

School District of Osceola County, FL

Harmony High School



2016-17 Schoolwide Improvement Plan

Harmony High School

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www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Harmony High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Harmony High School will make a positive difference in the academic, social, emotional and physical well being of students, staff and community.

b. Provide the school's vision statement.

Harmony High School will be one of the highest-performing public schools in the state, providing rigorous, high-quality learning opportunities for all students. We will foster excellence and prepare students for college and career success through collaboration, data-based decision-making, and continuous improvement. Our curriculum and instruction will engage all students and allow them to analyze decisions, approach challenges, and celebrate successes; it will be based on research-proven methods and aligned to high academic standards that meet the learning needs of all students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The process begins each year during pre-planning when teachers work with student data from current rosters to determine the individual and group needs of their students. Teachers meet with parents and students during open house to share class information, get input from parents, and establish lines of communication. Phone calls are made from teachers to parents during the first 9 weeks. Class assemblies are held during the first week of school to provide information, reinforce policies and procedures, and establish support structure for students and teachers. Opportunities are provided for students, parents, and community to increase their involvement in school activities and decision-making through OASIS and SAC. Parents are regularly notified when student performance indicates they need additional support. Student Clubs that are offered are Art Club, Best Buddies, Chorus Creative, Writing Club, Dance Club, Drama Club, Drill Team, FBLA/BPA, FCCLA, FFA, French Club, French National Honor Society, Interact Club, International Travel Club, Key Club, Longhorn Legion, Marching Band, National Honor Society, Photography Club, Robotics, Spanish Club, Special Olympics, Student Council, Technology Student Association, Thespian International Honor Society, and Yearbook. Parents are regularly notified when student performance indicates they need additional support.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

To reinforce the mission and expectations of Harmony High School, students will be taught the definitions of respect, responsibility, and pride. Students will learn what these guiding principles look like, sound like and feel like in the classroom, in the courtyard, in the cafeteria, in the parking lot—in all school locations.

Students who consistently support the HHS mission will be positively recognized by Longhorn teachers, administrators, and staff. Students who experience difficulty understanding and accepting the Longhorn expectations may incur consequences designed to encourage good behavior.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Students who consistently support the HHS mission will be positively recognized by Longhorn teachers, administrators, and staff. Examples of types of positive recognition will include, but not be limited, to the following:

- Positive referrals
- Positive postcards
- Longhorn Lunch Dollars
- Quarterly Honor Roll recognition
- Academic Booster Recognition for Academic Improvement

Students who experience difficulty understanding and accepting the Longhorn expectations may incur the following penalties:

- Verbal warning
- Lunch detention (20 minutes)
- Lunch detention, extended
- Wednesday detention (2 hours)
- ISS (in school suspension)
- OSS (out of school suspension)

Students who engage in more serious violation of school and district guidelines for behavior will be given the opportunity to learn and improve behavior through counselor intervention.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students who need support will get the opportunity to learn and improve behavior through counselor intervention. If more targeted intervention becomes necessary, students may be referred to small group counseling to specifically address their needs. In addition, a team of students will be trained and guided in Peer Mediation, as an additional resource. Students who are unable to comply with school and district guidelines will be referred to an Intervention Assistance Team, coordinated by the HHS Guidance Department.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- 1) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- 2) One or more suspensions, whether in school or out of school
- 3) Course failure in English Language Arts or mathematics
- 4) Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- 5) Course failure in two or more previous classes.
- 6) Grade Point Average below 2.0

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	30	27	25	114	
One or more suspensions	0	0	0	0	0	0	0	0	0	22	21	18	14	75	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	31	32	28	125	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	48	46	42	39	175	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	48	46	42	39	175	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Planned strategies that will be employed to improve performance of students identified by EWS:

- Placing student in Intensive reading and math classes
- Using the PLATO lab for credit recovery
- Mentoring through the MTSS program for behavioral issues
- Individual mentoring for students in the At-Risk cohort
- Monitoring of attendance and parent contact for excessive absences
- Regular MTSS meetings to progress monitor all aspects of the EWS to offer services
- Parent contact for every absence of a tier 3 student
- Progress monitoring through STAR in intensive classes
- Use of the Literacy specialist for individual teacher interventions for students
- Regular monitoring of student grades for Tier 3 students and regular monitoring meetings to be held with both students and parents
- Regularly scheduled meetings with Guidance to assist students in self-monitoring
- Use of school social worker and school psychologist when needed

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school seeks to create more opportunities for parent involvement through increased communication through call outs, the school newsletter and website updates. By pushing information to parents directly, we have a greater opportunity to gain parent involvement. Approximately 80% of

our parents have participated in school activities during the 2015-2016 school year. We would like to increase the participation rate by 5%.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

HHS creates more opportunities for community involvement at the school wide level by encouraging displays and partnership presentations at faculty meetings, Open House, Freshman Night, athletic and academic events.

