Activities and strategies that have been effective for continuous improvement can be applied to our goal of improving math achievement and growth, and the continued implementation of structured literacy practices.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensure that staff has regular, protected time for high-quality professional learning that strengthens instructional practices, improves the use of effective strategies and resources, and builds capacity to meet student needs.
	Strengthen and embed "Real-life" skills throughout each building to support the social and emotional growth of all students.
	Activities and strategies that have been effective for continuous improvement can be applied to our goal of improving math achievement and growth, and the continued implementation of structured literacy practices.

Goal Setting

Priority: Strengthen and embed "Real-life" skills throughout each building to support the social and emotional growth of all students.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By 2029, HASD (K-12) will integrate evidence-based real-life social skill lessons, experiences, or activities into the existing curriculum or Discovery structures.		
Measurable Goal Nickname (35 Character Max)		
"Real-life" lessons K-12		
Target Year 1	**Target Year 2**	**Target Year 3**
In Year 1, HASD will establish a team at each building to determine specific grade-level needs and to design or select resources. This team will also ensure vertical alignment and cohesion as lessons are embedded into the existing curriculum or Discovery structures.	Year 2 will focus on the continued implementation and refinement of lessons, with a continued emphasis on vertical alignment.	By 2029, HASD (K-12) will integrate evidence-based real-life social skill lessons, experiences, or activities into the existing curriculum or Discovery structures.

Priority: Activities and strategies that have been effective for continuous improvement can be applied to our goal of improving math achievement and growth, and the continued implementation of structured literacy practices.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2029, HASD professional staff will utilize priority instructional strategies to provide rigorous, engaging classroom experiences that meet the needs of all learners.		
Measurable Goal Nickname (35 Character Max)		
Teaching strategies		
Target Year 1	**Target Year 2**	**Target Year 3**
In year 1, HASD will build a foundation of understanding among professional staff regarding priority instructional strategies. Professional development and collaborative work sessions will focus on deepening understanding and setting the	Year 2 will focus on growth and refinement as professional staff begin to intentionally embed priority instructional practices into their teaching. Curriculum revisions and prioritization will focus on the purposeful	By 2029, HASD professional staff will utilize priority instructional strategies to provide rigorous, engaging classroom experiences that meet the needs of all

stage for implementation.	inclusion of priority instructional strategies.	learners.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By 2029, all schools will meet growth targets in mathematics for the whole school group.		
Measurable Goal Nickname (35 Character Max)		
Math growth		
Target Year 1	**Target Year 2**	**Target Year 3**
In year 1, all schools will maintain or improve growth targets for the whole school group.	In year 2, all schools will continue to meet or improve growth targets for the whole school group.	By 2029, all schools will meet growth targets in mathematics for the whole school group.

Priority: Ensure that staff has regular, protected time for high-quality professional learning that strengthens instructional practices, improves the use of effective strategies and resources, and builds capacity to meet student needs.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By 2029, HASD will focus on staff professional learning, leverage staff expertise, and expand individual staff capacity by creating protected time for high-quality professional learning.		
Measurable Goal Nickname (35 Character Max)		
Staff professional learning		
Target Year 1	**Target Year 2**	**Target Year 3**
In year 1, district and school leaders, along with the PETF, will collaborate to develop a professional learning plan and calendar for each building. (This will be beyond what has been established in the Professional Development Plan)	In year 2, develop professional learning based on needs to inform the professional learning calendar for the upcoming year.	By 2029, HASD will focus on staff professional learning, leverage staff expertise, and expand individual staff capacity by creating protected time for high-quality professional learning.

Action Plan

Measurable Goals

"Real-life" lessons K-12	Community Engagement
Teaching strategies	Math growth
Staff professional learning	

Action Plan For: Life Ready

Measurable Goals:
• By 2029, HASD (K-12) will integrate evidence-based real-life social skill lessons, experiences, or activities into the existing curriculum or Discovery structures. • In an effort to increase student achievement, HASD will focus on removing barriers to student learning and increasing family engagement.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create a K–12 "Real-Life" skills team per building. These individuals will also ensure vertical alignment.		2026-09-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Building Principals	Identified Evidence-based Resources	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Determine needs and choose resources (adopt or curate lesson sets; ensure fit with Discovery).		2026-11-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Building Principals	Identified Evidence-based Resources	No	No

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Develop a K–12 vertical progression (scope & sequence with 5-7 anchor competencies per grade band.)		2026-11-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent and Building Principals	Identified Evidence-based Resources	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify barriers, targeted supports, and potential opportunities for family engagement at each building. This should be reviewed and re-evaluated at the beginning of every school year.		2026-09-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Building Principals	Budgetary resources to purchase materials for events	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
It is reasonable to expect that implementation is an ongoing, methodical process. It could be expected in year three that the district will continue the work to identify barriers, targeted supports, and potential opportunities to support learners and families.	Performance Tasks for students in grades K-12, Student/Staff/Community Surveys are administered annually.

