

## **HARMONY AREA JSHS**

5239 Ridge Rd

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

The Harmony Area School District envisions an environment where all children, birth through grade 12 will become literate and well-educated citizens. Student growth and academic achievement will be enhanced by promoting higher-level thinking through high expectations, expanding student perspectives and experiences, and promoting global connectedness. The Harmony Area School District will prepare students to meet the challenges of the 21st century to achieve their personal and professional goals. We are committed to academic excellence birth to grade 12, through collaboration with parents, school, and community. Literacy is the foundation of all learning including the cultivation of individual strengths and talents so that all students upon completion of their education may assume responsible adult roles as citizens, family members, workers, and lifelong learners. SUCCESS, which summarizes our beliefs about learning, is an acronym for: S: Student-centered literacy instruction U: Uniqueness of individuals C: Cultural awareness and community engagement C: Continual learning E: Engaged and resilient learners S: Standards-based goals S: Skills essential for a successful future We believe that all children can learn, in their own way, in their own time. We believe that every student is unique and that individual differences must be respected. We believe in the academic, social, emotional, physical, and cultural development of all students.

## STEERING COMMITTEE

Name	Position	Building/Group
Kenneth Jubas	Superintendent	District
Bradley Brothers	Business Administrator	District
Douglas Martz	Principal	Building - High School
Jason Boring	Principal / Special Education	District
Jaclyn Miller	Reading Specialist / Title Support	District
Crystal Stiver	Math Title Support	District
Nancy Oaks	School Board Member	District
Shawn McGarvey	School Board Member	District
Jaci LeGars	District Data Coordinator/PIMS	District
Tammy Hoyt	Parent / Community	Building - High School
Jennifer Westover	Parent / Community	Building - High School
Tammy Westover	Parent / Community	Building - High School
Lindsey Prasko	Special Education Teacher	Building - High School

Name	Position	Building/Group
Robin Dyda	Community Member	District
Matt Bonanno	Guidance Counselor	Building - High School
Jack Bracken	Student	Building - High School
Kacey Brothers	Student	Building - High School
Hannah Westover	Student	Building - High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We must use data to help drive our economic and budgeting decisions.	Essential Practices 1: Focus on Continuous Improvement of Instruction  Industry-Based Learning
Further development of reach-out to community and post-secondary stakeholders will be vital with the expectations of the career readiness expectations.	Community Engagement

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Data-Driven budget and focus	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Guest Speaker	At least one monthly guest speaker for career oriented topics should happen, often derived from the humanities/ELA department
Budgeting/Planning	Data driven decisions and measurable data must be involved in the focus on budgeting
Industry Speaker Series	Incorporate industry-based learning opportunities each quarter of the school year to couple our business world

Goal Nickname	Measurable Goal Statement (Smart Goal)		
	opportunities with those expectations of the school system for Career Readiness and overall development		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Via research, best practice, and assessments results, design a professional development to engage students in needed career development.	2023-08-23 - 2024-05-23	Principals/Board/Superintendent	Science and ELA curriculum upgrades as well as alignment and focus in all subject areas.
Anticipated Outcome			
Increase of Assessment results to exceed state growth averages as well as align with 2030 state expected goals.			
Monitoring/Evaluation			
Quarterly via academics, assessment and study of results			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least one monthly guest speaker for career oriented topics should happen, often derived from the humanities/ELA department (Guest Speaker)	Data-Driven budget and focus	Via research, best practice, and assessments	08/23/2023 - 05/23/2024
Data driven decisions and measurable data must be involved in the focus on budgeting (Budgeting/Planning)		results, design a professional development to engage students in needed career development.	
Incorporate industry-based learning opportunities each quarter of the school year to couple our business world opportunities with those expectations of the school system for Career Readiness and overall development (Industry Speaker Series)			

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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

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

Chief School Administrator	Kenneth Jubas	2023-08-17
School Improvement Facilitator Signature		
Building Principal Signature	Douglas J. Martz	2023-08-11



## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Fluctuations based on class dynamics, size, and academic ability have formed a distinct patterns and during successful assessment situations the district has been able to get in front of these dynamics and had focused remediation.

Reflection on professional obligations as a teacher that is tied to the researched and studied best practices of the Danielson Model.

Standards alignment and the process of standards-checklists in formulating instructional planning.

Benchmarking takes place twice per year to gauge growth separate from standardized testing measure done by the state.

Differentiation of material is done within the content area in order to foster an individualized learning environment for all students.

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Classes are aligned with a strong basis for science in the junior high years, with targeted concentration on the standards related to high school Biology and the eventual task of the Biology

### Challenges

A more robust supply of high quality aligned instructional materials and resources available.

Implementation of additional layers of satisfying school climate enhancements and activities surrounding 21st century best practice.

Differentiated and equitably allocate products and newfound ideas to accommodate diverse levels of student motivation, performance and educational needs.

Staff openings and the process of hiring/obtaining teaching talent has been a robust challenge for schools, including our own, in the recent 3-year window.

Greater professional development emphasis and focus on the alignment of academic standards as well as remediation of those standards within assessment testing years.

More partnering with local business and community stakeholders to prepare students for post-secondary lives is an essential need and challenge in this area.

