Harmony Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District / Regular School		110173504
Address 1		
5239 Ridge Road		
Address 2		
City	**State**	**Zip Code**
Westover	PA	16692
Chief School Administrator		**Chief School Administrator Email**
Kenneth M. Jubas		kjubas@harmonyowls.com
Single Point of Contact Name		
Douglas J. Martz		
Single Point of Contact Email		
dmartz@harmonyowls.com		
Single Point of Contact Phone Number		
814-845-2300		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kenneth Jubas	Superintendent	District	kjubas@harmonyowls.com
Bradley Brothers	Business Administrator	District	bbrothers@harmonyowls.com
Douglas Martz	High School Principal / Title Coordinator	District	dmartz@harmonyowls.com
Jason Boring	Elementary Principal / Special Education Director	Elementary	jboring@harmonyowls.com
Jaclyn Miller	Title Support / Reading Specialist	District	jmiller@harmonyowls.com
Crystal Stiver	Title Math Support	Elementary	cstiver@harmonyowls.com
Nancy Oaks	School Board Member	District	noaks@harmonyowls.com
Shawn McGarvey	School Board Member	District	smcgarvey@harmonyowls.com
Toni Adamo	Parent	Parent Stakeholder	tadamo@harmonyowls.com
Jaci LeGars	Parent	Parent Stakeholder	jlegars@harmonyowls.com
Dara Campbell	Community Member	Community Partner	dcampbell@harmonyowls.com
Tonya Fry	Staff Member	Elementary	tfry@harmonyowls.com
Paula Young	Parent	Parent Stakeholder	pyoung@harmonyowls.com
Tammy Westover	Community Member	Community Partner	westovertammy@ymail.com
Jason Romagna	Staff Member	Jr./Sr. High School	jromagna@harmonyowls.com
Lindsey Zachesky	Staff Member	Special Education	lprasko@harmonyowls.com
Jaylin Graham	Student	Jr./Sr. High School	jgraham@harmonyowls.com
Keeghan Neilson	Student	Jr./Sr. High School	kneilson@harmonyowls.com
Kacey Brothers	Student	Jr./Sr. High School	kbrothers@harmonyowls.com
Matt Bonanno	Data Analyst	District	mbonanno@harmonyowls.com

LEA Profile

The Harmony Area School District is very small public school district geographically located on the border of Clearfield and Indiana Counties. The district is considered a rural setting of 83.5 square miles with a majority of the area being considered farm land. There are limited business and incorporated tax base opportunties involved in economic growth in the area, but the district takes great pride in the school district being the center, or main hub, of the community. An emphasis on proper upbringing, manners, and family values is at the core of the educational mission.

The Harmony Area School District is a Schoolwide Title 1 public school entity and also a member of the Admiral Peary Vocational Technical School in Ebensburg, PA and the Central Intermediate Unit #10 located in Philipsburg, PA. Our students and staff are housed within two schools, both under one building complex. The Harmony Elementary School serves grades Pre-K to 6 and the Junior/Senior High School serves grades 7-12. There are currently 260 students spread across our Pre-K to 12 population.

The Strategic Planning process of the past was explained during summer and fall meetings of the steering committee members, administrative team, and other stakeholders in anticipation of this 2025-2028 planning process. The overall purpose of this process is to ensure the district and each one of our schools experience continuous improvement and success.

Mission and Vision

Mission

Mission Statement: The Harmony Area School District is committed to academic excellence birth to grade 12, through collaboration with parents, school, and community. Literacy is the foundation of all learning including the cultivation of individual strengths and talents so that all students upon completion of their education may assume responsible adult roles as citizens, family members, workers, and lifelong learners. SUCCESS, which summarizes our beliefs about learning, is an acronym for: S: Student-centered literacy instruction U: Uniqueness of individuals C: Cultural awareness and community engagement C: Continual learning E: Engaged and resilient learners S: Standards-based goals S: Skills essential for a successful future

Vision

Vision Statement: The Harmony Area School District envisions an environment where all children, birth through grade 12 will become literate and well-educated citizens. Student growth and academic achievement will be enhanced by promoting higher-level thinking through high expectations, expanding student perspectives and experiences, and promoting global connectedness. The Harmony Area School District will prepare students to meet the challenges of the 21st century to achieve their personal and professional goals.

