

HARMONY AREA SD

5239 Ridge Rd

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Mission Statement: The Harmony Area School District is 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

VISION STATEMENT

Vision Statement: 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.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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.

STAFF

We believe that the school must develop strategies to enable parents to help their children. We believe that high expectations are correlated to high achievement. We believe that the professional staff should be involved in the decision-making processes related to instructional strategies.

ADMINISTRATION

We believe that it is the responsibility of all members of the school community to create a learning environment that fulfills the mission of the district. We believe that education is the foundation for a democratic society. We believe that high expectations are correlated to high achievement.

PARENTS

We believe that students, family, school and community all share in the responsibility for education. We believe that direct parental involvement is an essential component of a successful educational process. We believe that schools and parents must encourage students' regular daily attendance.

COMMUNITY

We believe that it is the responsibility of all members of the school community to create a learning environment that fulfills the mission of the district. We believe that education is the foundation for a democratic society. We believe that a safe and caring school climate is essential for learning.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Kenneth Jubas	Superintendent	District
Bradley Brothers	Business Administrator	District
Douglas Martz	High School Principal / Title Coordinator	District
Jason Boring	Elementary Principal / Special Education Director	District
Jaclyn Miller	Title Support / Reading Specialist	District
Crystal Stiver	Title Math Support	Elementary
Nancy Oaks	School Board Member	District
Shawn McGarvey	School Board Member	District
Tammy Hoyt	Parent	Parent Stakeholder
Jaci LeGars	Parent	Parent Stakeholder
Dara Campbell	Parent	Parent Stakeholder
Tonya Fry	Parent	Parent Stakeholder
Jennifer Westover	Parent	Community Partner

Name	Position	Building/Group
Tammy Westover	Parent	Parent Stakeholder
Sherry Hughes	Parent	Parent Stakeholder
Jason Romagna	Secondary Teacher	Jr./Sr. High School
Debra McAfoose	Special Education Teacher	Elementary School
Kacey Brothers	Student	Jr./Sr. High School
Macy Hughes	Student	Jr./Sr. High School

ESTABLISHED PRIORITIES

Priority Statement

We will emphasize common planning time and opportunities for enhanced levels of professional development in the master schedule.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

We will seek out additional partnerships and look for creative ways involving technology to engage with more community stakeholders.

Community Engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

Professional Communication and Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Subject-specific professional development

Each teacher in the core subject areas (K-12) will incorporate a new subject-specific professional development tool during the course of this comprehensive plan targeted at increasing student achievement.

District-Business Engagement

Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A priority of administrative meetings agendas to foster professional communication and engagement of all stake-holders.	2022-08-22 - 2025-06-30	Mr. Ken Jubas / Superintendent Mr. Jason Boring / Principal & Special Education Mr. Doug Martz / Principal & Federal Programs	Technology support, routine meeting times, planned agendas

Anticipated Outcome

Routine discussions and updates on the goals involving enhanced communication and community engagement

Monitoring/Evaluation

The superintendent will hold the rest of the administrative team accountable and encourage professional development in the needed areas to make this successful



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Each teacher in the core subject areas (K-12) will incorporate a new subject-specific professional development tool during the course of this comprehensive plan targeted at increasing student achievement. (Subject-specific professional development)</p> <p>Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district. (District-Business Engagement)</p>	<p>Professional Communication and Engagement</p>	<p>A priority of administrative meetings agendas to foster professional communication and engagement of all stakeholders.</p>	<p>08/22/2022 - 06/30/2025</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Each teacher in the core subject areas (K-12) will incorporate a new subject-specific professional development tool during the course of this comprehensive plan targeted at increasing student achievement. (Subject-specific professional development)	Professional Communication and Engagement	A priority of administrative meetings agendas to foster professional communication and engagement of all stakeholders.	08/22/2022 - 06/30/2025
Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district. (District-Business Engagement)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

2022-08-16

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

Chief School Administrator

Kenneth Jubas

2022-08-17

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills.

Accessibility for students and teachers is effective and efficient, low class sizes help to aid in the individualized and student-centered curriculum development plan.

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

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

The use of Title funded support position to help at-risk students to achieve higher academic standards is key to our success. The designated person is also our district-wide designated Reading Specialist, with a formidable and reliable background in strategy and remediation. (district-wide)

At the beginning of the 2019-2020 school year the Dibels benchmarks showed a strong need for interventions in the areas of Phonemic Awareness (71% of students below benchmark) and

Challenges

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

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

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

Fiscal mechanisms needed to fund additional support materials, curriculum, technology, and overall means by which to conquer learning boundaries by at-risk students will always remain a challenge in a systemic problem with rural, low socio-economic school districts. (district-wide)

COVID-19: Severe boundaries exist due to mandated school closures, amended district calendars, hybrid rotation of days, less interaction of students with each other due to social distancing laws, less extra curricular opportunity. (district-wide)

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Strengths

Decoding (100% of students below benchmark). By the middle of the year we were able to make gains in both areas by 50% of the students moving up a level.

Due partially to Title funding, we have been able to mitigate changes in class size during the pandemic of 2020 as well as float more supports into the regular education classrooms for at-risk students. Our Math Specialist works with targeted students and targeted grade levels on remediation.

Harmony Area School District benchmarks students three times a year.

