Harmony Area JSHS

School Level Plan

07/01/2014 - 06/30/2017
School Profile

Demographics

**Harmony Area JSBS**
5239 Ridge Rd
Westover, PA 16692
(814)845-7655

Federal Accountability Designation: Title I - Not Designated
Title I Status: Yes
Principal: Teresa Young
Superintendent: Teresa Young

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Dillon</td>
<td>Administrator : School Improvement Plan</td>
</tr>
<tr>
<td>Bill Boring</td>
<td>Board Member : School Improvement Plan</td>
</tr>
<tr>
<td>Jason Sunderland</td>
<td>Board Member : School Improvement Plan</td>
</tr>
<tr>
<td>Teresa Young</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Ralph Butterworth</td>
<td>Community Representative : School Improvement Plan</td>
</tr>
<tr>
<td>Liz Cook</td>
<td>High School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Anne Elias</td>
<td>High School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Crystal Graffius</td>
<td>High School Teacher - Regular Education : School Improvement Plan</td>
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<tr>
<td>Jean Harkleroad</td>
<td>High School Teacher - Regular Education : School Improvement Plan</td>
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<tr>
<td>Lisa Kitko</td>
<td>High School Teacher - Regular Education : School Improvement Plan</td>
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<tr>
<td>Melissa Mastrine</td>
<td>High School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Jennifer Starner</td>
<td>Intermediate Unit Staff Member : School Improvement Plan</td>
</tr>
<tr>
<td>Dara Campbell</td>
<td>Parent : School Improvement Plan</td>
</tr>
</tbody>
</table>
Assurances

Title I Schools

*Title I Priority or Focus Schools*

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

**Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement

**Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

- Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

- Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

- Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

- Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

- Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

- Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional and health needs.

- Provide ongoing mechanisms for family and community engagement

**Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

**Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
• **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

• **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school’s plan to improve student achievement.

**Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School newsletter
- District web page
- Board meeting presentations
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences

**Assurance for Priority Schools (Annually Updated SIP)**

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

**Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program:

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

*No file has been uploaded.*
Needs Assessment

School Accomplishments

Accomplishment #1:
The graduation rate is 97.06%

Accomplishment #2:
The attendance rate is 92.49%

Accomplishment #3:
PVAAS results show significant evidence of students meeting the standard for PA Academic Growth for Keystone Biology with a Growth Index of 5.2 and a performance measure of 81 on the 2014-2015 SPP.

Accomplishment #4:
PVAAS results show evidence of students meeting the standard for PA Academic Growth for PSSA Science for grade 8 with a Growth Index of 20.8

Accomplishment #5:
PVAAS results show significant evidence of students meeting the standard for PA Academic Growth for Keystone Literature with a Growth Index of 2.3 and a performance measure of a 77 on the 2014-2015 SPP.

Accomplishment #6:
PVAAS results show significant evidence of students meeting the standard for PA Academic Growth for PSSA math with a Growth Index of 6.8 for grade 7 and a Growth Index of 4.6 for grade 8.

School Concerns

Concern #1:
The Algebra I proficiency for the All Student group is 50%

Concern #2:
The SAT/ACT College Ready Benchmark score on the 14-15 SPP was a 9.62

Concern #3:
PSSA math scores were significantly lower, with a 29% in grade 7 and a 33% in grade 8 for proficiency/advanced students.

**Prioritized Systemic Challenges**

**Systemic Challenge #1 (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:**

The Algebra I proficiency for the All Student group is 50%

PSSA math scores were significantly lower, with a 29% in grade 7 and a 33% in grade 8 for proficiency/advanced students.

**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:**

The Algebra I proficiency for the All Student group is 50%

The SAT/ACT College Ready Benchmark score on the 14-15 SPP was a 9.62

PSSA math scores were significantly lower, with a 29% in grade 7 and a 33% in grade 8 for proficiency/advanced students.
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**: Interim
  - Data Source: 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment
  - Specific Targets: 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

- **Type**: Annual
  - Data Source: 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments
  - Specific Targets: 55% proficiency of all students

- **Type**: Interim
  - Data Source: 2016 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment
  - Specific Targets: 55% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

- **Type**: Annual
  - Data Source: 2016 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments
  - Specific Targets: 60% proficiency of all students

- **Type**: Interim
  - Data Source: 2017 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment
  - Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

- **Type**: Annual
  - Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments
  - Specific Targets: 65% proficiency of all students
**Strategies:**

*Data Informed Instruction*

**Description:**

The district intends to utilize a comprehensive data system to house all data. Staff will be provided professional development on how to use the data system to do an analysis of students data. Analyzed data will be used to guide instruction in the classroom to be used to improve student achievement.