Educational Values

Students

We believe that all children can learn, in their own way, in their own time. We believe that every student is unique and that individual differences must be respected. We believe in the academic, social, emotional, physical, and cultural development of all students.

Staff

We believe that staff should provide differentiated and rigorous instruction with 21st century practices and strategies that relate to children. We believe that the professional staff should be involved in the decision-making processes related to instructional strategies. We believe that consistently seeking high expectations are correlated to consistently obtaining high achievement.

Administration

We believe the administration should provide the environment, resources, and training opportunities to staff so that students may thrive in our educational system. We believe that education is the foundation for a democratic society. We believe that consistently seeking high expectations are correlated to consistently obtaining high achievement.

Parents

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

Community

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

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary School Academic Growth Expectations in English Language Arts/Literatures	Growth Score of 76. State average is 75.4 for the 2023-24 school year.
Elementary School Academic Growth Expectations in Mathematics/Algebra 1	Growth Score of 100. State average is 74.9 for the 2023-24 school year.
Elementary School Science/Biology All Student Group Meets Interim Goal/Improvement Target	75% proficient of advanced on the 2023-24 PSSA. State Average is 59.2%.
Jr./Sr. High School Science/Biology All Student Group Exceeds the Standard Demonstrating Growth	81.5 Growth Score. This is above the state average of 74.7.
Jr./Sr. High School English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	72.5 Growth Score. The state mandated "Meeting Statewide Growth Standard" is at 70.0
Jr./Sr. High School Four-Year Cohort All Student Group Meets 2033 Statewide Goal (Graduation Results)	4-year average of 96.4% Graduation Rate exceeds the 87.6% by the state and is above the mandated 92.4% Statewide Goal.

Challenges

Indicator	Comments/Notable Observations
Jr./Sr. High School English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Score of 52.9% for 2023-24. This was below the 53.9 state average slightly. The state sets a goal of 81.1%.
Jr./Sr. High School Mathematics/Algebra All Student Group (Advanced on Algebra Report)	Harmony had 9.1% score advanced on algebra and the average is 15.0%.
Jr./Sr. High School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	36.4% scored in the proficient or advanced range, versus the state average of 40.2%. Ironically because we are so small, this can amount to as low as 2 students "flipping" either direction.
Elementary School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	55.6% have scored proficient or advanced in math, which is below the 71.8% state wish. However, 55.6 is still above the 40.2% state average.
Elementary School English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	65.3% have scored proficient or advanced in ELA, which is below the 81.1% state wish. However, 65.3% is also above the state average of 53.9%.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	**Comments/Notable Observations**

Regular Attendance - Elementary School **Grade Level(s) and/or Student Group(s)** Testing Grades (3-6)	Percent of Students not Chronically Absent is 81.8%. This is above the statewide average of 78.1%.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator Notation on HASD Groups **Grade Level(s) and/or Student Group(s)** Assessment Groups	**Comments/Notable Observations** Our class sizes are so small that we more often than not do not carry a designation for individual sub-set/sub-group demographics.

Challenges

Indicator Insufficient Sample Sizes **Grade Level(s) and/or Student Group(s)** Assessment Grades K-12	**Comments/Notable Observations** Our class sizes are so small that we more often than not do not carry a designation for individual sub-set/sub-group demographics.
Indicator Notation on HASD Groups **Grade Level(s) and/or Student Group(s)** Assessment Groups	**Comments/Notable Observations** Our class sizes are so small that we more often than not do not carry a designation for individual sub-set/sub-group demographics.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Regular Attendance - Elementary School
Jr./Sr. High School Four-Year Cohort All Student Group Meets 2033 Statewide Goal (Graduation Results)
Elementary School Academic Growth Expectations in Mathematics/Algebra 1

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Jr./Sr. High School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target
Elementary School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target
Jr./Sr. High School English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Growth to match PVAAS Growth Scores	Internal Local Assessments means with benchmark plus mid and end of year.
Attainment of standard passing score	Internal Local Assessments means with benchmark plus mid and end of year.

English Language Arts Summary

Strengths

The use of Title funded support position to help at-risk students to achieve higher academic standards is key to our success. The designated person is also our district-wide designated Reading Specialist, with a formidable and reliable background in strategy and remediation. (district-wide)
Investment by way of recent ESSER grant opportunity has led to new tools, methodology, and curriculum in these areas of Elementary and Secondary ELA instruction.

