

Harmony Area JSHS

**Schoolwide Plan**

07/01/2019 - 06/30/2020

# School Profile

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## Demographics

### *Harmony Area JSHS*

5239 Ridge Rd  
Westover, PA 16692  
(814)845-7655

Federal Accountability Designation: none  
Title I Status: Not Provided  
Schoolwide Status: Yes  
Principal: Douglas Martz  
Superintendent: Norman Hatten

## Stakeholder Involvement

Name	Role
Stuart Albaugh	Administrator : School Improvement Plan
Bill Boring	Board Member : School Improvement Plan
Shawn McGarvey	Board Member : School Improvement Plan
Douglas Martz	Building Principal : School Improvement Plan Schoolwide Plan
Terri Butterworth	Community Representative : School Improvement Plan
Anne Elias	High School Teacher - Regular Education : School Improvement Plan
Crystal Graffius	High School Teacher - Regular Education : School Improvement Plan
Jean Harkleroad	High School Teacher - Regular Education : School Improvement Plan
Lisa Kitko	High School Teacher - Regular Education : School Improvement Plan
Jason Romagna	High School Teacher - Regular Education : School Improvement Plan
Shannon Andrews	High School Teacher - Special Education
Michele Hammersla-Quick	Intermediate Unit Staff Member : School Improvement Plan Schoolwide Plan
Dara Campbell	Parent : School Improvement Plan

# Federal Programs

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## Coordination of Programs

### Technical Assistance

*The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

All district teachers will have professional development resources provided to them through ASCD on current best practices and professional development opportunities will be provided both on-line through ASCD as well as PD offered by the local CIU 10, PATTAN, PSBA, Atomic Learning and Solution Tree.

Provider	Meeting Date	Type of Assistance
CIU 10	5/16/2017	CIU 10 Federal Program Training
Ms. Jaclyn Miller	9/28/2016	Data Review
Ms. Jaclyn Miller	1/26/2017	Data Review
Ms. Jaclyn Miller	5/18/2017	District K-12 Parent Meeting
Ms. Jaclyn Miller	9/27/2017	Data Review
Ms. Jaclyn Miller	1/30/2018	Data Review
Ms. Jaclyn Miller, Mr. Darrin McLaurin, Mrs Michelle Shirk, Mr Doug Martz, Mrs Andrews, Mr Romagna	5/22/2017	Schedule & Support Development
PA Assoc of Federal Program Coordinators	5/1/2018	PAFPC Conference

### Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

The graduation rate is 100% (2017-18 and 18-19)

### Accomplishment #2:

The attendance rate is 93.79% (2018-19)

### Accomplishment #3:

Academic performance data for 2017-18 shows indicators of meeting the standard ("G") for academic growth on Keystone Algebra I testing (-0.51).

### Accomplishment #4:

2018 Academic performance data indicates that Algebra I students (19) that had previously scored below basic on the Keystone assessment exceeded the standard for PA Academic Growth ("B") with a score of 9.8 growth.

### Accomplishment #5:

2018 PSSA data shows evidence that the school exceeded ("LB") the standard for PA Academic Growth in all of Junior High Math regarding building growth index. (1.14)

### Accomplishment #6:

2018 data indicates that Student Group Meets Interim Goal/Improvement Target in the area of Mathematics/Algebra on the PSSA. 50.8% were proficient of advanced and the state average is 45.5%.

## School Concerns

### Concern #1:

3-year average on Estimated School Growth Measure indicates evidence that the school did not meet the standard for PA Academic Growth in Algebra I Keystone (-5.6).

### Concern #2:

2018 data indicates moderate evidence ("Y") that the school did not meet the standard for PA Academic Growth on Keystone Literature (27 students). The growth measure score for this area was -8.5.

**Concern #3:**

2018 performance data on the PSSA (grades 7 & 8) show that 10.5% of all student groups scored a level of "advanced" versus a statewide average of 18.3%.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

3-year average on Estimated School Growth Measure indicates evidence that the school did not meet the standard for PA Academic Growth in Algebra I Keystone (-5.6).

2018 performance data on the PSSA (grades 7 & 8) show that 10.5% of all student groups scored a level of "advanced" versus a statewide average of 18.3%.

**Systemic Challenge #2** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

3-year average on Estimated School Growth Measure indicates evidence that the school did not meet the standard for PA Academic Growth in Algebra I Keystone (-5.6).

2018 data indicates moderate evidence ("Y") that the school did not meet the standard for PA Academic Growth on Keystone Literature (27 students). The growth measure score for this area was -8.5.

2018 performance data on the PSSA (grades 7 & 8) show that 10.5% of all student groups scored a level of "advanced" versus a statewide average of 18.3%.

