

School District of Osceola County, FL

# Harmony Community School



## 2019-20 Schoolwide Improvement Plan

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# Harmony Community School

3365 SCHOOLHOUSE RD, Harmony, FL 34773

www.osceolaschools.net

## Demographics

Principal: Sandra Davenport

Start Date for this Principal: 7/18/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	43%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (74%) 2017-18: A (70%) 2016-17: A (67%) 2015-16: A (65%) 2014-15: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

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## Harmony Community School

3365 SCHOOLHOUSE RD, Harmony, FL 34773

[www.osceolaschools.net](http://www.osceolaschools.net)

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Harmony Community School: A community that teaches, inspires, respects, and celebrates, everybody every day.

#### Provide the school's vision statement.

Harmony Community School: Where everyone leads by example through personal responsibility, contribution, and hard work.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Davenport, Sandra	Principal	Running daily operations of the school. Instructional leader. Progress monitoring of school wide initiatives to support school improvement.
Micale, Dorota	Assistant Principal	Running daily operations of the school. Instructional leader. Progress monitoring of school wide initiatives to support school improvement. Stocktake. SIP monitoring. Feedback to teachers and staff. Monthly report monitoring.
Osborne, Deanna	Instructional Coach	Support school wide improvement through literacy initiatives as well as providing professional development, modeling effective/best practices, supporting new teachers and AVID coordination
	Instructional Media	Support school wide improvement through school wide literacy initiatives.
Williams, Alissa	Instructional Coach	Support school wide improvement through literacy initiatives as well as providing professional development, modeling effective/best practices, supporting new teachers and AVID coordination
Andriaccio, Emily	School Counselor	Support school wide improvement through MTSS, iReady, career planning, and promoting a positive culture using the 7 Habits.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	143	142	135	131	153	0	0	0	0	0	0	0	808
Attendance below 90 percent	0	0	2	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	6	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	35	14	0	0	0	0	0	0	0	49

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	4	4	0	0	0	0	0	0	0	8

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### FTE units allocated to school (total number of teacher units)

49

#### Date this data was collected or last updated

Tuesday 10/8/2019

#### Prior Year - As Reported

#### 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	23	24	16	11	12	18	2	4	6	0	0	0	0	116
One or more suspensions	0	0	3	1	0	0	2	7	1	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	1	1	2	7	1	3	3	0	0	0	0	18

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	2	7	1	3	3	0	0	0	0	18

#### Prior Year - Updated

#### 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	23	24	16	11	12	18	2	4	6	0	0	0	0	116
One or more suspensions	0	0	3	1	0	0	2	7	1	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	1	1	2	7	1	3	3	0	0	0	0	18

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	2	7	1	3	3	0	0	0	0	18

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	74%	53%	57%	70%	53%	55%
ELA Learning Gains	71%	56%	58%	64%	55%	57%
ELA Lowest 25th Percentile	64%	51%	53%	40%	53%	52%
Math Achievement	75%	55%	63%	70%	57%	61%
Math Learning Gains	75%	59%	62%	69%	58%	61%
Math Lowest 25th Percentile	59%	45%	51%	60%	49%	51%
Science Achievement	72%	49%	53%	69%	54%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	104 (0)	143 (0)	142 (0)	135 (0)	131 (0)	153 (0)	808 (0)
Attendance below 90 percent	0 (23)	0 (24)	2 (16)	0 (11)	0 (12)	0 (18)	2 (104)
One or more suspensions	0 (0)	0 (0)	0 (3)	0 (1)	6 (0)	3 (0)	9 (4)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	1 (0)	4 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (1)	0 (1)	35 (2)	14 (7)	49 (11)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	51%	13%	58%	6%
	2018	70%	51%	19%	57%	13%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	79%	51%	28%	58%	21%
	2018	72%	48%	24%	56%	16%
Same Grade Comparison		7%				
Cohort Comparison		9%				
05	2019	69%	48%	21%	56%	13%
	2018	62%	50%	12%	55%	7%
Same Grade Comparison		7%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	54%	15%	62%	7%
	2018	67%	51%	16%	62%	5%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	78%	53%	25%	64%	14%
	2018	72%	53%	19%	62%	10%
Same Grade Comparison		6%				
Cohort Comparison		11%				
05	2019	69%	48%	21%	60%	9%
	2018	66%	52%	14%	61%	5%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	67%	45%	22%	53%	14%
	2018	63%	49%	14%	55%	8%
Same Grade Comparison		4%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	59	59	27	59	52	15				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	57	65	69	57	68						
BLK	67	71		67	79						
HSP	73	74	76	72	78	69	55	87			
MUL	87	91		73	73						
WHT	74	70	60	76	75	55	77	83	98		
FRL	60	70	62	60	66	48	54	63	93		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	56	50	23	44	45	47				
ELL	39	54	64	50	69						
BLK	57	45		57	55						
HSP	65	73	59	66	66	57	71	78	91		
WHT	72	68	53	73	67	54	73	95	75		
FRL	59	64	54	54	59	52	66	85	71		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	28	41	29	29	51	50	32				
ELL	50			42							
BLK	64			38							
HSP	63	61	36	69	72	63	68				
MUL	64			55							
WHT	71	65	42	71	69	61	71	86	78		
FRL	51	53	33	55	61	45	49	71			