Challenges

Boundaries exist due to the lack of business and/or community partnerships in our area for on-track measuring of Future Ready initiatives.
Fiscal mechanisms needed to fund additional support materials, curriculum, technology, and overall means by which to conquer learning boundaries by at-risk students will always remain a challenge in a systemic problem with rural, low socio-economic school districts. (district-wide) We were able to use ESSER money to help, but long term sustainability is a challenge.

Mathematics

Data	Comments/Notable Observations
Attainment of standard passing score	Internal Local Assessments means with benchmark plus mid and end of year.
Growth to match PVAAS Growth Scores	Internal Local Assessments means with benchmark plus mid and end of year.

Mathematics Summary

Strengths

Due partially to Title funding, we have been able to mitigate large class sizes 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.
Investment by way of recent ESSER grant opportunity has led to new tools, methodology, and curriculum in these areas of Elementary and Secondary Mathematics instruction.

Challenges

Personnel and hiring practices have hurt in our district, which isn't always able to have access to a wide array of skill-sets during hiring windows.
Change in teachers at the secondary level have stifled progress at times within the tested math areas.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Growth to match PVAAS Growth Scores	Internal Local Assessments means with benchmark plus mid and end of year.
Attainment of standard passing score	Internal Local Assessments means with benchmark plus mid and end of year.

Science, Technology, and Engineering Education Summary

Strengths

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.
Investment by way of recent ESSER grant opportunity has led to new tools, methodology, and curriculum in these areas of STEM/STEAM.

Challenges

Boundaries exist due to the lack of business and/or community partnerships in our area for on-track measuring of Future Ready initiatives.
Personnel and hiring practices have hurt in our district, which isn't always able to have access to a wide array of skill-sets during hiring windows.

Related Academics

Career Readiness

Data	Comments/Notable Observations
96.4% graduation rate in the 4-year cohort window.	Four-Year Cohort All Student Group Meets 2033 Statewide Goal (GRADUATION)
Career Readiness student professional development	Opportunities are abundant for additional career development by way of local career fair invites.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Penn Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

ACE (Accelerate College Education)

Uploaded Files

HASD_PHCC_ARTICULATION.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

96.4% graduation rate in the 4-year cohort window.
Opportunities are abundant for additional career development by way of local career fair invites.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Lack of natural business partnerships in the area due to being very rural
"Yo-yo effect" in our data and assessment scoring due to very small sample sizes (grade level numbers)

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Successes with communication and openness with diversity, equity for all students, and appropriate bully-reporting and other disciplinary tools for items of concern that would pertain to race and ethnicity.
The CEP breakfast and lunch program has provided needed nutritional value and opportunity for free meals for all students in the Harmony Area School District. It has also provided special food and snack opportunity to groups in tutoring, after school and athletic organizations when needed.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Utilized and main driver of 3-year Comprehensive Plan
Title 1 Program	Utilized and main driver of 3-year Comprehensive Plan
Student Services	Utilized and main driver of 3-year Comprehensive Plan
K-12 Guidance Plan (339 Plan)	Utilized and main driver of 3-year Comprehensive Plan
Technology Plan	Utilized and main driver of 3-year Comprehensive Plan
English Language Development Programs	Utilized and main driver of 3-year Comprehensive Plan

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Not Yet Evident

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

>

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

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

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Regular Attendance - Elementary School	True
Jr./Sr. High School Four-Year Cohort All Student Group Meets 2033 Statewide Goal (Graduation Results)	True
Elementary School Academic Growth Expectations in Mathematics/Algebra 1	False
The use of Title funded support position to help at-risk students to achieve higher academic standards is key to our success. The designated person is also our district-wide designated Reading Specialist, with a formidable and reliable background in strategy and remediation. (district-wide)	False
Investment by way of recent ESSER grant opportunity has led to new tools, methodology, and curriculum in these areas of Elementary and Secondary ELA instruction.	False
Due partially to Title funding, we have been able to mitigate large class sizes 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.	True
96.4% graduation rate in the 4-year cohort window.	True
Opportunities are abundant for additional career development by way of local career fair invites.	False
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.	False
The CEP breakfast and lunch program has provided needed nutritional value and opportunity for free meals for all students in the Harmony Area School District. It has also provided special food and snack opportunity to groups in tutoring, after school and athletic organizations when needed.	False
Investment by way of recent ESSER grant opportunity has led to new tools, methodology, and curriculum in these areas of Elementary and Secondary Mathematics instruction.	False
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.	True
Investment by way of recent ESSER grant opportunity has led to new tools, methodology, and curriculum in these areas of STEM/STEAM.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	False