Class size being reduced by way of implementation of appropriate teaching and learning models by our school board has aided with more individualized instruction for students; this is particularly helpful to students in an at-risk nature.

We have been able to maintain the use of Dibels and Acadience Math to assess students in Kindergarten through Third grade. At the beginning of the 2019-2020 school year the Dibels benchmarks showed a strong need for interventions in the areas of Phonemic Awareness (71% of students below benchmark) and Decoding (100% of students below benchmark), which are two examples of diagnostic capability helping to drive instruction.

District-wide emphasis on class size as well as a well-rounded

Challenges

interaction of students with each other due to social distancing laws, less extra curricular opportunity. (district-wide)

Though recent purchase of a new math series has been helpful to growth and availability of manipulative for learning, the fact remains that our tax base is low, budgets stay constrained, and the ability to purchase items to help in the teaching and learning process is a consistent challenge.

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COVID-19: Severe boundaries exist due to mandated school closures, amended district calendars, hybrid rotation of days, less interaction of students with each other due to social distancing laws, less extra curricular opportunity. (district-wide)

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.

Strengths

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.

The CEP breakfast and lunch program has provided needed nutritional value and opportunity for free meals for all students in the Harmony Area School District. It has also provided special food and snack opportunity to groups in tutoring, after school and athletic organizations when needed.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Challenges

With a small school enrollment and limited staffing, elective courses and additional remediation can sometimes be limited or be a challenge to meet our mission and vision goals.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district



Most Notable Observations/Patterns

As we discussed these strengths and challenges, many of the conversations dealt with our limits in growth due to the lack of substitute teachers and overall staffing. We would like to encourage more attendance at outside professional development opportunities and trainings, but it is very difficult to participate with the current state of staffing and substitute teacher availability. Also, our district being very rural, it is difficult to find a significant number of community and business organizations to partner with for help in career readiness, transition programs, and overall partnerships with the school.

Challenges**Discussion Point****Priority for Planning**

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

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 a small school enrollment and limited staffing, elective courses and additional remediation can sometimes be limited or be a challenge to meet our mission and vision goals.

The district would like to continue to explore options on dual enrollment, elective courses, additional professional development, online trainings, and remedies to help the staffing issues mentioned during this planning process.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

District administration wishes to foster additional relationships with the businesses and community organizations that do exist and utilize technology for a further reach-out to a more diversified interaction for our students.

ADDENDUM B: ACTION PLAN

Action Plan: Professional Communication and Engagement

Action Steps	Anticipated Start/Completion Date
A priority of administrative meetings agendas to foster professional communication and engagement of all stake-holders.	08/22/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
The superintendent will hold the rest of the administrative team accountable and encourage professional development in the needed areas to make this successful	Routine discussions and updates on the goals involving enhanced communication and community engagement

Material/Resources/Supports Needed	PD Step	Comm Step
Technology support, routine meeting times, planned agendas	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Each teacher in the core subject areas (K-12) will incorporate a new subject-specific professional development tool during the course of this comprehensive plan targeted at increasing student achievement. (Subject-specific professional development)</p>	<p>Professional Communication and Engagement</p>	<p>A priority of administrative meetings agendas to foster professional communication and engagement of all stakeholders.</p>	<p>08/22/2022 - 06/30/2025</p>
<p>Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district. (District-Business Engagement)</p>			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Administrator Professional Development Training	District Administrative Team	Agenda creation, administrative meeting best-practice, communication, supporting stakeholders, engagement of the community

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Items developed during P.D. followed through with at weekly administrative meetings	08/22/2022 - 06/30/2025	Ken Jubas / Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting
4f: Showing Professionalism	Teaching Diverse Learners in an Inclusive Setting
4e: Growing and Developing Professionally	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Each teacher in the core subject areas (K-12) will incorporate a new subject-specific professional development tool during the course of this comprehensive plan targeted at increasing student achievement. (Subject-specific professional development)</p> <p>Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district. (District-Business Engagement)</p>	Professional Communication and Engagement	A priority of administrative meetings agendas to foster professional communication and engagement of all stakeholders.	2022-08-22 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Weekly Administrative Team Communication	District Administrative Team	Community Engagement, Business Partners, Staff Professional Development, Organizing Meeting Agendas, District Communication
Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 06/30/2025	Weekly	Presentation
Lead Person/Position	Ken Jubas / Superintendent	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
<p>Committee members will, first, have full open dialogue with each other during the process so that a comfortable climate is established in communicating ideas and strategies. Further, open development of the Plan along with the addendum plans such as Induction, PD, Gifted, Academics, and Student Services, we will post the items to our internet web address, as well as communicate the bulleted targets to our school board and guests.</p>	<p>1) Identified strategies established in the Comprehensive, Schoolwide, and addendum plans to stakeholders 2) Areas of weakness to improve upon 3) Areas of strength to continue accenting 4) Latest best-practice to invest upon for P.D. 5) Designated contact people to request more information from 6) How to help the district inform local and regional leaders of business and career development opportunities 7) Timelines for achieving success within the parameters of this plan</p>	<p>Social media, district website, verbal descriptions at In-Service Days, Act-80 Days, Board Meetings, and Community Gatherings</p>	<p>School Board Members, Administrators, Teachers, Support Staff, Parents, Students, and Community Stakeholders</p>	<p>Start of the 2022-23 school year through the 2024-2025 school year.</p>

