Harmony High School

2017-18 Schoolwide Improvement Plan

Harmony High School

3601 ARTHUR J GALLAGHER BLVD, Harmony, FL 34771

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	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 was approved by the Osceola County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Harmony High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 will be invited to attend 2 Parent nights that give information to incoming Freshmen, and outgoing Seniors. 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.

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 will be acknowledged for their attendance and academic excellence. This is done through our monthly end of month Friday Fest celebrations. Students who attend school regularly will be rewarded for their attendance with an ice cream social. 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
Dress Down Fridays
Harmony Friday Fest (At the end of each month)
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 (1 hour)
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 teachers will be trained and guided in Mentoring, 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. Furthermore, MTSS with the help from guidance will identify students who are in need of mentoring to assist students who are experiencing social, emotional and economic difficulty in adjusting the pressures of school. This will be done on a bi-weekly basis where mentors have been assigned to touch base, and check in with students to review their academic and behavioral progress towards their goals. In addition the Dean's Department will look at discipline data and will focus on students who are having a hard time not following school and district behavioral expectations. District has provided and additional resource for those students who have a hard time complying and following district and school policies. Teachers are responsible for addressing students who may need academic or behavioral support by reviewing individual student data, through data chats. Teachers will document their interactions/interventions in their mentor logs. Teachers will help build motivation, assist students in setting academic and personal goals,support students in tracking their progress, and facilitate the reflective process. The school will provide some guided activities to assist.Choice for Change program will be utilized to help students who are having difficulty in complying with School and District Code of Conduct to be used as an additional intervention to help students understand and correct their behavior going forward.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 and academic 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 Reading Plus in intensive classes in Grades 9 and 10.
• 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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 2016-2017 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

1. School Leadership Team

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

Name	Title
Hickey, James	Principal
Gallman, Guice	Assistant Principal
Carroll, Maria	Assistant Principal
Ballard, Yanelys	Assistant Principal
Todd, Chris	Dean
Morales, Roberto	Dean
Jones, Stephanie	Dean
Whaley, Katherine	Instructional Coach

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 walkthough and observation data to determine needs and offer appropriate support.

Mr. Yanelys Ballard – Assistant Principal, conducts observations, Data Analysis, Accelerated Performance, creates/develops the master schedule, and oversees Guidance Services. She leads the Math, and Science departments and is responsible for their progress.

Dr. Maria Carrol – 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 Reading, ESE, AVID, PLATO and Foreign Language departments and is responsible for their progress.

Mr. Guice Gallman – Assistant Principal, conducts observations, manages the master calendar, athletics and testing & technical services. He oversees the use of the facility and also manages custodial services and is responsible for CTE Programs. He is responsible for student government and organizations. He leads the Social Studies, PE, Advanced Placement departments and is responsible for their progress.

Katherine Whaley - 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.

James Hickey – Principal, conducts observations and completes all teacher evaluations. He is in charge of budget and finance, School Improvement Plan and SAC. He is responsible for personnel selection as well as the school literacy plan. He leads the Language Arts, and Fine & Performing Arts department 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.
IDEA: provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through
the gifted screening process for all second grade Title I students.
Title IX: To help eliminate barriers for education the District Homeless Education Liaison works with the
school FIT Liaisons to help define and protect the rights of homeless students to enroll in,
attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

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
Margaret Josephsen	Teacher
Stephanie Hicks	Parent
Sonya Joseph	Parent
Sandy Memis	Parent
Isabel Abreu	Student
Roberto Morales	Teacher
Jim Hickey	Principal
Carson Roberts	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2016-2017 school year and helped develop goals and strategies for the new SIP. The New SIP Plan was reviewed at the August 22nd meeting and will be approved at the September 21st meeting.

