

School District of Osceola County, FL

Harmony High School



2020-21 Schoolwide Improvement Plan

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Harmony High School

3601 ARTHUR J GALLAGHER BLVD, Harmony, FL 34771

www.osceolaschools.net

Demographics

Principal: James Hickey

Start Date for this Principal: 7/23/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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 High School

3601 ARTHUR J GALLAGHER BLVD, Harmony, FL 34771

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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

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

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hickey, James	Principal	Hickey, James: During school Stocktake meetings he holds others accountable for results. He asks tough questions that challenge and support the School, district and state goals. He actively engages in problem-solving with his team.
Carroll, Maria	Assistant Principal	Carroll, Maria: She is responsible for overseeing STEER, new teachers, instructional materials/textbooks, professional development, monitoring the lowest 25%, CTE Tech/Health, threat assessment, discipline, attendance, safety/security, AVID and master calendar. She will report data from the school-wide post-secondary culture focus area to stocktake.
Yontz, Amanda	Assistant Principal	Yontz, Amanda: Stocktake school facilitator. She prepares Principal for meeting, designs agenda, and keeps meeting on task. She is responsible for the action steps and the plan to monitor effectiveness of the focus area of school-wide post-secondary culture for all students. She also is the administrator for MTSS, Social Studies, CTE (Ag., Vet., and Criminal Justice), Testing, and acceleration,
Arscott, George	Assistant Principal	Scheduling, Guidance, Math, Science Arscott, George: He is responsible for the action steps and plan to monitor effectiveness of strengthening the collaborative processes (PLC). He is the administrator over the master schedule, guidance, enrollment, naviance, and FTE.
Whaley, Katherine	Instructional Coach	Reading, ELA Whaley, Katharine: ELA and Social Studies data point person for stocktake meetings. She is the district assessment coordinator/school city facilitator for ELA and social studies and will organize these assessments, track /monitor the data and report to stocktake. In addition, she will organize, track and monitor Khan Academy usage and data. She will will organize and share WICOR strategies that align with the focus of Read, Write, Talk and Solve. Including a plan for school-wide writing program.
Reda, Julie	Dean	MTSS Coach Reda, Julie: Will facilitate CTE Technology PLC's and organize and track data for this area to report to Stocktake. In addition, she will work with Yontz to ensure SIP is complete by the deadlines assigned. She is also our school's MTSS Coach and will report MTSS data to stocktake. She will also assist with social media and school surveys.
Eno, Jason	Dean	Eno, Jason: Will track, monitor and report attendance and discipline data to stocktake.
Glassburn, Michael	Dean	Glassburn, Micheal: STEER data point person for stocktake meetings. He will report, monitor and track STEER data that includes STEER attendance,

Name	Title	Job Duties and Responsibilities
		D/F reports, and schedule and organize STEER along with safety and security drills.
Irizar, Regena	Instructional Coach	Irizar, Regena: Math and Science data point person for stocktake meetings. She is the district assessment coordinator/school city facilitator for math and science and will organize these assessments, track /monitor the data and report to stocktake. In addition, she will organize, track and monitor Khan Academy usage and data. She will will organize and share WICOR strategies that align with the focus of Read, Write, Talk and Solve.

Demographic Information

Principal start date

Thursday 7/23/2020, James Hickey

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

115

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students

	Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: C (53%)
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* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	0	0	0	595	598	550	500	2243
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	223	315	241	292	1071
One or more suspensions	0	0	0	0	0	0	0	0	0	22	21	13	16	72
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	26	5	12	46
Course failure in Math	0	0	0	0	0	0	0	0	0	4	24	21	41	90
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	87	75	72	35	269
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	104	33	21	231

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	0	0	0	0	0	48	76	67	73	264

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	0	0	0	0	0	0	0	0	0	0	3	2	7	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	7	3	6	21

Date this data was collected or last updated

Wednesday 8/26/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	67	66	71	90	294
One or more suspensions	0	0	0	0	0	0	0	0	0	3	3	1	2	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	7	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	93	37	28	226