We utilize communication tools i.e. mail outs, call outs, school newsletter, and website updates with a business partner focus. Our OASIS community coordinator reaches out to business partners and connects them with teachers, coaches, and program sponsors who need support. Harmony High School Community Business Partners include, No Place Like Home Veterinary Services, The Osceola County Animal Shelter, The Wallace Canine Center, Chik Fil A, Jersey Mikes, Party Masters, and Meat and Fire.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Butler, Grover	Principal
Gallman, Guice	Assistant Principal
Gilbert, Conner	Assistant Principal
Ramdial-Budhai, Cindy	
Carroll, Maria	

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school leadership provides training, mentoring, and general support to students, teachers, and staff to ensure the mission and vision of the school are followed. Leadership helps analyze school and class data to help drive instruction. They lead and oversee PLCs to ensure collaboration. They gather classroom wakthough and observation data to determine needs and offer appropriate support. Mr. Conner Gilbert – Assistant Principal, conducts observations, creates and develops the master schedule and oversees Guidance Services. He also manages custodial services and is responsible for CTE Programs. He leads the Math, Science and CTE departments and is responsible for their progress and is responsible for their progress.

Dr. Maria Carroll – Assistant Principal, conducts observations, oversees discipline, expulsions and attendance. She manages new teachers, is responsible for instructional materials and professional development as well as PLCs. She leads the ESE, AVID, PLATO and Foreign Language departments and is responsible for their progress.

Mr. Jerry Gallman – Assistant Principal, conducts observations, manages the master calendar, athletics and testing & technical services. He oversees the use of the facility and manages data analysis. He is responsible for student government and organizations. He leads the Social Studies,

PE and Fine & Performing Arts departments and is responsible for their progress.

Cindy Ramdial-Budhai - Literacy Coach, develops, monitors, and supports the school's Literacy Plan. She organizes PLCs, creates and facilitates professional development opportunities, collects and reports school data, and manages our school wide enrichment and remediation programs.

Grover Butler – Principal, conducts observations and completes all teacher evaluations. He is in charge of budget and finance, School Improvement Plan and SAC. He manages Data Analysis and is responsible for personnel selection as well as the school literacy plan. He leads the Language Arts and Reading departments and is responsible for their progress.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School leadership breaks down the annual budget to determine the available resources. They assess the needs of the teachers and students based on student enrollment projections and special program needs. District discretionary funds are categorized and allocated to different departments/programs based on prior year's usage and environmental shifts that could influence change. Budget decisions are made by the school administration team working closely with the school bookkeeper. Meetings are held weekly to determine current status and changes in the projections.

Title I, Part C-Migrant: When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D: When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met. Title II: Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III: The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cindy Kilgallon	Parent
Grover Butler	Principal
Debby Lisella	Parent
Margaret Josephsen	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC School Improvement Committee reviewed last year's plan in August and made suggestions for change.

b. Development of this school improvement plan

The SAC committee reviewed school data from the 2015-2016 school year and helped develop goals and strategies for the new SIP.

c. Preparation of the school's annual budget and plan

The SAC committee reviewed the past budget and made projections based on past and current needs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

There were no SAC allocated school improvement funds coming from the district or state. All funds (approximately \$2000) were be raised by the Academic Booster Club to help motivate and reward students who work hard and excel academically. Some state surplus funds were provided in the spring. That money (approximately \$5,000) was used for student remediation and enrichment programs.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Butler, Grover	Principal
Gallman, Guice	Assistant Principal
Gilbert, Conner	Assistant Principal
Ramdial-Budhai, Cindy	Instructional Coach
Bass, Kendyl	
Carroll, Maria	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

During the 2016-2017 school year, the LLT will focus on three key issues for school improvement:

1. Continuation and expansion of highly effective lessons and common assessments.
2. Providing professional development opportunities to staff directly related to the school's lowest

performing areas.