Attendance rates were down during the timeframe of returning

## Strengths

Assessment for Keystones.

District-wide emphasis on class size as well as a well-rounded education impact the challenges of learning needs.

Successes with communication and openness with diversity, equity for all students, and appropriate bully-reporting and other disciplinary tools for items of concern that would pertain to race and ethnicity.

Differentiation of material is done within the content area in order to foster an individualized learning environment for all students.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Foster a culture of high expectations for success for all students, educators, families, and community members

Instructional differentiation of teaching and focus on the Danielson Model of Teaching and Learning

Small class sizes leads to direct individualized instructional practice and high levels of communication

Focus on the PA Standards for Teaching and Learning as well as the Danielson Model of Effective Teaching and Learning help to

## Challenges

from hybrid/ Covid time period, but has increased to be a strength. This must be monitored and progress must continue.

Socioeconomic status and lack of tax base in the area tend to leave budgets low on factors of purchasing manipulative materials and online software tools that could further help the teaching and learning.

With not a lot of diversity in certain grade levels, students do not get to experience as many items of growth in racial diversity.

Attendance rates have recently increased, but continues to be something to watch because the school must stay on top of this issue that was originally very poor coming out of Covid.

More partnering with local business and community stakeholders to prepare students for post-secondary lives is an essential need and challenge in this area.

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Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Partner with local businesses, community organizations, and other

## Strengths

aid as a foundation for our educational practice.

Identify and address individual student learning needs

## Challenges

agencies to meet the needs of the school

With only 85% of our students (and parents) reporting suitable internet connectivity (broadband or better), it is a challenge in our rural setting to take the teaching and learning process to the next step in terms of 21st century learning opportunity.

Yo-yo effect of having very small class sizes can greatly alter some data such as the amount of those passing (Proficient/Advanced), while not reflecting as much on the PVAAS individual growth factors.

Identify professional learning needs through analysis of a variety of data

Science content alignment is underway in order to better target the standards. This process is starting with the 23-24 school year and will also result in a new curriculum series.

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### Most Notable Observations/Patterns

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It has become noted that many opportunities afforded other schools in terms of business availability, tax base, socioeconomic conditions, and availability of broadband internet have greatly effected our area, our school, our teaching and learning process. While everyone has worked hard to do their very best, it continues to be a grand disappointment that local politicians, businesses, and public/government/private sector stakeholders haven't worked to make broadband internet a basic right of all people. It is a shame this is the case, as well as a major disappointment that those entities involved have not been able to make broadband internet a basic right of our community stakeholders. In 20 years, the ability to be online has not changed in our rural setting. The digital divide is getting better due to stimulus/COVID relief, but still continues.

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Challenges	Discussion Point	Priority for Planning
A more robust supply of high quality aligned instructional materials and resources available.	Continue to make data-driven decisions based on performance, needs assessments, and the evaluation of students progress on the expected learning platforms.	✓
Socioeconomic status and lack of tax base in the area tend to leave budgets low on factors of purchasing manipulative materials and online software tools that could further help the teaching and learning.	Make crucial decisions on budgeting with consultation with stakeholders and continue to make these decisions in a data-driven format.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Though the area doesn't contain a lot of business opportunity, we must branch out to trade schools, technical institutes, and colleges for help on 21st century career readiness expectations.	✓

# ADDENDUM B: ACTION PLAN

## Action Plan: Data-Driven budget and focus

Action Steps	Anticipated Start/Completion Date
Via research, best practice, and assessments results, design a professional development to engage students in needed career development.	08/23/2023 - 05/23/2024
Monitoring/Evaluation	Anticipated Output
Quarterly via academics, assessment and study of results	Increase of Assessment results to exceed state growth averages as well as align with 2030 state expected goals.
Material/Resources/Supports Needed	PD Step
Science and ELA curriculum upgrades as well as alignment and focus in all subject areas.	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least one monthly guest speaker for career oriented topics should happen, often derived from the humanities/ELA department (Guest Speaker)	Data-Driven budget and focus	Via research, best practice, and assessments	08/23/2023 - 05/23/2024
Data driven decisions and measurable data must be involved in the focus on budgeting (Budgeting/Planning)		results, design a professional development to engage students in needed career development.	
Incorporate industry-based learning opportunities each quarter of the school year to couple our business world opportunities with those expectations of the school system for Career Readiness and overall development (Industry Speaker Series)			

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Back to School P.D.	Assessment scores, budgeting 23-24, focus on student engagement and career development	Increase in 23-24 engagement and corresponding success on assessments and School Performance Profile
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Building Principals / Superintendent	05/23/2024 - 05/23/2024	Building Principals / Superintendent
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy		Professional Ethics
4f: Showing Professionalism		
4d: Participating in a Professional Community		

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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School plan complete with collaboration and focus from Comprehensive Plan 2022-2025, next step is board approval and superintendent signature	School plan complete with collaboration and focus from Comprehensive Plan 2022-2025, next step is board approval and superintendent signature	Board Agenda Item, review by administration for board, and upload of signatures/approval to site.	Board/FRCPP/Administration	Implementation during 23-24 school year.

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