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	0	0	0	0	0	25	17	2	13	57

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	0	0	0	0	0	0	0	0	0	9	2	7	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	12	3	15	36

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	67	66	71	90	294
One or more suspensions	0	0	0	0	0	0	0	0	0	3	3	1	2	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	7	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	93	37	28	226

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	0	0	0	0	0	25	17	2	13	57

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	0	0	0	0	0	0	0	0	0	9	2	7	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	12	3	15	36

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	55%	57%	56%	59%	57%	53%
ELA Learning Gains	45%	48%	51%	53%	47%	49%
ELA Lowest 25th Percentile	36%	43%	42%	49%	41%	41%
Math Achievement	47%	46%	51%	49%	44%	49%
Math Learning Gains	43%	41%	48%	48%	42%	44%
Math Lowest 25th Percentile	47%	46%	45%	37%	38%	39%
Science Achievement	61%	69%	68%	79%	71%	65%
Social Studies Achievement	78%	70%	73%	77%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	54%	47%	7%	55%	-1%
	2018	56%	47%	9%	53%	3%
Same Grade Comparison		-2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	55%	47%	8%	53%	2%
	2018	57%	49%	8%	53%	4%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	62%	-1%	67%	-6%
2018	74%	68%	6%	65%	9%
Compare		-13%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	62%	16%	70%	8%
2018	73%	61%	12%	68%	5%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	49%	-16%	61%	-28%
2018	45%	52%	-7%	62%	-17%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	44%	9%	57%	-4%
2018	39%	39%	0%	56%	-17%
Compare		14%			

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	19	32	31	28	33	33	44	43		92	7
ELL	29	42	36	26	39	44	53	47		95	35
ASN	76	52		70			91	64			
BLK	50	40		25	35		50	67		92	38
HSP	46	40	35	42	44	47	60	67		99	33
MUL	56	41		59	38		54	83		93	64
WHT	59	49	38	51	43	47	62	87		95	45
FRL	46	45	45	43	42	44	63	74		96	31
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	32	44	46	34	34	29	38	47		73	12
ELL	20	45	54	31	41	44	48	31		82	32
ASN	84	72		60	47		93			82	50
BLK	49	53	54	40	37	25	70	67		96	26
HSP	53	53	63	39	34	35	72	68		88	40
MUL	63	56		35	32		68				
WHT	61	52	49	47	39	38	81	83		93	43
FRL	50	50	53	39	37	40	73	68		88	30
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	23	36	31	26	44	41	46	61		66	28
ELL	30	56	57	29	55	63	71	53		77	39
ASN	73	55		61	56						
BLK	42	41	41	38	42	35	56	71		74	18
HSP	55	54	53	42	44	36	74	68		89	42
MUL	65	50		45	44					92	73
WHT	62	53	46	55	50	37	82	82		90	40
FRL	48	48	50	40	44	33	69	70		84	37

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)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 data component showing the lowest performance is Science. The scores on the school level dropped from 76% in 2018 to 61% for 2019. Compared to the state average 68% and the district average 69%. This is a deficient trend over the last year of -15% from 2018 to 2019.

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

Biology had the most significant decline from 2018 at 67% to 2019 at 61% then to which is a -6% deficit. We attributed this to the change in the biology curriculum that took place at the State level 2018 and anticipate it to rise in the 2020-21 school year.

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.

ELA Lowest 25% had the largest gap at -20% with our student achievement at 36% and the State average is at 42%. The main factor for this drop would be the students having to begin online learning platform in March 2020. Upon return to the brick and mortar school setting in August 2020 the students will be placed in a 3rd period class for any reteach and remediation needed for the time missed in school. This class will be offered to all students at Harmony High School.

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

Math lowest 25% had the largest academic gain at 12% from the 2018 to 2019 school year. The state recorded 45% average and the students at Harmony scored 46% which is a 1% increase. We attribute this increase to structured PLCs, curriculum alignment based on standards, formative and summative assessments.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Biology Achievement had the greatest gap with -15%; this gap was because we did not focus on identifying and focusing on remediation for the students, this coupled with the new curriculum from 2018 significantly impacted the science test scores and achievement.
2. ELA achievement and gains - due to teacher turnover and retention was an issue and lack of fidelity with STEER time, RTI was not followed and District Assessments were not utilized in the English class, lack of Data to drive instruction, classroom management was an issue due to lack of rigor.