3. Providing modeling across the curriculum for subject area integration of reading strategies and skills.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Harmony High has established Professional Learning Communities and provides time to meet and collaborate in those groups each Wednesday afternoon. The school has developed Subject Area PLCs. The Subject Area groups develop common lesson plans, conduct lesson studies, and share best practices. These PLCs allow teachers to work with other grade levels and subject areas on a common goal that benefits the school. Groups share their ideas and projects with the entire school during monthly faculty meetings.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Harmony High School participates in local and state job fairs and regularly monitors listings for highly qualified teachers. Our school helps develop and support new teachers through our mentoring program managed by our Assistant Principal for Instruction. We also provide regular professional development and re-certification opportunities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our mentoring program pairs a highly experience teacher leader with beginning teachers of a common subject area to provide regular assistance through weekly mentor meetings, shadowing opportunities, PLC meetings, and department level support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Courses (and standards) are vertically aligned to best serve the needs of increased student achievement. Walkthroughs occur frequently and they offer a snapshot of the class; this is also an important monitoring tool that is sustained and consistent throughout the year. Observations are also integral to monitoring and evaluating instructional performance. Reflective visits allow the school administration, working with district administration, the opportunity to review the progress of the school toward the school's improvement. Harmony High School teachers attend school wide and district wide workshops that focus on standards alignment, instructional calendars, and pacing guides. Teachers use online resources to align content to the standards. Lesson plans that align with the standards are created and submitted weekly. Administrators monitor the plans and check standards alignment.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Harmony High School uses data to differentiate instruction to meet the diverse needs of students at all levels. Students are scheduled in their classes based on their ability and past performance. Reading and Language Arts classes are designed to meet the needs of students based on their assessed reading levels. Within the class, teachers monitor students and assess them using online program resources to customize their instruction. Student who need more help with specific standards and skills are given that support in the class room.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

Students have the opportunity to stay 75 minutes after school every Tuesday and Thursday for small group and individual enrichment and remediation in all core academic areas with a regular teacher.

Strategy Rationale

This strategy enables students to work individually and in small groups with teachers in specific subject areas where they need help. Teachers provide direct assistance with homework and focus on the skills that need extra reinforcement. Past year's data shows that participants significantly increase their academic performance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Butler, Grover, butlerg@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and summative student assessment data is monitored through Grade Cam and FOCUS for all students who participate in the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Student cohorts receive school wide support through class assemblies held each August and January. Guidance counselors make regular visits to classrooms through Language Arts and Social Studies classes to provide small group support and answer questions. Counselors also meet with individual students to review their academic plan and current progress.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Harmony High School students receive curriculum guides and course selection sheets to preview before they meet personally with their guidance counselor to schedule the appropriate classes. Our guidance department meets with every student and uses career planning programs Facts.org to place the students in meaningful courses and programs.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Career and Technical courses are offered on multiple levels and combined with the corresponding core courses to help promote academic relevance and the connection to career opportunities. The following programs and certification are available:

- 1) Communications and Multimedia Technology: Digital Video Production
- 2) Communications and Multimedia Technology: New Media - Microsoft Specialist, Adobe Photoshop
- 3) STEM: Gaming and Simulation/Animation Programming: Adobe Flash and Photoshop Certifications
- 4) STEM: Pathways to Engineering: Florida Core Engineering Certification, AutoCAD, AutoDesk
- 5) Agriscience Technology: Agritechnology - Florida Agriculture Certification
- 6) Agriscience Technology: Veterinary Assisting - Veterinary Assistant Certification

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Professional Learning Communities have been created to help teachers collaborate on lesson planning and integrate career and technical activities in the core academic classrooms.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Leadership Skills Development and AVID classes are provided for 9th and 10th grade students to help provide the organizational and critical thinking skills that are necessary for success in Honors and AP level courses. All 9th, 10th, and 11th grade students take the PSAT and those results are used to place students and identify areas of concern. Kaplan will be conducting ACT academies, writing prep, and tutoring sessions. CPT testing and college level remediation classes are offered to 12th graders. Recommendations resulting from the district-wide Excelerator program will be implemented to promote college readiness.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Harmony High School will increase achievement for all students by seeking growth through English/Language Arts learning gains, using research-based, collaborative instructional practices.
- G2.** Harmony High School will increase achievement for all students by seeking additional accelerated learning opportunities, using research-based, collaborative instructional practices.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Harmony High School will increase achievement for all students by seeking growth through English/ Language Arts learning gains, using research-based, collaborative instructional practices. 1a

G085357

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	60.0
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to focus on data-driven, standards-based Mastery Learning, with emphasis on scaffolding and spiraling concepts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy coaches, PLC Leaders, and Administration
- Reading technology and online resources
- Teachers data support and resources
- SAI funds for extended learning opportunities
- PLC collaborative time each Wednesday by subject area
- Professional Development days and opportunities for in-house training

Plan to Monitor Progress Toward G1. 8

Progress will be monitored through Classroom Walkthrough data and feedback, FOCUS Reports, Reading Plus Data, PLC visits, PLC created mini-assessment data, and administrative conferences.

