HARMONY AREA EL SCH

5239 Ridge Rd

Schoolwide Title 1 School Plan | 2022 - 2023

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	High School Principal / Title Coordinator	District
Jason Boring	Elementary Principal / Special Education Director	Building - Elementary
Jaclyn Miller	Title Support / Reading Specialist	Building - Elementary
Crystal Stiver	Teacher	Building - Elementary
Nancy Oaks	School Board Member	District
Shawn McGarvey	School Board Member	District
Jaci LeGars	Teacher	Building - Elementary
Jennifer Westover	Parent	Building - Elementary
Tammy Westover	Parent	Building - Elementary
Debra McAfoose	Special Education Teacher	Building - Elementary
Robin Dyda	Community Member	Building - Elementary

Name	Position	Building/Group
Matt Bonanno	Guidance Counselor	District
Bonnie Fisher	Community Member	Building - Elementary
Paula Young	Parent	Building - Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
As a part of the new standards for Career Readiness, we must further develop our series of learning in this area.	Essential Practices 1: Focus on Continuous Improvement of Instruction Industry-Based Learning
School leaders must help find solutions to the antiquated technology capabilities that private sector, government, and businesses in general have not provided this area.	Community Engagement Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy
Comprehensive Community Engagement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Communication on Technology	Engagement with the stakeholders on increases in home technology capability.
Technology upgrades	School leaders must hold a summit and further discuss technology possibilities with local businesses and state leaders.

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Trips / Business & Industry Speakers	Incorporate industry-based learning opportunities each quarter of the school year to facilitate business world opportunities with expectations of career readiness
Budgeting	Data driven decisions and measurable data must be involved in the focus on budgeting

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Consistent focus on topic of reaching out to the stakeholders and implementation of meetings involved in these goals.	2022-08-22 - 2023-06-30	Ken Jubas, Superintendent; Jason Boring, Elementary Principal/Special Education; Doug Martz, High School Principal/Techology	Approval by school board for the process to get underway as well as support for professional development needs

Anticipated Outcome

Higher frequency of community and business engagement on these topics involving technology

Monitoring/Evaluation

Topic will be a part of every administrative meeting and updates will be given to the school board

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Engagement with the stakeholders on increases in home technology capability. (Communication on Technology) School leaders must hold a summit and further discuss technology possibilities with local businesses and state leaders. (Technology upgrades) Incorporate industry-based learning opportunities each quarter of the school year to facilitate business world opportunities with expectations of career readiness (Trips / Business & Industry Speakers) Data driven decisions and measurable data must be involved in the focus on budgeting (Budgeting)	Comprehensive Community Engagement	Consistent focus on topic of reaching out to the stakeholders and implementation of meetings involved in these goals.	08/22/2022 - 06/30/2023

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator	Kenneth Jubas	2022-07-15
School Improvement Facilitator Signature		
Building Principal Signature	Jason M. Boring	2022-07-11

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We are aligned with PA Core Academic Standards to help support instruction in the classroom.

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 are used in formulating instructional planning.

Reflection on professional obligations as a teacher according to the best practices of the Danielson Model are a focal point of the school.

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.

Schedules for ELA content are blocked into longer 75-minute sections in the schedule. There is an emphasis on getting the base/foundation of teaching and learning concentrated on prior to remediation and at-risk assessment of students.

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 school climate activities and focal points.

Additional resources and activities surrounding 21st century best practices discovered through professional development.

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.

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.

Strengths

Harmony Area School District benchmarks students three times a year. We use Dibels (ELA) to assess students in Kindergarten through Third grade.

In recent school years 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). By the middle of the year we have been able to make gains in both areas by 50% of the students moving up a level.

Harmony Area School District benchmarks students three times a year. We use Acadience Math to assess students in Kindergarten through Third Grade.

Due partially to Title funding, we have been able to mitigate changes in class size during the pandemic of 20-21 through 21-22 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.

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.

Due to an emphasis on the sciences for purposes of future-ready

Challenges

The recent purchase of a new math series has been helpful to growth and availability of manipulative materials for learning, but 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.

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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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.

Limited staffing due to the small school nature of our district sometimes limits the curriculum offerings available to students.

With little diversity in the school, students do not get to experience areas to grow in racial diversity.

With only 70% of our students (and parents) reporting suitable

Strengths

PA initiatives, we are consistently scoring high in the science area.

This area continues to do well due to our school not "leaving science behind" in our roles as quality educators and urging the need for a well-rounded education.

District-wide emphasis on class size and a well-rounded education positively impacts the challenges of learning needs.

Focus on the PA Standards for Teaching and Learning as well as the Danielson Model of Effective Teaching and Learning help to aid as a foundation for our educational practice.

Successful communication and openness on the topic of diversity and equity for all students.

Appropriate monitoring and reporting of bullying and other disciplinary issues are consistently implemented.

Align curricular materials and lesson plans to the PA Standards

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

Identify and address individual student learning needs

Challenges

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.

Implement evidence-based strategies to engage families to support learning

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

Identify professional learning needs through analysis of a variety of data

Most Notable Observations/Patterns

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, and 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 continues.

Challenges	Discussion Point	Priority for Planning
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.	Priorities with budgeting are important in terms of bringing about change and seeking consistently developing students.	
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.	
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.	Data-driven decisions must be adhered to for finding ways to incorporate new methods, new materials and 21st century practices for our students.	
With only 70% 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.	It is vital that the members of the school leadership team continue to work with businesses and local leaders to help solve the lack of broadband internet and help dissolve the "digital divide" that exists in this rural setting.	

ADDENDUM B: ACTION PLAN

Action Plan: Comprehensive Community Engagement

Action Steps	Anticipated Start/Completion Date
Consistent focus on topic of reaching out to the stakeholders and implementation of meetings involved in these goals.	08/22/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Topic will be a part of every administrative meeting and updates will be given to the school board	Higher frequency of community and business engagement on these topics involving technology

Material/Resources/Supports Needed	PD Step
Approval by school board for the process to get underway as well as support for professional development needs	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Engagement with the stakeholders on increases in home technology capability. (Communication on Technology) School leaders must hold a summit and further discuss technology possibilities with local businesses and state leaders. (Technology upgrades) Incorporate industry-based learning opportunities each quarter of the school year to facilitate business world opportunities with expectations of career readiness (Trips / Business & Industry Speakers) Data driven decisions and measurable data must be involved in the focus on budgeting (Budgeting)	Comprehensive Community Engagement	Consistent focus on topic of reaching out to the stakeholders and implementation of meetings involved in these goals.	08/22/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Attendance at functions that help foster community engagement	School community members, district personnel, and business partners	Technology upgrades and enhancing home capabilities for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improvement in these areas will demonstrate learning	08/22/2022 - 06/30/2023	Jason Boring, Principal; Doug Martz, Technology

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally 4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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.	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	Social media, district website, verbal descriptions at In-Service Days, Act-80 Days, Board Meetings, and Community Gatherings	School Board Members, Administrators, Teachers, Support Staff, Parents, Students, and Community Stakeholders	July 1, 2022 - June 30, 2023