**SAS Alignment:** Assessment

**Implementation Steps:**

*Provide PD on District database*

**Description:**

Provide professional development to all Secondary School teachers on how to use the district database to analyze data to adjust instructional practices in the classroom.

Indicator of implementation: Sign in sheet

**Start Date:** 2/7/2014    **End Date:** 6/5/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Informed Instruction

*Schedule Data team meetings*

**Description:**

Schedule data team meetings three times a year to analyze current data to use to guide instruction

Indicator of implementation: schedule

**Start Date:** 8/25/2014    **End Date:** 8/30/2014
Program Area(s):

Supported Strategies:

- Data Informed Instruction

**Conduct Student data conferencing**

Description:

Teachers will conference with individual students after each benchmark assessment so that students can track their own progress and develop goals based on the assessment results.

Indicator of Implementation: Student data conference sheet

Start Date: 9/21/2014    End Date: 6/5/2017

Program Area(s):

Supported Strategies:

- Data Informed Instruction

**Hold data meetings**

Description:

Hold data meetings three times per year to analyze local and state data.

Indicator of Implementation: Sign in sheet

Start Date: 8/25/2014    End Date: 6/5/2017

Program Area(s):

Supported Strategies:

- Data Informed Instruction
**Goal #2**: 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: Interim**

*Data Source: 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment*

*Specific Targets: 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.*

**Type: Annual**

*Data Source: 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments*

*Specific Targets: 55% proficiency of all students*

**Type: Interim**

*Data Source: 2016 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment*

*Specific Targets: 55% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.*

**Type: Annual**

*Data Source: 2016 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments*

*Specific Targets: 60% proficiency of all students*
Data Source: 2017 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 65% proficiency of all students

**Strategies:**

**PLC's**

**Description:**

Educational researchers have extensively studied professional learning communities and their effects. Not surprisingly, researchers found that having strong professional learning communities in schools led to many 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

**Implementation Steps:**

**Select Lead Team**

**Description:**

The district will pick a team of lead teachers and administrators to receive training in the effective implementation of PLC's

*Start Date:* 2/14/2014  *End Date:* 6/6/2014

Program Area(s):
Supported Strategies:

- PLC’s

Provide PLC PD for lead team

Description:

The district will train the lead team in the effective implementation of PLCs

Start Date: 3/7/2014   End Date: 6/9/2014

Program Area(s): Professional Education

Supported Strategies:

- PLC’s

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 PLC’s

Start Date: 6/16/2014   End Date: 9/2/2014

Program Area(s):

Supported Strategies:

- PLC’s

Hold PLC meetings

Description:
Lead Team members will conduct periodic PLC meetings. Meeting agendas will be reviewed and support will be provided to lead PLC team members as needed.

**Start Date:** 9/8/2014    **End Date:** 6/2/2017

**Program Area(s):**

**Supported Strategies:**

- PLC’s

**Goal #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.

**Indicators of Effectiveness:**

**Type:** Interim

**Data Source:** 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

**Specific Targets:** 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

**Type:** Annual

**Data Source:** 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

**Specific Targets:** 55% proficiency of all students

**Type:** Interim

**Data Source:** 2016 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment
Specific Targets: 55% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2016 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 60% proficiency of all students

Type: Interim

Data Source: 2017 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 65% proficiency of all students

**Strategies:**

**Curriculum Mapping**

**Description:**

Teachers will complete vertical and horizontal alignment of the curricula to the PA Core standards and/or PA academic standards in all subject areas.

**SAS Alignment:** Standards, Curriculum Framework
Implementation Steps:

Vertically align existing curriculum

Description:
Complete vertical alignment of all Math, ELA and Science curriculum maps

Start Date: 2/7/2014   End Date: 6/1/2014

Program Area(s):

Supported Strategies:
- Curriculum Mapping

Publish ELA, Math and Science Curriculum Maps

Description:
Publish Math, ELA and Science curriculum maps on the district web-site so that they can be accessed by anyone.