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
Whaley, Katherine	Instructional Coach
Gallman, Guice	Assistant Principal
Carroll, Maria	Assistant Principal
Hickey, James	Principal
Morales, Roberto	Dean
Ballard, Yanelys	Assistant Principal
Todd, Chris	Dean
Lucia, Frank	Other
Josephsen, Margaret	Instructional Media
Gratham, Christine	Teacher, K-12

b. Duties

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

During the 2017-2018 school year, the LLT will focus on three key issues for school improvement:
1. Continuation and expansion of highly effective lessons and common formative and summative 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 best practices in litearcy by establishing Model Classrooms throughout the school in every content area.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 to provide time to meet and collaborate in those groups each Wednesday afternoon. The school has developed Subject Area PLCs. Meeting Frequency: PLC Teams will meet a minimum of 6 times a month. Teams will meet every Wednesday afternoon (with the exception of 5th Wednesdays). In addition, TWO planning periods a month will be devoted to common planning.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.

Curriculum maps have been provided by the district to make sure 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 and feedback 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 have received and attended school 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. English Teachers use KHAN academy once a week to help expose and support their students with test prep for SAT assessment. PERT test is given to students as a means to achieve the Math concordant equivalent to fulfill their Math Graduation competency. Mentors have been assigned to beginning teachers and have been placed in PLC's with their respective subjects. Administrators monitor the plans and check standards alignment to make sure that teachers are using data to drive their instruction. Harmony through the development of the master schedule has created a schedule to highlight the

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 on State End of Course Assessments. 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 in small groups or one on one.

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 Monday, Tuesday, Thursday, and Friday 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
Hickey, James, james.hickey@osceolaschools.net

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Harmony High School will increase student achievement in all areas through rigorous standard based instruction for all.

G2.   Harmony High School will increase student attendance when teachers and administrators work together with students to better prepare them for college and career readiness expectations.

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 student achievement in all areas through rigorous standard based instruction for all. `1a`

🔍 G099303

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	64.0
FSA Mathematics Achievement	61.0
FSA ELA Achievement	59.0
Math Gains	56.0
Math Lowest 25% Gains	56.0
Bio I EOC Pass	85.0
U.S. History EOC Pass	80.0
FSA ELA Achievement - ELL	30.0
FSA ELA Achievement - SWD	29.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	60.0
4-Year Grad Rate (Standard Diploma)	92.0
High School Acceleration	46.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Fidelity of PLC Implementation

- Supporting all Teachers

- Discipline/ Classroom Management

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

- Curriculum Maps

- New Discipline and Pass Policy

- Gradecam

- Sub Budget

- Ancillary Support

- Cell Phone Policy

- Teacher Detention

-

Plan to Monitor Progress Toward G1. `8`

Administration alongside the Literacy Coach will identify the Demonstration Classrooms and highlight the teachers who are continuing to improve in their instruction looking for any takeaways from teachers observing other teachers. 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
James Hickey

Schedule
Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion
Evidence to be collected includes: Classroom Walkthough data, Reading Plus data, and PLC folders with data and reflection sheets. TOOT reflection forms/ increase in high yielding strategies in all classrooms

Plan to Monitor Progress Toward G1. `8`

Administrative team will conduct their weekly instructional walkthroughs and PLC walkthroughs to continue to support all content areas as we move to implementing the PLC process with fidelity

Person Responsible
Guice Gallman

Schedule
On 5/25/2018

Evidence of Completion
Highly Effective PLC's increase in learning gains/ overall percentage to meet our Goal of an A

Plan to Monitor Progress Toward G1. `8`

Administration alongside Deans will increase visibility through all academic periods to continue to support all teachers and create a safe learning environment

Person Responsible
Guice Gallman

Schedule
Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion
Decrease in Referrals/ Increase School Morale

G2. Harmony High School will increase student attendance when teachers and administrators work together with students to better prepare them for college and career readiness expectations. `1a`

🔍 G099304

Targets Supported `1b`

Indicator	Annual Target
High School Acceleration	46.0
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

James Hickey

Schedule

Weekly, from 8/3/2017 to 5/25/2018

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Harmony High School will increase student achievement in all areas through rigorous standard based instruction for all. 1