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

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Jr./Sr. High School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	True
Elementary School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	True
Jr./Sr. High School English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	False
Boundaries exist due to the lack of business and/or community partnerships in our area for on-track measuring of Future Ready initiatives.	False
Fiscal mechanisms needed to fund additional support materials, curriculum, technology, and overall means by which to conquer learning boundaries by at-risk students will always remain a challenge in a systemic problem with rural, low socio-economic school districts. (district-wide) We were able to use ESSER money to help, but long term sustainability is a challenge.	False
Personnel and hiring practices have hurt in our district, which isn't always able to have access to a wide array of skill-sets during hiring windows.	False
Lack of natural business partnerships in the area due to being very rural	False
"Yo-yo effect" in our data and assessment scoring due to very small sample sizes (grade level numbers)	True
With not a lot of diversity in certain grade levels, students do not get to experience as many items of growth in racial diversity.	False
With a small school enrollment and limited staffing, elective courses and additional remediation can sometimes be limited or be a challenge to meet our mission and vision goals.	True
Change in teachers at the secondary level have stifled progress at times within the tested math areas.	False
Boundaries exist due to the lack of business and/or community partnerships in our area for on-track measuring of Future Ready initiatives.	False
Personnel and hiring practices have hurt in our district, which isn't always able to have access to a wide array of skill-sets during hiring windows.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Jr./Sr. High School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target		False
Elementary School Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target		False
"Yo-yo effect" in our data and assessment scoring due to very small sample sizes (grade level numbers)	Generate strategic plans and a focus on how to keep consistent with these rather small sample sizes. Remediation/Retention.	True
With a small school enrollment and limited staffing, elective courses and additional remediation can sometimes be limited or be a challenge to meet our mission and vision goals.	Seek out new initiatives and partners, try to grow in this area.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular Attendance - Elementary School	
Jr./Sr. High School Four-Year Cohort All Student Group Meets 2033 Statewide Goal (Graduation Results)	
96.4% graduation rate in the 4-year cohort window.	
Due partially to Title funding, we have been able to mitigate large class sizes 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.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Scheduling in the form of the master schedule and teacher preparation needs to focus on the remediation and enhancement of skill level. We must bust through the small size features and make sure we "gain" growth each year rather than "lose" growth so that we don't see downward losses.
	Additional relationships and co-opportunities with higher ed agencies and dual enrollment possibilities are important. Additional resources need to be prioritized in

	this area to give the growth in this area of electives, graduation requirements, and career readiness.

Goal Setting

Priority: Scheduling in the form of the master schedule and teacher preparation needs to focus on the remediation and enhancement of skill level. We must bust through the small size features and make sure we "gain" growth each year rather than "lose" growth so that we don't see downward losses.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Utilize targeted scheduling and remediation features when building the master schedule for each school building. Staff need to be utilized to both grow the student academically (growth) and meet the standard expectation that has been established.		
Measurable Goal Nickname (35 Character Max)		
Positive Environment		
Target Year 1	**Target Year 2**	**Target Year 3**
Development of system during year one. Foster growth so that the efficiency in our classes and results of our scores move in a favorable direction.	Increase in retention of material, scores, and overall preparation for assessments by students after a sustained target is placed on this area.	Utilize targeted scheduling and remediation features when building the master schedule for each school building. Staff need to be utilized to both grow the student academically (growth) and meet the standard expectation that has been established.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Additional area of growth for climate and culture must take place by all stakeholders showing work ethic in a top-down model towards the school classrooms, staff, and students. Laid back practices need to become limited with rigor and work ethic prevailing.		
Measurable Goal Nickname (35 Character Max)		
Work Ethic		
Target Year 1	**Target Year 2**	**Target Year 3**
Re-establish a top/down model with those in charge showing by example the rigor needed to have success	Growth by the district in the way of climate and culture due to everyone carrying their weight rather than freeloading versus workers.	Additional area of growth for climate and culture must take place by all stakeholders showing work ethic in a top-down model towards the school classrooms, staff, and students. Laid back practices need to become limited with rigor and work ethic prevailing.