Start Date: 9/1/2014   End Date: 6/1/2015

Program Area(s):

Supported Strategies:
- Curriculum Mapping

Develop Social Studies/Tech. Ed. maps

Description:
Develop Social Studies and Technology Education curriculum maps that allow for vertical and horizontal alignment to the PA Academic Standards and PA Core Standards

Start Date: 9/1/2015   End Date: 6/1/2016
Program Area(s):

Supported Strategies:

- Curriculum Mapping

Publish Social Studies and Technology Education maps

Description:

Publish Social Studies and Technology Education maps on the district web-site so they can be accessed by anyone.

Start Date: 6/1/2016   End Date: 9/1/2016

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Create Elective Curriculum maps

Description:

Develop curriculum maps in the areas of FCS, Health and Physical Education and Fine Arts that allow for vertical and horizontal alignment of the PA Academic Standards.

Start Date: 9/1/2016   End Date: 6/1/2017

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Publish Elective Curriculum maps

Description:
Publish FCS, Health and Physical Education and Fine Arts curriculum maps on the district web-site so that they can be accessed by anyone.

**Start Date:** 6/1/2017    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Curriculum Mapping

**Goal #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

**Indicators of Effectiveness:**

**Type:** Interim

**Data Source:** 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

**Specific Targets:** 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

**Type:** Annual

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Specific Targets: 60% proficiency of all students

Type: Interim

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Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

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Specific Targets: 65% proficiency of all students

**Strategies:**

**PLC’s**

**Description:**

Educational researchers have extensively studied professional learning communities and their effects. Not surprisingly, researchers found that having strong professional learning communities in schools led to many 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
**Implementation Steps:**

*Order PLC toolkit*

**Description:**

The district will order the PLC toolkit - Powerful Tools for Improving Your School from Solution Tree

Indicator of Implementation - District Purchase Order

**Start Date:** 2/14/2014    **End Date:** 2/21/2014

**Program Area(s):**

**Supported Strategies:**

- PLC's

*Select Lead Team*

**Description:**

The district will pick a team of lead teachers and administrators to receive training in the effective implementation of PLCs

Indicator of Implementation: Team Roster

**Start Date:** 2/14/2014    **End Date:** 6/6/2014

**Program Area(s):**

**Supported Strategies:**

- PLC's

*Provide PLC PD for lead team*

**Description:**
The district will train the lead team in the effective implementation of PLCs

Indicator of Implementation: Sign in sheet

Start Date: 3/7/2014   End Date: 6/9/2014

Program Area(s): Professional Education

Supported Strategies:

- PLC's

Provide PLC PD for all staff

Description:

The district will secure training for all teachers at the secondary level on the effective implementation of PLC's

Indicator of Implementation: Sign in sheet

Start Date: 8/25/2014   End Date: 6/5/2015

Program Area(s): Professional Education

Supported Strategies:

- PLC's

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 PLC's

Indicator of Implementation: Calendar and meeting template

Start Date: 6/16/2014   End Date: 9/2/2014
**Program Area(s):**

**Supported Strategies:**

- PLC's

*Hold PLC meetings*

**Description:**

Lead Team members will conduct periodic PLC meetings

Indicators of Implementation: Team meeting agenda

**Start Date:** 9/8/2014  **End Date:** 6/2/2017

**Goal #5:** 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: 2015 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 50% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual
Data Source: 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 55% proficiency of all students

Type: Interim

Data Source: 2016 local winter benchmark assessment: Algebra I, Literature and Biology and grade 7 and 8 PA Core local benchmark assessment

Specific Targets: 55% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

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Specific Targets: 60% proficiency of all students

Type: Interim

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Specific Targets: 60% of all students taking Keystone and PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments

Specific Targets: 65% proficiency of all students
Strategies:

Curriculum Mapping

Description:

Teachers will complete vertical and horizontal alignment of the curricula to the PA Core standards and/or PA academic standards in all subject areas.

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Vertically align existing curriculum

Description:

Complete vertical alignment of all Math, ELA and Science curriculum maps

Indicator of implementation: curriculum maps

Start Date: 2/7/2014   End Date: 6/1/2015

Program Area(s):

Supported Strategies:

• Curriculum Mapping

Publish ELA, Math and Science Curriculum Maps

Description:

Publish Math, ELA and Science curriculum maps on the district web-site so that they can be accessed by anyone.