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	725
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	71
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The Lowest Quartile in ELA and Math is the data component that showed the lowest performance, this includes ESE and ELL students. Contributing factors included PLC strength across grade levels. Flexibly grouping to attend to specific targeted student needs and lack of movement within tier 2 student groups.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline was specifically with our ELL students. Training in the ELLEVATION program in a more thorough manner to include all teachers and specifically meet ELL Student's needs. Teachers will be provided with ELL student specific needs from ELLEVATION and observed and monitored for ELL Strategies within the classroom.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

This component is also in regards to our ELL students. Our ELL student population is very small and teachers will receive extra support in attending to ELL strategies and student needs.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math learning gains across all subgroups showed the most improvement. We added additional MTSS time for math interventions. We have also added a full time math coach to help and support instruction in the classroom and during interventions.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

ELL students continue to be an area of concern. We will continue to provide trainings and support for teachers in the classroom and specific interventions for our ELL students. We also will provide more strategic support through our ELL paraprofessional.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Our lowest quartile
2. 100% learning gains
3. PLC strength
4. ELA and Math ELL subgroups showed the lowest performance. Contributing factors include: The training and implementation of ELLEVATION was not carried out as needed. Our school has few ELL students and the attention to this group was lacking.
5. Tier 2 social emotional interventions

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Lowest Quartile did not make the percentage of gains in ELA as overall population.
<b>Rationale</b>	Professional Learning Communities are not consistent.
<b>State the measurable outcome the school plans to achieve</b>	We expect students in the Lowest Quartile to achieve 70-100% learning gains.
<b>Person responsible for monitoring outcome</b>	Deanna Osborne (deanna.osborne@osceolaschools.net)
<b>Evidence-based Strategy</b>	Progress monitoring through DiBels and NSGRA.
<b>Rationale for Evidence-based Strategy</b>	This is a progress monitoring that will allow us to compare students with like peers on a systematic basis.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative Team.</li> <li>2. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.</li> <li>3. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Teachers will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.</li> <li>4. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-8.</li> <li>5. The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.</li> <li>6. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.</li> <li>7. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.</li> </ol>

**Person Responsible** Deanna Osborne (deanna.osborne@osceolaschools.net)

## #2

**Title** Lowest Quartile did not make the percentage of gains in Math as overall population.

**Rationale** Professional Learning Communities are not consistent.

**State the measurable outcome the school plans to achieve**

We expect students in the Lowest Quartile to achieve 80-100% learning gains.

**Person responsible for monitoring outcome**

Alissa Williams (alissa.williams@osceolaschools.ent)

**Evidence-based Strategy**

Pearson math with progress monitoring and specific interventions.

**Rationale for Evidence-based Strategy**

This is a progress monitoring that will allow us to compare students with like peers on a systematic basis.

## Action Step

**Description**

1. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Once scores are analyzed, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used.
2. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
3. Students will track their own learning through teacher provided success criteria. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
4. The Math Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
5. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Teachers will provide Tier 3 instruction based on gaps in mathematics contents.

**Person Responsible**

Alissa Williams (alissa.williams@osceolaschools.ent)



#3	
<b>Title</b>	Science Achievement Levels were not consistent among grade levels.
<b>Rationale</b>	Differentiation of science instruction was not consistent among teachers including communication within PLCs.
<b>State the measurable outcome the school plans to achieve</b>	Science Achievement will increase to 80%.
<b>Person responsible for monitoring outcome</b>	Alissa Williams (alissa.williams@osceolaschools.ent)
<b>Evidence-based Strategy</b>	District formative assessment.
<b>Rationale for Evidence-based Strategy</b>	This is a progress monitoring that will allow us to compare students with like peers on a systematic basis.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Data Tracking Student by Standard - Teachers will tracker essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.</li> <li>2. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.</li> <li>3. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.</li> <li>4. Students will track their own learning through teacher provided success criteria. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.</li> <li>5. The Science Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.</li> </ol>
<b>Person Responsible</b>	Alissa Williams (alissa.williams@osceolaschools.ent)