🔍 G099303

G1.B3 Lack of Fidelity of PLC Implementation 2

🔍 B267414

G1.B3.S1 1. Identify Teacher Leaders 2. Train teacher leaders 3. Support Teacher Leaders through focusing on PLC process 4. High Yielding Strategies to be modeled during PLC 5.PLC's are meeting weekly on Every Wednesday 4

🔍 S283293

Strategy Rationale

Identify leaders in PLC to build buy in.
Disseminate info to recruit other teachers to buy in
Training PLC Facilitators to build capacity
High Yield Strategies to be modeled and implemented in all classrooms to build more confidence and morale in staff
To make sure that teaches have enough time to collaborate and plan using the data they retrieve from their common formatives

Action Step 1 5

Identify Teacher Leaders

Person Responsible

Yanelys Ballard

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Leadership team met to review who were the PLC Lead Facilitators last year and the Department Chairs for each department. Leadership team selected PLC leads based on years of experience.

Action Step 2 5

Professional Development to introduce and support veteran teachers with how to hold Effective PLC's to increase collaboration and accountability (District Resource Teacher)

Person Responsible

Elizabeth Salvato

Schedule

On 8/16/2017

Evidence of Completion

Understanding Norms and the purpose of how to hold Effective PLC's to increase collaboration and accountability.

Action Step 3 5

PD to be given

Person Responsible

Guice Gallman

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teachers will fill out T.O.O.T. form as they observe the Demonstration Classroom Teacher integrate and implement high yielding strategies in their classroom

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Ideas for Monitoring/ Supporting PLC
A. Focus on New Teachers – Rules, Procedures, Lesson Planning/Classroom Management by setting aside additional voluntary time to work with those teachers afterschool
B. Experienced Teachers – Reintroduction to PLC Norms/ Routines/ Expectations, Lesson Planning, Scales
C. Veteran Teachers- Reintroduction to PLC for Buy In Norms/ Routines/ Expectations, Scales, Lesson Planning

Person Responsible

Maria Carroll

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Weekly Reflections on progress towards being highly effective PLC's

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

PLC Walkthroughs to be conducted by leadership team to help support and keep teams focused on SIP goals and to make sure we are meeting the need of our students

Person Responsible

Maria Carroll

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Documentation Log of Level of Participation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Teachers/Observing Other Teachers (T.O.O.T)- teachers will utilize strategies that they can make fit into their instruction and give input or feedback to teacher they are observing to highlight one of the high yielding strategies that are being demonstrated in the demonstration classroom

Person Responsible

Maria Carroll

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teacher Reflection Log

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Look at PLC Lesson Plans

Person Responsible

James Hickey

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Look at Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Look at Common Assessments created by Content Area PLC's by Administrator assigned to that content area

Person Responsible

Yanelys Ballard

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Common Assessments moving students toward mastery of standard

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Continue to help teachers understand their data from their common formatives to plan for instruction

Person Responsible

Yanelys Ballard

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Develop scales to help students understand the essential standards highlighted in common formatives

G1.B6 Supporting all Teachers 2

🔑 B267417

G1.B6.S1 1. In house Professional Development – focuses on needs of teachers as indicated by State Assessment Data 2. Essential Standard Based Instruction 3. Model High Yielding Strategies/ Visit Demonstration Classrooms 4. Help teachers develop Common Assessments within the PLC 5. Help teachers understand their data to influence instructional based decisions 4

🔑 S283294

Strategy Rationale

Based on the Data look at areas of improvement that can be supported by Professional Development
To help teachers focus on instructional practices that help students understand what they need to do in order to master the essential standards within their content area
To build capacity and sound instructional practices in all content areas and to establish a common instructional language
High Yield Strategies to be modeled and implemented in all classrooms to build more confidence and morale in staff
Use data to make instructional decisions to increase student success

Action Step 1 5

In House Professional Development to focus on the identified needs of teachers as indicated by State Assessment Data and common formatives

