

Harmony Area El Sch

School Level Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Harmony Area El Sch

5239 Ridge Rd
Westover, PA 16692
(814)845-2300

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Douglas Martz
Superintendent: Norman Hatten

Stakeholder Involvement

Name	Role
Norman Hatten	Administrator : Schoolwide Plan
Douglas Martz	Building Principal : Schoolwide Plan
Dara Campbell	Community Representative : Schoolwide Plan
Jaclyn Miller	Ed Specialist - Instructional Technology
Crystal Stiver	Ed Specialist - Instructional Technology
Jason Boring	Elementary School Teacher - Regular Education
Kelly Born	Elementary School Teacher - Regular Education
Sherry Jones	Elementary School Teacher - Regular Education
Kim Rake	Elementary School Teacher - Regular Education
Doug Rake	Elementary School Teacher - Regular Education
Amie Shadle	Elementary School Teacher - Regular Education
Deb McAfoose	Elementary School Teacher - Special Education
Tonya Fry	Parent
Sherry Hughes	Parent
Crystal Stiver	Parent

Federal Programs

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. Teachers will be assessed through the teacher evaluation system PA-ESEP to ensure implementation of best practices in their classrooms to ensure student achievement. Students will have increased time in the Literacy room and family and community engagement will be promoted by offering Literacy Nights. District administrators will use building level meetings to monitor data and evaluate needs.

Provider	Meeting Date	Type of Assistance
Mr. Douglas Martz, Mrs. Sarah Teacher	1/10/2019	Schedule & Support Development
Mrs. Jaclyn Miller and Mrs. Crystal Stiver	11/15/2018	Parent Meeting
Mrs. Jaclyn Miller, Mr. Darrin McLaurin, Mrs Michelle Shirk, Mr Doug Martz, Ms McAfoose, Mrs Rake	1/27/2017	Data Review
Mrs. Jaclyn Miller, Mr. Darrin McLaurin, Mrs Michelle Shirk, Mr Doug Martz, Ms McAfoose, Mrs Rake	5/24/2017	Data Review
Mrs. Jaclyn Miller, Mr. Darrin McLaurin, Mrs. Michelle Shirk, Mr. Doug Martz, Ms. McAfoose, Mrs. Rake	9/29/2017	Data Review
Mrs. Jaclyn Miller, Mrs. Crystal Stiver, Mr. Douglas Martz	10/17/2018	Data Review

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

School Accomplishments

Accomplishment #1:

The attendance rate is 93.79% as reported on school level performance data (2018-2019).

Accomplishment #2:

For the area of PVAAS English/Language, "All Student Group" **exceeds** (94.0) the standard demonstrating growth. In comparison with the statewide growth average (74.9), Harmony Elementary School showed 2018 growth of +19.1 on the average.

Accomplishment #3:

For the area of PVAAS Mathematics/Algebra, "All Student Group" **exceeds** (86.0) the standard demonstrating growth. In comparison with the statewide growth average (75.2), Harmony Elementary School showed 2018 growth of +10.8 on the average.

Accomplishment #4:

Both PSSA Math and PSSA ELA scored above the state average on 2018 assessments. Math results indicated 55.9% of students in grades 4-6 passing the assessment, whereas the state average is 45.5%. ELA had a performance of 75.0% on the 2018 assessment, which is 12% points ahead of the 63% state average in that area.

Accomplishment #5:

PVAAS Growth Index indicators signal "Significant evidence that the school exceeded the standard for PA Academic Growth" (2.46DB) in the area of English-Language Arts on the state PSSA assessment.

School Concerns

Concern #1:

2018 PSSA results show evidence that Harmony Elementary fell below the state average (18.3%) on the attribute of students scoring advanced on the ELA assessment.

Concern #2:

PVAAS results of grade 4 indicate that both advanced and proficient areas showed "moderate evidence that the group did not meet the standard for PA Academic Growth" in those sectors. The three-year rolling average saw a (-4.8) indicator with proficient level and a (-7.2) indicator in the area of advanced.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) 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

Aligned Concerns:

2018 PSSA results show evidence that Harmony Elementary fell below the state average (18.3%) on the attribute of students scoring advanced on the ELA assessment.

PVAAS results of grade 4 indicate that both advanced and proficient areas showed "moderate evidence that the group did not meet the standard for PA Academic Growth" in those sectors. The three-year rolling average saw a (-4.8) indicator with proficient level and a (-7.2) indicator in the area of advanced.

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:

2018 PSSA results show evidence that Harmony Elementary fell below the state average (18.3%) on the attribute of students scoring advanced on the ELA assessment.

PVAAS results of grade 4 indicate that both advanced and proficient areas showed "moderate evidence that the group did not meet the standard for PA Academic Growth" in those sectors. The three-year rolling average saw a (-4.8) indicator with proficient level and a (-7.2) indicator in the area of advanced.

Systemic Challenge #3 (*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:

2018 PSSA results show evidence that Harmony Elementary fell below the state average (18.3%) on the attribute of students scoring advanced on the ELA assessment.

PVAAS results of grade 4 indicate that both advanced and proficient areas showed "moderate evidence that the group did not meet the standard for PA Academic Growth" in those sectors. The three-year rolling average saw a (-4.8) indicator with proficient level and a (-7.2) indicator in the area of advanced.