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 55% proficiency of all students

Type: Interim

Data Source: 2016 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 55% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2016 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 60% proficiency of all students

Type: Interim

Data Source: 2017 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 65% proficiency of all students

## **Strategies:**

### *Data Informed Instruction*

**Description:**

The district intends to utilize a comprehensive data system to house all data. Staff will be provided professional development on how to use the data system to do an analysis of students data. Analyzed data will be used to guide instruction in the classroom to be used to improve student achievement.

**SAS Alignment:** Assessment

## **Implementation Steps:**

### *Provide PD on District database*

**Description:**

Provide professional development to all Secondary School teachers on how to use the district database to analyze data to adjust instructional practices in the classroom.

Indicator of implementation: Sign in sheet

**Start Date:** 2/7/2014    **End Date:** 6/5/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Informed Instruction

### *Schedule Data team meetings*

**Description:**

Schedule data team meetings three times a year to analyze current data to use to guide instruction

Indicator of implementation: schedule

**Start Date:** 8/25/2014    **End Date:** 8/30/2014

**Program Area(s):****Supported Strategies:**

- Data Informed Instruction

*Conduct Student data conferencing***Description:**

Teachers will conference with individual students after each benchmark assessment so that students can track their own progress and develop goals based on the assessment results.

Indicator of Implementation: Student data conference sheet

**Start Date:** 9/21/2014    **End Date:** 6/5/2017

**Program Area(s):****Supported Strategies:**

- Data Informed Instruction

*Hold data meetings***Description:**

Hold data meetings three times per year to analyze local and state data.

Indicator of Implementation: Sign in sheet

**Start Date:** 8/25/2014    **End Date:** 6/5/2017

**Program Area(s):****Supported Strategies:**

- Data Informed Instruction



**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Interim

Data Source: 2017 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 65% proficiency of all students

Type: Interim

Data Source: Instructional coaches will work individual with teachers at least two times per 9 weeks.

Specific Targets: Teachers lesson plans and class observations will include the use of: multiple instructional strategies, lesson adjustment based on student needs, effective teaching practices during instruction on a bi-weekly basis.

**Strategies:**

*PLCs - Professional Learning Communities*

**Description:**

The use of PLC Team Meetings will take place routinely, on a weekly basis, to address the best strategies and practices that can address alignment of curriculum and overall academic needs of the students.

**SAS Alignment:** Assessment, Instruction

## ***Implementation Steps:***

### *Organize PLC Groups*

**Description:**

Administration will organize PLC groups and identify strategies to progress through the 19-20 school year.

**Start Date:** 8/22/2019    **End Date:** 6/4/2022

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- PLCs - Professional Learning Communities

### *Create a PLC calendar and meeting template*

**Description:**

Create a calendar and template for all PLC meetings and provide time in the schedule for teachers to meet as PLCs. Teachers will meet and discuss instructional strategies and use data to design lessons and address individual student needs.

**Start Date:** 8/30/2019    **End Date:** 6/4/2022

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- PLCs - Professional Learning Communities

### *Hold PLC meetings*

**Description:**

Lead team members will conduct regularly scheduled PLC meetings focused on the alignment of assessment to PA Core Standards as well as focus on the

improvement of math and literacy of all students. Meeting agendas will be reviewed and professional support will be provided to lead PLC team members as needed.

**Start Date:** 9/10/2019    **End Date:** 6/4/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- PLCs - Professional Learning Communities

### *Instructional Coaches*

**Description:**

The district has employed instructional coaches to focus on instructional strategies for reading, mathematics, and STEM to increase academic achievement in all content areas.

**Start Date:** 8/22/2019    **End Date:** 6/4/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- PLCs - Professional Learning Communities

**Goal #3:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: SAS website

Specific Targets: All high school teachers will have a curriculum map aligned to the Common Core Standards for each course available on the SAS website for other teachers in the district to easily view.

Type: Annual

Data Source: Alg I Proficiency for 2015-16 was reported on the SPP as 47.95%

Specific Targets: Students will show evidence that they have met the standard for academic growth.

Type: Annual

Data Source: SAT/ ACT percentage as reported by the SPP for 2015-16 was 34.48%

Specific Targets: Averaged students in 12th grade will increase their overall scoring to be included in the range of: 1550 or higher on the SAT and/or 22 or higher on the ACT.

Type: Annual

Data Source: The SPP for 2015-16 for ELA was 57.53%

Specific Targets: Students will show evidence that they have met the standard for academic growth.

## ***Strategies:***

### ***Curriculum Mapping***

#### **Description:**

Teachers will complete vertical and horizontal alignment of the curricula to the PA Core standards and/or PA academic standards in all subject areas.