Person Responsible

Maria Carroll

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Professional Developments created by the Leadership Team to assist teachers in areas of concern or need

Action Step 2 5

Teachers will focus on essential standard based instruction

Person Responsible

Yanelys Ballard

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PLC- teachers will look at curriculum maps from the district and focus on using the highlighted essential standard to collaborate and plan for instruction, creation of scales and common assessments Teacher lesson plans to incorporate essential standards to help create common formatives

Action Step 3 5

Demonstration Classroom to model high yielding strategies/ and for other teachers to visit to see what works in a demonstration classroom

Person Responsible

James Hickey

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Demonstration Classroom Teachers to model best practices and high yielding strategies to all teachers based on need decided by PLC'sTeachers will fill out T.O.O.T. Teachers will fill out T.O.O.T. form as they observe the Demonstration Classroom Teacher integrate and implement high yielding strategies in their classroom

Action Step 4 `5`

Teachers will review data from their common formatives and state assessment data within their PLC to determine the instructional needs of their students

Person Responsible

Yanelys Ballard

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teachers within their Content Area PLC's will make Adjustment of instruction base on reviewing data, PLC collaboration, creation of common formatives, data chats with students

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Development and Implementation of In house Professional Development for All content area teachers to utilize High Yielding Strategies in their Standard based instruction

Person Responsible

Maria Carroll

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD's to be developed and strategies to be implemented with fidelity and follow through

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Help Teachers look essential standards that have been embedded in common formatives/ help PLC's review common formative results

Person Responsible

Maria Carroll

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Look at Teacher lesson plans/ PLC folder for common formatives

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Modeling of High Yielding Strategies/ Observing other teachers teach reflection form awarding Domain 2 points

Person Responsible

James Hickey

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teacher Reflection Tool

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Look at PLC Lesson Plans

Person Responsible

Maria Carroll

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Look at Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Look at Common Assessments created by Content Area PLC's by Administrator assigned to that content area

Person Responsible

Maria Carroll

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Common Assessments moving students toward mastery of standard

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Continue to help teachers understand their data from their common formatives to plan for instruction

Person Responsible

Yanelys Ballard

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Develop scales to help students understand the essential standards highlighted in common formatives

G1.B7 Discipline/ Classroom Management 2

🔑 B267418

G1.B7.S1 1. Keep students engaged and in the classroom 2. New Cell Phone Policy 3. New Bathroom Policy 4. Decrease number of suspension 5. Support Teachers with Discipline Code of Conduct 4

🔑 S283295

Strategy Rationale

Focused standard based instruction will keep students engaged and in the classroom which will minimize disruptions
Reduce the number of disruptions in class that impede the learning of students/ also to use technology for instructional purposes
Training PLC Facilitators to build capacity
By incorporating new strategies within the classroom and additional supports within the discipline code of conduct at our school to support our students in the classroom
Focuses teachers on instruction/ Also increase opportunities to assist teachers with discipline and come up with strategies to improve classroom management to increase overall student success.

Action Step 1 5

Keep Students engaged and in all classrooms by incorporating 3 pass policy(Deans Office, Guidance, and Bathroom Pass). Students are not to be sent out of the classroom and must have pass to leave (One student at a time).

Person Responsible

James Hickey

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Reduction in sending out students from classroom to increase instructional minutes received

Action Step 2 `5`

New Cell Phone Policy will be instituted to increase instructional time in class (Teacher must place sign on board indicating whether or not they allow cell phone usage for Instructional Purposes) Teachers will monitor classroom for compliance and will call parents and notify Deans of Cell Phone policy infractions fi students does not comply

Person Responsible

James Hickey

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Leadership Team with support and follow through of teachers to implement Cell Phone Policy. Increase in instructional time, use of cell phone to only be used based on teacher discretion, enforcement of Cell Phone Policy by all staff and teachers to make sure students are being successful

Action Step 3 `5`

Decrease number of Suspensions

Person Responsible

Chris Todd

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teachers along with Leadership team will follow through on Code of Conduct, incorporate more strategies to help students get focused on learning, give students more opportunities to be mentored and counseled for infractions instead of suspended. Using different strategies to help students understand their behavior and to correct it, revision of HHS Code of Conduct to reflect the needs of the students before they receive OSS or ISS.