Priority: Additional relationships and co-opportunities with higher ed agencies and dual enrollment possibilities are important. Additional resources need to be prioritized in this area to give the growth in this area of electives, graduation requirements, and career readiness.

Outcome Category
Community Engagement

Measurable Goal Statement (Smart Goal)		
Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district.		
Measurable Goal Nickname (35 Character Max)		
District-Business Engagement		
Target Year 1	**Target Year 2**	**Target Year 3**
Reaching out and establishing those partners that exist to the district.	Forming a leadership council among identified community partners.	Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
Development of our means by which we can partner career oriented goals will happen in this category. We must achieve additional stakeholder involvement and development of our school system, but this is only possible through systemic change that must be a focus and expression of the school board and superintendent.		
Measurable Goal Nickname (35 Character Max)		
Systemic Focus on Rigor		
Target Year 1	**Target Year 2**	**Target Year 3**
Disengagement from practice of comfort and content while engaging the school community in rigor and expectation.	Worth ethic increase as well as classroom rigor increase within the school community. Higher expectations and greater drive by all involved rather than just some.	Development of our means by which we can partner career oriented goals will happen in this category. We must achieve additional stakeholder involvement and development of our school system, but this is only possible through systemic change that must be a focus and expression of the school board and superintendent.

Action Plan

Measurable Goals

Positive Environment	Work Ethic
District-Business Engagement	Systemic Focus on Rigor

Action Plan For: Professional Development Focus

Measurable Goals:
• Additional area of growth for climate and culture must take place by all stakeholders showing work ethic in a top-down model towards the school classrooms, staff, and students. Laid back practices need to become limited with rigor and work ethic prevailing. • Development of our means by which we can partner career oriented goals will happen in this category. We must achieve additional stakeholder involvement and development of our school system, but this is only possible through systemic change that must be a focus and expression of the school board and superintendent.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Speaker Series involved in Act-80 and In-Service Opportunities as well as a lead by example administrative approach to rigor.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	Team of Administrators / School Board	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A climate where people are still comfortable, students are learning with a higher expectation, and all employees are equally adding to the progress of the district.	Results of survey, results of assessment, and school board / community feedback.

Action Plan For: Business/Community Engagement

Measurable Goals:
• Utilize targeted scheduling and remediation features when building the master schedule for each school building. Staff need to be utilized to both grow the student academically (growth) and meet the standard expectation that has been established. • Implementation of an annual District-Business engagement event to foster communication and knowledge of how a reciprocal relationship can be formed between the community, business and district.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Additional development of the learning infrastructure by way of community and business development. The relationships are vital to growth in our career readiness track.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Principals and Guidance	Guidance Department, Other planning committees and annual school plan initiators, building principals.	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
More dual enrollment, business, community and learning opportunities for not only upperclassmen students, but also all involved K-12 in the career readiness development.	Community, Administration, and School Board with annual updates

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development Focus	Speaker Series involved in Act-80 and In-Service Opportunities as well as a lead by example administrative approach to rigor.
Business/Community Engagement	Additional development of the learning infrastructure by way of community and business development. The relationships are vital to growth in our career readiness track.

Professional Development Emphasis

Action Step		
• Speaker Series involved in Act-80 and In-Service Opportunities as well as a lead by example administrative approach to rigor. • Additional development of the learning infrastructure by way of community and business development. The relationships are vital to growth in our career readiness track.		
Audience		
Employees of school		
Topics to be Included		
Speakers, materials, activities, and approaches to the teaching, learning, and employee/employer process.		
Evidence of Learning		
Increase by administrators, paras, teachers, office clerks, food services, and custodial in the level of rigor and approach to professionalism in the district.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Superintendent & Principals	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	5 times each year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Weekly Administrative Team Communication					
Action Step	**Audience**	**Topics to be Included**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Speaker Series involved in Act-80 and In-Service Opportunities as well as a lead by example administrative approach to rigor. • Additional development of the learning infrastructure by way of community and business development. The relationships are vital to growth in our career readiness track.	District Administrative Team	Community Engagement, Business Partners, Staff Professional Development, Organizing Meeting Agendas, District Communication	Superintendent	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	Weekly

Approvals & Signatures

Uploaded Files
• Affirmation_Statement_HASD.pdf

Chief School Administrator	Date
Kenneth Jubas	2025-11-05