#4	
<b>Title</b>	Students have various levels of access to Post Secondary Culture.
<b>Rationale</b>	Avid program has not consistently been implemented among all grade levels.
<b>State the measurable outcome the school plans to achieve</b>	100% grade level participation in AVID Program.
<b>Person responsible for monitoring outcome</b>	Deanna Osborne (deanna.osborne@osceolaschools.net)
<b>Evidence-based Strategy</b>	College week, career lessons, and leadership assemblies.
<b>Rationale for Evidence-based Strategy</b>	We are a Leader in Me and an AVID school.
<b>Action Step</b>	
<b>Description</b>	<p>1. AVID as a school-wide framework will support our initiatives in ELA, Mathematics, and Science. We will create an AVID site team with representatives from each grade level, which will meet every 3rd Wednesday at 2:40 pm. During this meeting, the team will plan and develop PD and activities for our school-wide AVID PLC held once a month. These PD's will focus on WICOR and strategies to increase rigor.</p> <p>2. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement.</p> <p>We will increase the use of WICOR strategies in the classroom with support from our AVID Designee. Teachers will Utilize WICOR checklist as provided by the AVID Coordinator, to help with their planning.</p> <p>3. The AVID PLC will be led by an AVID site team with representatives from across the school. The AVID site team coordinator; the literacy coach; and the Math and Science Coach will be responsible.</p> <p>4. The school will host family involvement events where teachers model the implementation of AVID in their classrooms with an emphasis on WICOR. Grade levels will take turns showcasing their classrooms at these parent nights. There will be one involvement parent night per semester.</p> <p>5. Administration will conduct weekly walk-throughs to monitor the implementation of AVID and WICOR strategies in all classrooms.</p>
<b>Person Responsible</b>	Deanna Osborne (deanna.osborne@osceolaschools.net)

#5	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met.
<b>Rationale</b>	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
<b>State the measurable outcome the school plans to achieve</b>	<p>All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.</p> <p>All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA, Math, proficiency and gains will increase by 70% in all sub groups.</p> <p>Science proficiency will increase by 80% in all sub groups</p>
<b>Person responsible for monitoring outcome</b>	Christina Kading (christina.kading@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Monitoring -</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
<b>Rationale for Evidence-based Strategy</b>	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.</li> <li>2. Principal and assistant principal (s) will conduct walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.</li> <li>3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.</li> <li>4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform.</li> <li>5. District formative assessments will be given every four and a half weeks in all accountability areas.</li> <li>6. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).</li> </ol>

7. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team.

8. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.

**Person Responsible** Christina Kading (christina.kading@osceolaschools.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Another area of focus would be Tier 2 Social and emotional interventions. We will address this through incorporated guidance lessons in the classroom. Exposure to small group with the intervention of social worker and school guidance counselors and the implementation of specific curricula.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

#### PFEP Link

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

**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.**

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

Our IAT team plans to continue with the same strategy as last year, which involves identification of students based on data, push-in services to the classroom, daily intervention services in every class as well as additional support to ESE students through intensive remediation for math and ELA. Our monitoring system includes regularly scheduled MTSS meetings to ensure progress monitoring of all students. This includes a fluid process of increasing support and enrichment as needed. Our SIP goals are designed to support the core instruction as well as those identified in our MTSS system.

SAI funding will be used for before school and Saturday interventions in Reading, Math, and Science. Local funds used to fund professional development: Writing Core Connections and Math Solutions as well as science camps and professional Development.

**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 identifies and aligns all available resources in order to meet the needs of all students by utilizing a school leadership team including: Administration, coaches, guidance, and resource compliance. The team meets weekly to address student concerns and interventions. This team also meets monthly to go over school specific data and ensure that all students, in all sub-groups, are making learning gains.

#### Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all students needs are met.

#### Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

#### Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for student with an individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

#### Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions, and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

#### Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Career Lessons provided by guidance counselors to 5th grade students. These lessons support post-secondary culture, as well as, AVID trained Teachers.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Lowest Quartile did not make the percentage of gains in ELA as overall population.				\$1,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3373	500-Materials and Supplies	0011 - Harmony Community School	General Fund		\$750.00
			Notes: Literacy impacts all content areas of student learning. By focusing school wide resources in this area, student achievement will be positively impacted.			
	3376	140-Substitute Teachers	0011 - Harmony Community School	General Fund		\$1,000.00
			Notes: Substitute Teachers			
2	III.A.	Areas of Focus: Lowest Quartile did not make the percentage of gains in Math as overall population.				\$1,502.09
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	140-Substitute Teachers	0011 - Harmony Community School	General Fund		\$1,000.00
			Notes: Substitute teachers			
	3373	100-Salaries	0011 - Harmony Community School	General Fund		\$502.09
			Notes: After review of school wide data, math gains overall continue to be low.			
3	III.A.	Areas of Focus: Science Achievement Levels were not consistent among grade levels.				\$0.00
4	III.A.	Areas of Focus: Students have various levels of access to Post Secondary Culture.				\$0.00
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				\$0.00
Total:						\$3,252.09