Action Step 4 `5`

Support Teaches with Code of Conduct

Person Responsible

Guice Gallman

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

We will have a decrease in the amount of suspensions at HHS. HHS will incorporate more strategies in dealing with students who violate the Code of Conduct. Teachers will incorporate strategies within their classroom with the support from the Dean's Office and Admin Team to work with students to improve overall behavior.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Look at Discipline Referrals weekly for Cell Phone infractions to ensure teachers are making contact with parents prior to referral

Person Responsible

Chris Todd

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Look at Referrals for Cell Phone Infraction

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Deans will monitor Referrals for all infractions and help support teachers with strategies to help reduce infractions in class

Person Responsible

James Hickey

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Look at Referrals by category and come up with action plan to ensure Code of Conduct is followed and attempts by teachers to manage classroom are bring made daily

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Walk through hallways and help support teachers with monitoring use of passes for Dean's office, bathroom, and guidance

Person Responsible

Roberto Morales

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Reduction in students skipping class, and increase of instructional time for all students

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Monitor Referrals for all infractions

Person Responsible

Chris Todd

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Referral Report

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Monitor Bathroom Policy

Person Responsible

Chris Todd

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Increase in instructional time. As soon as Demonstration Classrooms are identified and schedule for Classrooms visits are assigned. Should occur monthly

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Walk buildings/ classroom every period/ help teachers with students

Person Responsible

Roberto Morales

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Increase in school morale/ reduction in class referrals

G2. Harmony High School will increase student attendance when teachers and administrators work together with students to better prepare them for college and career readiness expectations. [1]

🔍 G099304

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]