**SAS Alignment:** Standards, Curriculum Framework

## ***Implementation Steps:***

## *Lesson Plan Alignment to the Standards*

### **Description:**

Curriculum maps will be developed for all courses that allow for vertical and horizontal alignment to the PA Academic Standards and PA Common Core. Further development from the previous alignment of standards will be implemented to assure that we are anchoring our instruction to the appropriate content standards.

**Start Date:** 8/22/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Educational Technology

### **Supported Strategies:**

- Curriculum Mapping

**Goal #4:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### **Indicators of Effectiveness:**

Type: Interim

Data Source: 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 55% proficiency of all students

Type: Interim

Data Source: 2016 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 55% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2016 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 60% proficiency of all students

Type: Interim

Data Source: 2017 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 65% proficiency of all students

## **Strategies:**

### *PLC's*

#### **Description:**

Educational researchers have extensively studied professional learning communities and their effects. Not surprisingly, researchers found that having strong professional learning communities in schools led to many positive cultural changes, including reduced teacher isolation, increased peer learning, increased content knowledge, increased knowledge of effective teaching strategies, greater

job satisfaction, and higher teacher retention rates. Researchers also found that the more schools function as professional learning communities, the greater the gains in student learning and improved teacher practice.

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Order PLC toolkit*

**Description:**

The district will order the PLC toolkit - Powerful Tools for Improving Your School from Solution Tree

Indicator of Implementation - District Purchase Order

**Start Date:** 2/14/2014    **End Date:** 2/21/2014

**Program Area(s):**

**Supported Strategies:**

- PLC's

#### *Select Lead Team*

**Description:**

The district will pick a team of lead teachers and administrators to receive training in the effective implementation of PLCs

Indicator of Implementation: Team Roster

**Start Date:** 2/14/2014    **End Date:** 6/6/2014

**Program Area(s):**

**Supported Strategies:**

- PLC's

*Provide PLC PD for lead team*

**Description:**

The district will train the lead team in the effective implementation of PLCs

Indicator of Implementation: Sign in sheet

**Start Date:** 3/7/2014    **End Date:** 6/9/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- PLC's

*Provide PLC PD for all staff*

**Description:**

The district will secure training for all teachers at the secondary level on the effective implementation of PLC's

Indicator of Implementation: Sign in sheet

**Start Date:** 8/25/2014    **End Date:** 6/5/2015

**Program Area(s):** Professional Education

**Supported Strategies:**

- PLC's

*Create a PLC calendar and meeting template*

**Description:**



Create a calendar and template for all PLC meetings and provide time in the schedule for teachers to meet as PLC's

Indicator of Implementation: Calendar and meeting template

**Start Date:** 6/16/2014    **End Date:** 9/2/2014

**Program Area(s):**

**Supported Strategies:**

- PLC's

### *Hold PLC meetings*

**Description:**

Lead Team members will conduct periodic PLC meetings

Indicators of Implementation: Team meeting agenda

**Start Date:** 9/8/2014    **End Date:** 6/2/2017

**Program Area(s):**

**Supported Strategies:**

- PLC's

**Goal #5:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 55% proficiency of all students

Type: Interim

Data Source: 2016 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 55% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2016 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 60% proficiency of all students

Type: Interim

Data Source: 2017 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 65% proficiency of all students

### ***Strategies:***

#### *Curriculum Mapping*

**Description:**

Teachers will complete vertical and horizontal alignment of the curricula to the PA Core standards and/or PA academic standards in all subject areas.

**SAS Alignment:** Standards, Curriculum Framework

### ***Implementation Steps:***

#### *Vertically align existing curriculum*

**Description:**

Complete vertical alignment of all Math, ELA and Science curriculum maps

Indicator of implementation: curriculum maps

**Start Date:** 2/7/2014    **End Date:** 6/1/2015

**Program Area(s):**

**Supported Strategies:**

- Curriculum Mapping

#### *Publish ELA, Math and Science Curriculum Maps*

**Description:**

Publish Math, ELA and Science curriculum maps on the district web-site so that they can be accessed by anyone.

Indicator of implementation: Printout of district website links

**Start Date:** 9/1/2014    **End Date:** 6/1/2015

**Program Area(s):**

**Supported Strategies:**

- Curriculum Mapping

### *Develop Social Studies/Tech. Ed. maps*

**Description:**

Develop Social Studies and Technology Education curriculum maps that allow for vertical and horizontal alignment to the PA Academic Standards and PA Core Standards

Indicators of implementation: Curriculum on SAS website

**Start Date:** 9/1/2015    **End Date:** 6/1/2016

**Program Area(s):**

**Supported Strategies:**

- Curriculum Mapping

### *Publish Social Studies and Technology Education maps*

**Description:**

Publish Social Studies and Technology Education maps on the district web-site so they can be accessed by anyone.