School Level Plan

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: Annual

Data Source: 2016 PVAAS reports students in 4th grade's highest grouping did not meet their expected standard for academic growth with -6.8 results.

Specific Targets: 2017 PVAAS data will report that 5th grade students in the highest achievement group will meet the standard for academic growth.

Type: Interim

Data Source: Tri-annually teachers will meet in data teams to analyze & interpret data making informed modifications & alignment to instructional plans.

Specific Targets: Teachers will meet three times per year to analyze benchmark data to determine student success and areas of deficiency.

Type: Interim

Data Source: Teachers will align standards to their instruction.

Specific Targets: Teachers will submit bi-weekly curriculum standards checklists or weekly lesson plans to identify standard aligned objectives, content, and assessments.

Type: Interim

Data Source: Students will monitor their own academic growth

Specific Targets: Teachers will meet with students after data meetings to conference on benchmark results.

Students will create and maintain individual Collins Writing Folders throughout their academic career.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis,

and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

SAS: Assessment Builder

Description:

(Source: <http://www.pdesas.org/module/Assessment/questions/search/>)

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Schedule Data Team Meetings

Description:

Schedule data team meeting three times a year to analyze current data to use to guide instruction and improve language and literacy for all students.

Start Date: 8/22/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Hold Data Meetings

Description:

Hold data team meetings three times a year to analyzed local and state data, plan for MTSS groupings and plan for differentiated instruction.

Start Date: 9/10/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Standards-Aligned Assessments PD

Description:

Instructional coaches will provide training to teachers on alignment of their assessments to the PA Common Core Standards. The SAS site will be a working resource utilized for the alignment of testing across content areas as well.

Start Date: 8/22/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- SAS: Assessment Builder

Goal #2: 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: Teachers will align all assessments to the PA Common Core Standards.

Specific Targets: Teachers will work with instructional coaches to align assessments.

Teachers will utilize the SAS website for additional resources.

All lesson plans and standardized checklists will be submitted bi-weekly to administration.

Type: Annual

Data Source: 2016 PVAAS Data revealed that the highest achievement group for 4th grade Math did not show the expected growth with a -6.8 reported.

Specific Targets: Benchmark testing of the same group of students will track proficiency of assessed standards for the Math PSSA.

2017 PVAAS Data will reveal that the 5th grade highest achievement group will improve their overall academic growth measure.

Strategies:

SAS: Assessments - PSSA

Description:

Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology. Additional PSSA-related items can be found at <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/default.aspx#.Ve8RkM7axKU>. (Source: <http://www.pdesas.org/Page?pageId=10>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Standards-Aligned Assessment- PD

Description:

Instructional coach will work with teachers to ensure the alignment of all assessments for ELA, Math, and Science for all students including diverse learners in inclusive settings.

Start Date: 8/22/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- SAS: Assessments - PSSA

Goal #3: 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: Annual

Data Source: As reported on the 2016 PVAAS report, 4th grade students in the highest grouping did not meet their academic growth -6.8.

Specific Targets: 2017 PVAAS report will show 5th grade highest grouping to achieve the expected achievement growth.

Type: Interim

Data Source: Teachers will align their assessments to PA Common Core Standards

Specific Targets: Teachers will use the SAS website and instructional coaches to aid in the alignment of assessments across content areas.

Type: Interim

Data Source: Instructional coaches will regularly guide teachers in the use of instructionally sound strategies/practices.

Specific Targets: Instructional coaches will work with each teacher twice per 9 weeks and as needed.

Strategies:

Professional Learning Communities

Description:

Educational researchers have extensively studied professional learning communities and their effects. Results show that having strong professional learning communities in schools led to 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

Response to Instruction and Intervention (RtII)

Description:

The Pennsylvania Department of Education strongly endorses the RtII model as the assessment and instructional framework to organize and implement Pennsylvania's Standards Aligned System (SAS) to improve student achievement. RtII in PA is not viewed as a stand-alone strategy, product or program; rather it is a part of the state's comprehensive system of continuous school improvement and provides a structure for schools to arrange and implement standards aligned instruction, core strategies, and interventions in the building to meet the academic and relational support needs of all students. (Sources:

<http://effectivestrategies.wiki.caiu.org/file/view/RtIIAnIntro.pdf/528272716/RtIIAnIntro.pdf>) Resource:

<http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Universal Design for Learning (UDL)

Description:

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

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.

Start Date: 8/22/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Professional Learning Communities

Hold PLC Meetings

Description:

Lead team members will conduct bi-weekly PLC meetings guided in their groups by instructional coaches and administration. Group leaders will rotate on a 9-weeks basis. Within their groups, teachers will share instructional practices that have been successful in their own classrooms including Technology inclusion and any action research results. Differentiation, MTSS, UDL, and other instructional strategies will be shared by instructional coaches.

Start Date: 9/10/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Professional Learning Communities
- Response to Instruction and Intervention (RtII)
- Universal Design for Learning (UDL)

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Harmony Area El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Harmony Area El Sch in the Harmony Area SD has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Harmony Area El Sch in the Harmony Area SD for the 2019-2020 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director