🔍 B267431

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

🔍 S283305

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

Yanelys Ballard

Schedule

Monthly, from 8/3/2017 to 5/25/2018

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

Guice Gallman

Schedule

Monthly, from 8/3/2017 to 5/25/2018

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

Maria Carroll

Schedule

Monthly, from 8/3/2017 to 5/25/2018

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
2018					
G1.B3.S1.A2 🔍 A382408	Professional Development to introduce and support veteran teachers with how to hold Effective...	Salvato, Elizabeth	8/16/2017	Understanding Norms and the purpose of how to hold Effective PLC's to increase collaboration and accountability.	8/16/2017 one-time
G1.MA1 🔍 M415953	Administration alongside the Literacy Coach will identify the Demonstration Classrooms and...	Hickey, James	8/3/2017	Evidence to be collected includes: Classroom Walkthough data, Reading Plus data, and PLC folders with data and reflection sheets. TOOT reflection forms/ increase in high yielding strategies in all classrooms	5/25/2018 weekly
G1.MA2 🔍 M415954	Administrative team will conduct their weekly instructional walkthroughs and PLC walkthroughs to...	Gallman, Guice	8/3/2017	Highly Effective PLC's increase in learning gains/ overall percentage to meet our Goal of an A	5/25/2018 one-time
G1.MA3 🔍 M415955	Administration alongside Deans will increase visibility through all academic periods to continue to...	Gallman, Guice	8/3/2017	Decrease in Referrals/ Increase School Morale	5/25/2018 daily
G2.MA1 🔍 M415968	Progress will be monitored through Classroom Walkthrough data and feedback, EOC assessment data,...	Hickey, James	8/3/2017	Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences.	5/25/2018 weekly
G1.B3.S1.MA1 🔍 M415935	Look at PLC Lesson Plans	Hickey, James	8/3/2017	Look at Lesson Plans	5/25/2018 weekly
G1.B3.S1.MA5 🔍 M415936	Look at Common Assessments created by Content Area PLC's by Administrator assigned to that content...	Ballard, Yanelys	8/3/2017	Common Assessments moving students toward mastery of standard	5/25/2018 weekly
G1.B3.S1.MA6 🔍 M415937	Continue to help teachers understand their data from their common formatives to plan for instruction	Ballard, Yanelys	8/3/2017	Develop scales to help students understand the essential standards highlighted in common formatives	5/25/2018 weekly
G1.B3.S1.MA1 🔍 M415938	Ideas for Monitoring/ Supporting PLC A. Focus on New Teachers – Rules, Procedures, Lesson...	Carroll, Maria	8/3/2017	Weekly Reflections on progress towards being highly effective PLC's	5/25/2018 weekly
G1.B3.S1.MA3 🔍 M415939	PLC Walkthroughs to be conducted by leadership team to help support and keep teams focused on SIP...	Carroll, Maria	8/3/2017	Documentation Log of Level of Participation	5/25/2018 weekly
G1.B3.S1.MA4 🔍 M415940	Teachers/Observing Other Teachers (T.O.O.T)- teachers will utilize strategies that they can make...	Carroll, Maria	8/3/2017	Teacher Reflection Log	5/25/2018 weekly
G1.B3.S1.A1 🔍 A382407	Identify Teacher Leaders	Ballard, Yanelys	8/3/2017	Leadership team met to review who were the PLC Lead Facilitators last year and the Department Chairs for each department. Leadership team selected PLC leads based on years of experience.	5/25/2018 weekly
G1.B3.S1.A3 🔍 A382409	PD to be given	Gallman, Guice	8/3/2017	Teachers will fill out T.O.O.T. form as they observe the Demonstration Classroom Teacher integrate and implement high yielding strategies in their classroom	5/25/2018 monthly
G1.B6.S1.MA1 🔍 M415941	Look at PLC Lesson Plans	Carroll, Maria	8/3/2017	Look at Lesson Plans	5/25/2018 weekly
G1.B6.S1.MA5 🔍 M415942	Look at Common Assessments created by Content Area PLC's by Administrator assigned to that content...	Carroll, Maria	8/3/2017	Common Assessments moving students toward mastery of standard	5/25/2018 weekly
G1.B6.S1.MA6 🔍 M415943	Continue to help teachers understand their data from their common formatives to plan for instruction	Ballard, Yanelys	8/3/2017	Develop scales to help students understand the essential standards highlighted in common formatives	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1 🔑 M415944	Development and Implementation of In house Professional Development for All content area teachers...	Carroll, Maria	8/3/2017	PD's to be developed and strategies to be implemented with fidelity and follow through	5/25/2018 weekly
G1.B6.S1.MA2 🔑 M415945	Help Teachers look essential standards that have been embedded in common formatives/ help PLC's...	Carroll, Maria	8/3/2017	Look at Teacher lesson plans/ PLC folder for common formatives	5/25/2018 weekly
G1.B6.S1.MA3 🔑 M415946	Modeling of High Yielding Strategies/ Observing other teachers teach reflection form awarding...	Hickey, James	8/3/2017	Teacher Reflection Tool	5/25/2018 monthly
G1.B6.S1.A1 🔑 A382410	In House Professional Development to focus on the identified needs of teachers as indicated by...	Carroll, Maria	8/3/2017	Professional Developments created by the Leadership Team to assist teachers in areas of concern or need	5/25/2018 quarterly