Action Plan For: Improving Instructional Practices

Measurable Goals:
• By 2029, HASD professional staff will utilize priority instructional strategies to provide rigorous, engaging classroom experiences that meet the needs of all learners. • By 2029, all schools will meet growth targets in mathematics for the whole school group.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Identify and review priority instructional strategies and learning targets. Use data to differentiate professional learning needs with regard to instructional practices.		2026-08-10	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum, Building Principals, Director of Special Education, and Teachers	Observation data, PD needs assessment. professional development, implementation support, and monitoring with ongoing and consistent feedback	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Observe, adjust, and monitor instructional practices.		2026-08-10	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum, Building Principals and Director of Special Education	Observation data, PD needs assessment, professional development, implementation support, and monitoring with ongoing and consistent feedback	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved instruction, achievement and/or growth in Math with staff intentionally using priority instructional strategies in their planning and teaching.	Monitor observation data in PaETEP and Assessment Data in the data warehouse.

Action Plan For: Professional Learning

Measurable Goals:
• By 2029, HASD will focus on staff professional learning, leverage staff expertise, and expand individual staff capacity by creating protected time for high-quality professional learning.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Develop a professional development plan that utilizes various resources, including the CAIU, PATTAN,	2026-07-01	2029-06-30

HASD Faculty experts, and the results of faculty/staff needs assessment. This plan should be reviewed every year to ensure professional development needs are identified and supported.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum, Building Principals and Director of Special Education, HASD Professional Ed Task Force	CAIU, PaTTAN, PDE workshops, conferences, and results from needs assessment for staff.	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop a professional development plan that identifies and carves out specific time to create professional learning communities at each building.		2026-07-01	2027-01-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum, Building Principals, and Director of Special Education, HASD Professional Ed Task Force	CAIU, PaTTAN, PDE workshops, conferences, and results from needs assessment for staff, possible adjustments to length of student day	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Quality professional learning that meets the needs of all staff.	Yearly feedback from staff through informal and formal measures.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improving Instructional Practices	Identify and review priority instructional strategies and learning targets. Use data to differentiate professional learning needs with regard to instructional practices.
Professional Learning	Develop a professional development plan that utilizes various resources, including the CAIU, PATTAN, HASD Faculty experts, and the results of faculty/staff needs assessment. This plan should be reviewed every year to ensure professional development needs are identified and supported.
Professional Learning	Develop a professional development plan that identifies and carves out specific time to create professional learning communities at each building.

Priority Instructional Strategies

Action Step		
• Identify and review priority instructional strategies and learning targets. Use data to differentiate professional learning needs with regard to instructional practices. • Develop a professional development plan that utilizes various resources, including the CAIU, PATTAN, HASD Faculty experts, and the results of faculty/staff needs assessment. This plan should be reviewed every year to ensure professional development needs are identified and supported. • Develop a professional development plan that identifies and carves out specific time to create professional learning communities at each building.		
Audience		
All instructional staff		
Topics to be Included		
Learning Targets and goal setting, success criteria, student engagement, background knowledge, problem solving, questioning, modeling and practice, summarizing, vocabulary, and explicit teaching.		
Evidence of Learning		
professional development surveys, walk-throughs, observations		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum, Building Principals and Director of Special Education	2026-08-10	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Workshops will be held during in-service days, faculty meetings, and PLC's throughout the year.
Observation and Practice Framework Met in this Plan	
• 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Quality Professional Learning					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Identify and review priority instructional strategies and learning targets. Use data to differentiate professional learning needs with regard to instructional practices. • Develop a professional development plan that utilizes various resources, including the CAIU, PATTAN, HASD Faculty experts, and the results of faculty/staff needs assessment. This plan should be reviewed every year to ensure professional development needs are identified and supported. • Develop a professional development plan that identifies and carves out specific time to create professional learning communities at each building.	All instructional staff	Professional learning	Director of Curriculum, Building Principals, Director of Special Education, Professional Ed Task Force	08/10/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	quarterly

Family Engagement Events					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Identify barriers, targeted supports, and potential opportunities for family engagement at each building. This should be reviewed and re-evaluated at the beginning of every school year.	All K-12 staff, and families	The district plans to provide targeted supports to address needs while also offering opportunities for family engagement.	Director of Curriculum, Building Principals, and Director of Special Education	08/10/2026	06/30/2029

Communications

Type of Communication	Frequency
Presentation	bi-annually

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date