Person Responsible

Grover Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Evidence to be collected includes: Classroom Walkthrough data, Reading Plus data, and PLC folders with data and reflection sheets.

G2. Harmony High School will increase achievement for all students by seeking additional accelerated learning opportunities, using research-based, collaborative instructional practices. 1a

G085358

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	60.0
CTE Industry Certification Exam Passing Rate	70.0
CTE Industry Certification Exam Participation	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of course offerings (e.x.: Keyboarding & Office Skills), the need for additional industry certification options through CTE, a need for an increase in use of AP Potential, FSA results, and academic records to place students, and a lack of College Algebra & Student Success DE courses offered on campus for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida EOC training and resources Math technology and online resources Teachers data support and resources SAI funds for extended learning opportunities PLC collaborative time each Wednesday by subject and special area Professional Development days and opportunities for in-house training PLC Leaders, and Administration Sub budget for PD and follow up Math endorsed teachers Professional Learning Communities to facilitate collaboration Staff modeling sessions conducted during monthly faculty meetings Math Plus technology program Data Analysis online resources: FOCUS, & CPALMS

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences.

Person Responsible

Conner Gilbert

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Harmony High School will increase achievement for all students by seeking growth through English/ Language Arts learning gains, using research-based, collaborative instructional practices. **1**

 G085357

G1.B11 Teachers need to focus on data-driven, standards-based Mastery Learning, with emphasis on scaffolding and spiraling concepts. **2**

 B226975

G1.B11.S3 English Language Arts and Reading teachers will use a Mastery Learning approach, including data chats, to assist students during the learning process. **4**

 S239487

Strategy Rationale

Mastery Learning and data chats will give teachers and students feedback and direction to ensure all students learn.

Action Step 1 **5**

Teachers will meet, grouped by subject-area, to analyze data, discuss common assessment results, adjust lessons according to data, share data chat feedback, and discuss the progress of using mastery learning in their respective classrooms.

Person Responsible

Grover Butler

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

The PLC group will be responsible for updating a new PLC data and reflection sheet each time they meet.

Action Step 2 **5**

Teachers will share ideas with staff about how they, as a PLC, are making sure all of their students are learning, especially the lowest quartile students.

Person Responsible

Grover Butler

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teachers will bring data that shows growth patterns in learning, an example of a student's data sheet, and an example of a teacher's PLC data reflection sheet.

Plan to Monitor Fidelity of Implementation of G1.B11.S3 6

Administration will check the PLC folders for data and reflective sheets from each PLC meeting, to ensure teachers have implemented a data-driven approach.

Person Responsible

Grover Butler

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administrators will check the PLC folders for attendance, data sheets, and reflective sheets.

Plan to Monitor Fidelity of Implementation of G1.B11.S3 6

Administration will monitor PLC meetings by visiting them.

Person Responsible

Grover Butler

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administrators will monitor the PLC folders and PLC discussions for evidence of a data-driven, mastery learning approach.

Plan to Monitor Effectiveness of Implementation of G1.B11.S3 7

In order to monitor effectiveness of implementation, common assessments will be analyzed and reflections on student growth will be checked in PLC folders.

Person Responsible

Grover Butler

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Evidence to be collected will be a tracking sheet of common assessments for the PLC group, reflection sheets about mastery of standards, and data chat examples.

G2. Harmony High School will increase achievement for all students by seeking additional accelerated learning opportunities, using research-based, collaborative instructional practices. **1**

 G085358

G2.B9 Lack of course offerings (e.x.: Keyboarding & Office Skills), the need for additional industry certification options through CTE, a need for an increase in use of AP Potential, FSA results, and academic records to place students, and a lack of College Algebra & Student Success DE courses offered on campus for students. **2**

 B226986

G2.B9.S5 Harmony High School's leadership team will monitor PLCs, diversify course offerings, and the track accelerated learning. **4**

 S239497

Strategy Rationale

Harmony High School will increase achievement for all students by seeking additional accelerated learning opportunities by monitoring PLCs, diversifying certifications and course offerings, and tracking accelerated learning.