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

- 1.Ensure high levels of learning for all students in literacy
- 2.Ensure high levels of math achievement for all students
- 3.Ensure high levels of science achievement
4. Ensure a school wide post-secondary culture for all students and high levels of learning for all students in College and Career Acceleration
5. Strengthen collaborative process where social emotional learning needs of all students are met to include the social worker on campus, school psychologist, guidance counselors

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Based on the ELA gains 2018/2019 school year at 45% which is below the State 2018/2019 school year percentage of 51%. The two years prior the ELA gains were at 53% which showed significant growth.
Description and Rationale:	
Measurable Outcome:	ELA learning gains outcome will increase by 8% to 53% on the FSA EOC 2021. ELA Learning gains outcome of the lowest 25% will increase from 36% to 56% for 2020-21 FSA EOC.
Person responsible for monitoring outcome:	Katherine Whaley (katharine.whaley@osceolaschools.net)
Evidence-based Strategy:	The power of data studies show that implementing a focus on instruction through common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress (The Power of Data: Instructional Strategies) https://blog.betterlesson.com/the-power-of-data-instructional-strategies-to-help-you-create-a-data-driven-classroom . Additionally, lead teachers will complete a book study on The Essentials for Standards Driven Classrooms. The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. Finally, our school wide WICOR implementation will continue and be supported by 8 scheduled training's. Marzano, Warrick, Rains, Dufour (2018)
Rationale for Evidence-based Strategy:	Harmony High School will use the "Learning Acceleration Guide 2020-2021 as our Rationale for Evidence -based strategies". The leadership team will study and identify the key recommendations in the publication to ensure that Harmony High School will effectively plan to accelerate student learning and provide resources and support to teachers and set student expectations. Common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress and improved instruction. Improve instruction within the classroom with school wide WICOR implementation will continue and be supported by 8 scheduled training throughout the school year. Teachers will monitor data regularly to identify students needing remedial support and intervention through our RTI process. MTSS will provide additional supports for students needing interventions. In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching. Marzano, Warrick, Rains, Dufour (2018)

Action Steps to Implement

1. All ELA teachers will participate in core connections training. Focuses on instructional strategies CUPS, that integrate reading and writing curriculum aligned with the FL state standardized tests.
2. All reading teachers (grades 11 and 12) will participate in Khan academy training with a focus on SAT/ ACT prep.
3. Achieve 3000 in all reading classes, with students completing two activities per week with scores of 75% or better.
4. ELA and reading teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include AVID WICOR instructional strategies, and Pre AP for English 1.
5. ESSA students identified and supported in ELA courses by providing ELL and ESE instructional strategies and professional development for teachers.
6. Students have a mandatory RTI in Steer daily during the first 25 minutes of school this is for all MTSS

students

Person Responsible Katherine Whaley (katharine.whaley@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Provided the 2019/2020 Mathematics Achievement for Harmony High School was 47% compared to the state percentage of 51% which is a -4% decrease As well as, Mathematics Learning gains 43% compared to the State percentage of 48% which is a -5% decrease. Give this data decrease action steps are needed to be implemented to endure a higher level of math achievement for all students.

Measurable Outcome: Mathematics Learning Gains will increase to 48% on the 2019/2020 FSA EOC. Our overall Mathematics Achievement will continue to grow and reach 51% in the 2020-2021 school year.