Indicators of implementation: Printout of district website page

**Start Date:** 6/1/2016    **End Date:** 9/1/2016

**Program Area(s):**

**Supported Strategies:**

- Curriculum Mapping

*Create Elective Curriculum maps***Description:**

Develop curriculum maps in the areas of FCS, Health and Physical Education and Fine Arts that allow for vertical and horizontal alignment of the PA Academic Standards.

Indicator of implementation: Curriculum maps on SAS website

**Start Date:** 9/1/2016    **End Date:** 6/1/2017

**Program Area(s):****Supported Strategies:**

- Curriculum Mapping

*Publish Elective Curriculum maps***Description:**

Publish FCS, Health and Physical Education and Fine Arts curriculum maps on the district web-site so that they can be accessed by anyone.

Indicators of implementation: Curriculum on SAS website

**Start Date:** 6/1/2017    **End Date:** 6/30/2017

**Program Area(s):****Supported Strategies:**

- Curriculum Mapping

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Strategy #1: Data Informed Instruction**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
2/7/2014	6/5/2017	Provide PD on District database	Provide professional development to all Secondary School teachers on how to use the district database to analyze data to adjust instructional practices in the classroom.  Indicator of implementation: Sign in sheet	Teresa Young	7.0	3	18	On Hands	For Profit Company	No

**Knowledge** Knowledge of how to use the On Hands data system effectively so that teachers can easily access classroom reports and student assessment reports to use in planning for appropriate instruction.

**Supportive Research** Data is critical to making good decisions. Various types of data can be collected. Demographic data is one type of data which is especially important for staffing and program planning as well as for budgeting. Perception data is often collected through surveys and interviews and produces data regarding community perception of school climate, programs, and services. Finally, Achievement data (ex. benchmark assessments, PSSA's and keystones), can provide critical evidence in the evaluation of a school's educational program, curriculum, etc.

and in the examination of student growth. Regardless of what data is available, it is important that the school leader acknowledge its value, review it carefully, and utilize it effectively in identifying accomplishments to celebrate and in determining areas of concern for future improvement. Utilizing a simple Plan-Do-Check-Act Cycle can serve as an effective model for application of the data toward continuous school improvement.

Source: Kowalski, T.J., Lasley, T.J., II & Mahonney, J.W. (2008). Data-driven decisions and school leadership: Best practices for school improvement. Boston: Pearson.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

Series of Workshops

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work,	<b>Evaluation Methods</b>	Classroom student assessment data Participant survey

with administrator and/or peers

**LEA Goals Addressed:** **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching** **Strategy #1: PLC's**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/25/2014	6/5/2015	Provide PLC PD for all staff	The district will secure training for all teachers at the secondary level on the effective implementation of PLC's	Teresa Young	7.0	6	12	Solution Tree	For Profit Company	Yes
			Indicator of Implementation: Sign in sheet							

**Knowledge**

This dynamic series of PD engagements is designed to develop a cadre of leaders who will act as informed agents of change districtwide. School teams will leave each session with a new set of skills and activities—plus an action plan for implementing what they have learned.

Carefully designed by the visionaries of the PLC at Work™ process—Richard DuFour, Robert Eaker, Rebecca DuFour, and Mike Mattos—this academy:

Develops your school's or district's capacity for implementing and sustaining the PLC at Work™ process  
Is facilitated by one or more master coaches who not only are trained in the work of PLCs, but also have



done that work in an educational setting that showed at least three years of continued academic student improvement

Includes six days on-site with an expert (three sessions, two days each) over nine to twelve months and *The PLC Toolkit*

Offers strategies and activities that can be replicated in any setting

Extends beyond session days with phone and email support

Eight studies done by (Berry et al., 2005; Bolam et al., 2005; Hollins et al., 2004; Louis & Marks, 1998; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003) examined the relationship between teachers' participation in PLCs and student achievement and found that student learning improved.

### Supportive Research

Louis and Marks (1998) documented that the presence of professional community in a school contributes to higher levels of social support for achievement and higher levels of authentic pedagogy. In fact, they note that their model accounts for 36% of the variance in the quality of classroom pedagogy providing robust support to demonstrate the impact of PLC on classroom practice.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<b>Training Format</b>	<p>LEA Whole Group Presentation                  Series of Workshops                  Professional Learning Communities</p>	
<b>Participant Roles</b>	<p>Classroom teachers                  Principals / Asst. Principals                  School counselors</p>	<p><b>Grade Levels</b></p> <p>Middle (grades 6-8)                  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	<p><b>Evaluation Methods</b></p> <p>Standardized student assessment data other than the PSSA</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

# Assurance of Quality and Accountability

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*The Title I status for Harmony Area JSHS is unknown.*