Action Step 1 **5**

Administration will share the goal of and monitor the increase in accelerated performance by using some PLC meetings for staff to track certifications and course offerings.

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC folders, which will contain data and tracking sheets, will be evident of the goal of an increase in accelerated performance by using some PLC meetings.

Plan to Monitor Fidelity of Implementation of G2.B9.S5 6

Administration will closely monitor the progress of accelerated performance through meetings, feedback, and reading tracking sheets in PLC folders.

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

The evidence will include PLC folders with data on enrollment into courses and CTE certifications that lead to an increase in accelerated performance.

Plan to Monitor Effectiveness of Implementation of G2.B9.S5 7

Administrators and PLC leaders will monitor PLCs and check PLC folders to ensure certifications and course offerings are adequately tracked and progressing, in order to ensure effectiveness of implementation.

Person Responsible

Conner Gilbert











Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Evidence will include data tracker sheets and PLC folders.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M317611	Progress will be monitored through Classroom Walkthrough data and feedback, FOCUS Reports, Reading...	Butler, Grover	8/10/2016	Evidence to be collected includes: Classroom Walkthrough data, Reading Plus data, and PLC folders with data and reflection sheets.	5/31/2017 weekly
G2.MA1  M317624	Progress will be monitored through Classroom Walkthrough data and feedback, EOC assessment data,...	Gilbert, Conner	8/10/2016	Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences.	5/31/2017 weekly
G1.B11.S3.MA1  M317608	In order to monitor effectiveness of implementation, common assessments will be analyzed and...	Butler, Grover	8/10/2016	Evidence to be collected will be a tracking sheet of common assessments for the PLC group, reflection sheets about mastery of standards, and data chat examples.	5/31/2017 monthly
G1.B11.S3.MA1  M317609	Administration will check the PLC folders for data and reflective sheets from each PLC meeting, to...	Butler, Grover	8/10/2016	Administrators will check the PLC folders for attendance, data sheets, and reflective sheets.	5/31/2017 quarterly
G1.B11.S3.MA2  M317610	Administration will monitor PLC meetings by visiting them.	Butler, Grover	8/10/2016	Administrators will monitor the PLC folders and PLC discussions for evidence of a data-driven, mastery learning approach.	5/31/2017 weekly
G1.B11.S3.A1  A310110	Teachers will meet, grouped by subject-area, to analyze data, discuss common assessment results,...	Butler, Grover	8/10/2016	The PLC group will be responsible for updating a new PLC data and reflection sheet each time they meet.	5/31/2017 biweekly
G1.B11.S3.A2  A310111	Teachers will share ideas with staff about how they, as a PLC, are making sure all of their...	Butler, Grover	8/10/2016	Teachers will bring data that shows growth patterns in learning, an example of a student's data sheet, and an example of a teacher's PLC data reflection sheet.	5/31/2017 annually
G2.B9.S5.MA1  M317622	Administrators and PLC leaders will monitor PLCs and check PLC folders to ensure certifications and...	Gilbert, Conner	8/10/2016	Evidence will include data tracker sheets and PLC folders.	5/31/2017 monthly
G2.B9.S5.MA1  M317623	Administration will closely monitor the progress of accelerated performance through meetings,...	Gilbert, Conner	8/10/2016	The evidence will include PLC folders with data on enrollment into courses and CTE certifications that lead to an increase in accelerated performance.	5/31/2017 monthly
G2.B9.S5.A1  A310115	Administration will share the goal of and monitor the increase in accelerated performance by using...	Gilbert, Conner	8/10/2016	PLC folders, which will contain data and tracking sheets, will be evident of the goal of an increase in accelerated performance by using some PLC meetings.	5/31/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B11.S3.A1	Teachers will meet, grouped by subject-area, to analyze data, discuss common assessment results, adjust lessons according to data, share data chat feedback, and discuss the progress of using mastery learning in their respective classrooms.	\$0.00
2	G1.B11.S3.A2	Teachers will share ideas with staff about how they, as a PLC, are making sure all of their students are learning, especially the lowest quartile students.	\$0.00
3	G2.B9.S5.A1	Administration will share the goal of and monitor the increase in accelerated performance by using some PLC meetings for staff to track certifications and course offerings.	\$0.00
Total:			\$0.00