Indicator of implementation: Printout of district website links

Start Date: 9/1/2014   End Date: 6/1/2015
Program Area(s):

Supported Strategies:

- Curriculum Mapping

Develop Social Studies/Tech. Ed. maps

Description:

Develop Social Studies and Technology Education curriculum maps that allow for vertical and horizontal alignment to the PA Academic Standards and PA Core Standards

Indicators of implementation: Curriculum on SAS website

Start Date: 9/1/2015   End Date: 6/1/2016

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Publish Social Studies and Technology Education maps

Description:

Publish Social Studies and Technology Education maps on the district web-site so they can be accessed by anyone.

Indicators of implementation: Printout of district website page

Start Date: 6/1/2016   End Date: 9/1/2016

Program Area(s):

Supported Strategies:

- Curriculum Mapping
Create Elective Curriculum maps

Description:

Develop curriculum maps in the areas of FCS, Health and Physical Education and Fine Arts that allow for vertical and horizontal alignment of the PA Academic Standards.

Indicator of implementation: Curriculum maps on SAS website

Start Date: 9/1/2016     End Date: 6/1/2017

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Publish Elective Curriculum maps

Description:

Publish FCS, Health and Physical Education and Fine Arts curriculum maps on the district web-site so that they can be accessed by anyone.

Indicators of implementation: Curriculum on SAS website

Start Date: 6/1/2017     End Date: 6/30/2017

Program Area(s):

Supported Strategies:

- Curriculum Mapping
Appendix: Professional Development Implementation

Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed: 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</th>
<th>Strategy #1: Data Informed Instruction</th>
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<th>End</th>
<th>Title</th>
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<tr>
<td>2/7/2014</td>
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<td>Provide PD on District database</td>
<td>Provide professional development to all Secondary School teachers on how to use the district database to analyze data to adjust instructional practices in the classroom.</td>
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<td>Teresa Young</td>
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<td>18</td>
<td>On Hands</td>
<td>For Profit Company</td>
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Knowledge

Knowledge of how to use the On Hands data system effectively so that teachers can easily access classroom reports and student assessment reports to use in planning for appropriate instruction.

Supportive Research

Data is critical to making good decisions. Various types of data can be collected. Demographic data is one type of data which is especially important for staffing and program planning as well as for budgeting. Perception data is often collected through surveys and interviews and produces data regarding community perception of school climate, programs, and services. Finally, Achievement data (ex. benchmark assessments, PSSA's and Keystones), can provide critical evidence in the evaluation of a school's educational program, curriculum, etc.
and in the examination of student growth. Regardless of what data is available, it is important that the school leader acknowledge its value, review it carefully, and utilize it effectively in identifying accomplishments to celebrate and in determining areas of concern for future improvement. Utilizing a simple Plan-Do-Check-Act Cycle can serve as an effective model for application of the data toward continuous school improvement.


<table>
<thead>
<tr>
<th>Designed to Accomplish</th>
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<tbody>
<tr>
<td>For classroom teachers, school counselors and education specialists:</td>
<td>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</td>
</tr>
<tr>
<td>For school and district administrators, and other educators seeking leadership roles:</td>
<td>Provides leaders with the ability to access and use appropriate data to inform decision-making.</td>
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<th>Training Format</th>
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<tr>
<td>Classroom teachers</td>
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<tr>
<td>Principals / Asst. Principals</td>
<td>High (grades 9-12)</td>
</tr>
<tr>
<td>School counselors</td>
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<table>
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<tr>
<th>Follow-up Activities</th>
<th></th>
</tr>
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<tr>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
<td>Classroom student assessment data</td>
</tr>
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<td>Analysis of student work,</td>
<td>Participant survey</td>
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<th></th>
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</table>
with administrator and/or peers

### LEA Goals Addressed:
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

### Strategy #1: PLC's

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/7/2014</td>
<td>6/9/2014</td>
<td>Provide PLC PD for lead team</td>
<td>The district will train the lead team in the effective implementation of PLCs</td>
</tr>
</tbody>
</table>

**Person Responsible**
- Principal

**SH**
- 7.0

**S**
- 6

**EP**
- 12

**Provider**
- Solution Tree

**Type**
- For Profit Company

**App.**
- Yes

This dynamic series of PD engagements is designed to develop a cadre of leaders who will act as informed agents of change districtwide. School teams will leave each session with a new set of skills and activities—plus an action plan for implementing what they have learned.

