

HARMONY AREA JSHS

5239 Ridge Rd

TSI 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	Principal	Building - High School
Jason Boring	Principal / Special Education	Building - High School
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
Karen Hutton	Secretary / Community	Building - High School
Matt Bonanno	Guidance Counselor	Building - High School
Macy Hughes	Student	Building - High School
Kacey Brothers	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
Of our list of items to emphasize, attendance is the top priority.	Regular Attendance Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Attendance Improvement Plan	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	It is expected that our attendance rate return to the mid 90s for the school and that this be a measurable and often talked about goal. NOTE: Although this is a priority, COVID-19 has affected our abilities with attendance.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Attendance and partnership

Partnering with the household and parents/guardians is vital in solving our issues on the topic of attendance. We must partner together to make school one of the top goals of the family and student.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Engagement of students and staff in a positive behavior and attendance plan for the 22-23 school year.

2022-08-22 - 2023-06-30

Doug Martz, Principal;
Jason Boring, Principal

Incentive items, budgeted programs/assemblies

Anticipated Outcome

Weekly attendance reports

Monitoring/Evaluation

Weekly attendance reports

Evidence-based Strategy

Enhanced Community Engagement

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

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 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
1 speaker per quarter in the area of humanities/ELA will help to facilitate career readiness development	2022-08-22 - 2023-06-30	Matt Bonanno, Guidance Counselor	

Anticipated Outcome

Monitoring/Evaluation



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)	Enhanced Community Engagement	1 speaker per quarter in the area of humanities/ELA will help to facilitate career readiness development	08/22/2022 - 06/30/2023
Data driven decisions and measurable data must be involved in the focus on budgeting (Budgeting/Planning)			
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.

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

Douglas J. Martz

2022-07-11

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

In the Math group of grade 8, from a study of 2014 through 2019, five groups have been tracked. % scoring Prof/Adv (passing) are: 25%, 46%, 16%, 50%, and 13%. School climate and academic factors of the class size are too greatly resulting in changes and shows a yo-yo effect in long-term study.

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

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.

Attendance rates being down has effected learning by students in the secondary level.

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

Note: The COVID Pandemic has greatly affected ability to study data and summarize student progress in learning. We have been able to use the limited data set to help minimize loss of learning, but will look forward to the full return to school in the in-person setting in order to gather more data.

Strengths

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

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

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 Assessment for Keystones.

District-wide emphasis on class size as well as a well-rounded education impact 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.

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.

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

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Strengths

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

Identify and address individual student learning needs

Challenges

leave budgets low on factors of purchasing manipulative materials and online software tools that could further help the teaching and learning.

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

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.

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 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, 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.

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.	
Attendance rates being down has effected learning by students in the secondary level.	Emphasis in this area is a core to our success. Must be a focus, particularly post-COVID.	

ADDENDUM B: ACTION PLAN

Action Plan: Attendance Improvement Plan

Action Steps	Anticipated Start/Completion Date
Engagement of students and staff in a positive behavior and attendance plan for the 22-23 school year.	08/22/2022 - 06/30/2023
Monitoring/Evaluation	Anticipated Output
Weekly attendance reports	Weekly attendance reports
Material/Resources/Supports Needed	PD Step
Incentive items, budgeted programs/assemblies	no



Action Plan: Enhanced Community Engagement

Action Steps

Anticipated Start/Completion Date

1 speaker per quarter in the area of humanities/ELA will help to facilitate career readiness development

08/22/2022 - 06/30/2023

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

yes

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)	Enhanced Community Engagement	1 speaker per quarter in the area of humanities/ELA will help to facilitate career readiness development	08/22/2022 - 06/30/2023
Data driven decisions and measurable data must be involved in the focus on budgeting (Budgeting/Planning)			
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)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Attendance at local, regional, and state PD events	Students, staff, and community stakeholders	Career Readiness/Development
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Better data to study and document by students pertaining to career readiness	08/22/2022 - 06/30/2023	Matt Bonanno, Guidance Counselor
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting	
4d: Participating in a Professional Community		

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>July 1, 2022 - June 30, 2023</p>