G1.B6.S1.A2 🔑 A382411	Teachers will focus on essential standard based instruction	Ballard, Yanelys	8/3/2017	PLC- teachers will look at curriculum maps from the district and focus on using the highlighted essential standard to collaborate and plan for instruction, creation of scales and common assessments Teacher lesson plans to incorporate essential standards to help create common formatives	5/25/2018 weekly
G1.B6.S1.A3 🔑 A382412	Demonstration Classroom to model high yielding strategies/ and for other teachers to visit to see...	Hickey, James	8/3/2017	Demonstration Classroom Teachers to model best practices and high yielding strategies to all teachers based on need decided by PLC'sTeachers will fill out T.O.O.T. Teachers will fill out T.O.O.T. form as they observe the Demonstration Classroom Teacher integrate and implement high yielding strategies in their classroom	5/25/2018 monthly
G1.B6.S1.A4 🔑 A382413	Teachers will review data from their common formatives and state assessment data within their PLC...	Ballard, Yanelys	8/3/2017	Teachers within their Content Area PLC's will make Adjustment of instruction base on reviewing data, PLC collaboration, creation of common formatives, data chats with students	5/25/2018 weekly
G1.B7.S1.MA1 🔑 M415947	Monitor Referrals for all infractions	Todd, Chris	8/3/2017	Referral Report	5/25/2018 weekly
G1.B7.S1.MA5 🔑 M415948	Monitor Bathroom Policy	Todd, Chris	8/3/2017	Increase in instructional time. As soon as Demonstration Classrooms are identified and schedule for Classrooms visits are assigned. Should occur monthly	5/25/2018 monthly
G1.B7.S1.MA6 🔑 M415949	Walk buildings/ classroom every period/ help teachers with students	Morales, Roberto	8/3/2017	Increase in school morale/ reduction in class referrals	5/25/2018 daily
G1.B7.S1.MA1 🔑 M415950	Look at Discipline Referrals weekly for Cell Phone infractions to ensure teachers are making...	Todd, Chris	8/3/2017	Look at Referrals for Cell Phone Infraction	5/25/2018 weekly
G1.B7.S1.MA3 🔑 M415951	Deans will monitor Referrals for all infractions and help support teachers with strategies to help...	Hickey, James	8/3/2017	Look at Referrals by category and come up with action plan to ensure Code of Conduct is followed and attempts by teachers to manage classroom are bring made daily	5/25/2018 daily
G1.B7.S1.MA4 🔑 M415952	Walk through hallways and help support teachers with monitoring use of passes for Dean's office,...	Morales, Roberto	8/3/2017	Reduction in students skipping class, and increase of instructional time for all students	5/25/2018 monthly
G1.B7.S1.A1 🔑 A382414	Keep Students engaged and in all classrooms by incorporating 3 pass policy(Deans Office, Guidance,...	Hickey, James	8/3/2017	Reduction in sending out students from classroom to increase instructional minutes received	5/25/2018 quarterly
G1.B7.S1.A2 🔑 A382415	New Cell Phone Policy will be instituted to increase instructional time in class (Teacher must...	Hickey, James	8/3/2017	Leadership Team with support and follow through of teachers to implement Cell Phone Policy. Increase in instructional time, use of cell phone to	5/25/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				only be used based on teacher discretion, enforcement of Cell Phone Policy by all staff and teachers to make sure students are being successful	
G1.B7.S1.A3 🔑 A382416	Decrease number of Suspensions	Todd, Chris	8/3/2017	Teachers along with Leadership team will follow through on Code of Conduct, incorporate more strategies to help students get focused on learning, give students more opportunities to be mentored and counseled for infractions instead of suspended. Using different strategies to help students understand their behavior and to correct it, revision of HHS Code of Conduct to reflect the needs of the students before they receive OSS or ISS.	5/25/2018 daily
G1.B7.S1.A4 🔑 A382417	Support Teaches with Code of Conduct	Gallman, Guice	8/3/2017	We will have a decrease in the amount of suspensions at HHS. HHS will incorporate more strategies in dealing with students who violate the Code of Conduct. Teachers will incorporate strategies within their classroom with the support from the Dean's Office and Admin Team to work with students to improve overall behavior.	5/25/2018 daily
G2.B9.S5.MA1 🔑 M415966	Administrators and PLC leaders will monitor PLCs and check PLC folders to ensure certifications and...	Carroll, Maria	8/3/2017	Evidence will include data tracker sheets and PLC folders.	5/25/2018 monthly
G2.B9.S5.MA1 🔑 M415967	Administration will closely monitor the progress of accelerated performance through meetings,...	Gallman, Guice	8/3/2017	The evidence will include PLC folders with data on enrollment into courses and CTE certifications that lead to an increase in accelerated performance.	5/25/2018 monthly
G2.B9.S5.A1 🔑 A382421	Administration will share the goal of and monitor the increase in accelerated performance by using...	Ballard, Yanelys	8/3/2017	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.	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Harmony High School will increase student achievement in all areas through rigorous standard based instruction for all.