Carefully designed by the visionaries of the PLC at Work™ process—Richard DuFour, Robert Eaker, Rebecca DuFour, and Mike Mattos—this academy:

- Develops your school's or district's capacity for implementing and sustaining the PLC at Work™ process
- Is facilitated by one or more master coaches who not only are trained in the work of PLCs, but also have done that work in an educational setting that showed at least three years of continued academic
student improvement

- Includes six days on-site with an expert (three sessions, two days each) over nine to twelve months and *The PLC Toolkit*
- Offers strategies and activities that can be replicated in any setting
- Extends beyond session days with phone and email support

Supportive Research

Eight studies done by (Berry et al., 2005; Bolam et al., 2005; Hollins et al., 2004; Louis & Marks, 1998; Phillips, 2003; Strahan, 2003; Supovitz & Christman, 2003) examined the relationship between teachers’ participation in PLCs and student achievement and found that student learning improved.

Louis and Marks (1998) documented that the presence of professional community in a school contributes to higher levels of social support and higher levels of authentic pedagogy. In fact, they note that their model accounts for 36% of the variance in the quality of classroom pedagogy providing robust support to demonstrate the impact of PLC on classroom practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with
attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<table>
<thead>
<tr>
<th>Training Format</th>
<th>Classroom teachers</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Whole Group Presentation</td>
<td>Principals / Asst. Principals</td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td>Series of Workshops</td>
<td>School counselors</td>
<td>High (grades 9-12)</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td></td>
<td></td>
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</tbody>
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<th>Participant Roles</th>
<th>Follow-up Activities</th>
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<tbody>
<tr>
<td>Classroom teachers</td>
<td>Analysis of student work, with administrator and/or peers</td>
<td>Standardized student assessment data other than the PSSA</td>
</tr>
<tr>
<td>Principals / Asst. Principals</td>
<td>Creating lessons to meet varied student learning styles</td>
<td>Participant survey</td>
</tr>
<tr>
<td>School counselors</td>
<td>Joint planning period activities</td>
<td>Review of written reports summarizing instructional activity</td>
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<tr>
<td></td>
<td></td>
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Strategy #1: PLC's

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
<th>Indicator of Implementation: Sign in sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/2014</td>
<td>6/5/2015</td>
<td>Provide PLC PD for all staff</td>
<td>The district will secure training for all teachers at the secondary level on the effective implementation of PLC's</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Young</td>
<td>7.0</td>
<td>6</td>
<td>12</td>
<td>Solution Tree</td>
<td>For Profit</td>
<td>Yes</td>
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Training Format
- LEA Whole Group Presentation
- Series of Workshops
- Professional Learning Communities

Participant Roles
- Classroom teachers
- Principals / Asst. Principals
- School counselors

Grade Levels
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities
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- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Joint planning period activities

Evaluation Methods
- Standardized student assessment data other than the PSSA
- Participant survey
- Review of written reports summarizing instructional activity
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Harmony Area HS 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 ESEA 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 HS in the Harmony Area SD for the 2014-2017 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
Evaluation of School Improvement Plan

Describe the success from the first year plan
For the priority areas of the Harmony Area Jr./Sr. High School Improvement plan, the annual indicator of effectiveness for the first year is that the 2015 Proficiency Combined Mathematics/Algebra I and ELA Literature - All Students performance measure on the Keystone and PSSA assessments is 55%. According to local tracking the school is currently at a 62% in ELA and 46% in Algebra I. This data is based off of the current grade 11 Keystone score up to and including the winter 2014-15 assessment period. Implementation steps for the goals of the action plans have been met for the first year of the plan as written.

Describe the continuing areas of concerns from the first year plan
According to locally gathered data, the school’s biggest area of concern is currently with our Algebra I scores. The current eleventh grade class is at a 46% proficiency/advanced rate, which is still below the goal of 50%. After receiving the Spring Keystone Algebra I scores - if the percentage is not above 50%, the planning team will reconvene to analyze all the data to look for areas that can be improved upon.

Describe the initiatives that have been revised
No initiatives have been revised at this time. This is because the plans implementation date began July 1, 2014 so new initiatives just began in August/September of this school year. The school does not have a full years worth of data yet to determine the effectiveness of the goals in place. After the 2015 Spring Keystone and PSSA data is received, the school planning team will meet again to analyze the scores and determine if any changes need to be addressed in the plan at that time.

Describe the success from the past year.
This narrative is empty.

Describe the continuing areas of concerns from the first two years.
This narrative is empty.

Describe the initiatives that have been revised.
This narrative is empty.