G1.B3 Lack of Fidelity of PLC Implementation

G1.B3.S1 1. Identify Teacher Leaders 2. Train teacher leaders 3. Support Teacher Leaders through focusing on PLC process 4. High Yielding Strategies to be modeled during PLC 5.PLC's are meeting weekly on Every Wednesday

PD Opportunity 1

Professional Development to introduce and support veteran teachers with how to hold Effective PLC's to increase collaboration and accountability (District Resource Teacher)

Facilitator

Elizabeth Salvato

Participants

All Content Area Teachers

Schedule

On 8/16/2017

PD Opportunity 2

PD to be given

Facilitator

Leadership Team (Admin, Deans, Literacy Coach)

Participants

Content Area teachers

Schedule

Monthly, from 8/3/2017 to 5/25/2018

G1.B6 Supporting all Teachers

G1.B6.S1 1. In house Professional Development – focuses on needs of teachers as indicated by State Assessment Data 2. Essential Standard Based Instruction 3. Model High Yielding Strategies/ Visit Demonstration Classrooms 4. Help teachers develop Common Assessments within the PLC 5. Help teachers understand their data to influence instructional based decisions

PD Opportunity 1

In House Professional Development to focus on the identified needs of teachers as indicated by State Assessment Data and common formatives

Facilitator

Demonstration Classroom Teacher

Participants

Content Area teachers

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

PD Opportunity 2

Teachers will focus on essential standard based instruction

Facilitator

Literacy Coach/ District Resource Teachers/ During District Professional Development Days and in House Professional Development

Participants

All Teachers

Schedule

Weekly, from 8/3/2017 to 5/25/2018

PD Opportunity 3

Demonstration Classroom to model high yielding strategies/ and for other teachers to visit to see what works in a demonstration classroom

Facilitator

Demonstration Classroom Teachers

Participants

All Content Area Teachers

Schedule

Monthly, from 8/3/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Identify Teacher Leaders	$0.00
2	G1.B3.S1.A2	Professional Development to introduce and support veteran teachers with how to hold Effective PLC's to increase collaboration and accountability (District Resource Teacher)	$0.00
3	G1.B3.S1.A3	PD to be given	$0.00
4	G1.B6.S1.A1	In House Professional Development to focus on the identified needs of teachers as indicated by State Assessment Data and common formatives	$0.00
5	G1.B6.S1.A2	Teachers will focus on essential standard based instruction	$0.00
6	G1.B6.S1.A3	Demonstration Classroom to model high yielding strategies/ and for other teachers to visit to see what works in a demonstration classroom	$0.00
7	G1.B6.S1.A4	Teachers will review data from their common formatives and state assessment data within their PLC to determine the instructional needs of their students	$0.00
8	G1.B7.S1.A1	Keep Students engaged and in all classrooms by incorporating 3 pass policy(Deans Office, Guidance, and Bathroom Pass). Students are not to be sent out of the classroom and must have pass to leave (One student at a time).	$0.00
9	G1.B7.S1.A2	New Cell Phone Policy will be instituted to increase instructional time in class (Teacher must place sign on board indicating whether or not they allow cell phone usage for Instructional Purposes) Teachers will monitor classroom for compliance and will call parents and notify Deans of Cell Phone policy infractions fi students does not comply	$0.00
10	G1.B7.S1.A3	Decrease number of Suspensions	$0.00
11	G1.B7.S1.A4	Support Teaches with Code of Conduct	$0.00
12	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