Person responsible for monitoring outcome: Regiena Irizar (regiena.irizar@osceolaschools.net)

Evidence-based Strategy: Teachers will utilize PLC time for common planning. National Staff Development Council's, Journal of Staff Development "One Step at a Time" by Parry Graham and Bill Ferriter. Summer 2008, Vol. 29, NO 3, P. 38. Identifys Stage 6 states "Teachers, teacher leaders, and school leaders collectively commit to helping all students improve and learn. Behaviors in the teams represent this commitment."
Current ALG 1 students that have not passed the prior FSA that are level 1 students are placed in Intensive Math and 10th grade students that have not passed are placed in Lib Arts Math with an additional period to reteach and collaborate. Students that are the lowest 25% are placed in a double block Alg class that includes Intensive math and team teaching environment. ESE/ELL (ESSA) students will have an additional teacher in the class as well. Marzano, Warrick, Rains, Dufour (2018)

Rationale for Evidence-based Strategy: Danielson's 7 Stages domain states planning and developing common assessments are key elements in student achievement. Collaborating with teachers at the district level as well as math coaches, and other PLC teachers for planning purposes and utilizing CUPS will enhance our students to achieve success and decrease the learning gaps in Math to close the achievement gap. Marzano, Warrick, Rains, Dufour (2018)

Action Steps to Implement

1. All ALG 1 teachers will participate in core connections training. Focuses on instructional strategies CUPS, that integrate reading and writing curriculum aligned with the FL state standardized tests.
2. All Alg 1 teachers (grades 9th and 10) will participate in Khan academy training with a focus on SAT/ ACT prep.
3. PLC's for Math will meet and collaborate and lesson plan together
4. Math teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups (ESSA). Professional development training will include AVID WICOR instructional strategies
5. ESSA students identified and supported in Alg 1 will be provided ELL and ESE instructional strategies and professional development for teachers.
6. Students have a mandatory RTI in Steer daily during the first 25 minutes of school this is for all MTSS students

Person Responsible Amanda Yontz (amanda.yontz@osceolaschools.net)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

2019 science scores was 61% which was a drop from our 2018 scores of 76%, a decrease of -15%. The state score is 68%.

Measurable Outcome:

We will increase our science score for the 2020 test to 75%.

Person responsible for monitoring outcome:

George Arscott (george.arscott@osceolaschools.net)

Evidence-based Strategy:

Strategic Goals will be based on teachers developing greater competency and rigorous standard based instruction in Biology. The teachers will utilize SMART goal charts to help students focus on new science concepts and strengthen vocabulary. Marzano, Warrick, Rains, Dufour (2018)

Rationale for Evidence-based Strategy:

Students will increase proficiency on the Biology EOC passing to 75% passing through adding graphical and textual-based activities weekly in the science classroom. Marzano, Warrick, Rains, Dufour (2018)

Action Steps to Implement

1. All Biology teachers will participate in core connections training. Focuses on instructional strategies CUPS, that integrate reading and writing curriculum aligned with the FL state standardized tests.
2. All Biology teachers
3. PLC's for Biology will meet and collaborate and lesson plan together
4. Biology teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups (ESSA). Professional development training will include AVID WICOR instructional strategies
5. ESSA students identified and supported in Biology 1 will be provided ELL and ESE instructional strategies and professional development for teachers.
6. Students have a mandatory RTI in Steer daily during the first 25 minutes of school this is for all MTSS students

Person Responsible

Amanda Yontz (amanda.yontz@osceolaschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Harmony High School implemented a positive referral program designed to foster SEL. The program is designed to provide students with positive outcomes. School positive views is associated with ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges are found in our Student Forum initiative. This gathers students monthly with administrator to discuss challenges that the students are seeing in and around campus. Finally our data gathered from our new panorama system provided data on how HHS students feel about school climate includes a safe environment, strong student and staff relationships. Our data from Harmony High School student summary found that only 29% of our students feel that they have sense of belonging at school. Therefore, this is a main focal point for our team this year.
Measurable Outcome:	19% of the students surveyed felt that they had an adult connection on campus while 79% feel they had no connection with an adult. Our goal for this year would be to reduce that disconnectedness to 59%.
Person responsible for monitoring outcome:	Julie Reda (julie.reda2@osceolaschools.net)
Evidence-based Strategy:	We will monitor the following programs and student outreach to ensure positive connections with adults on campus. Some examples of the programs where adults interact with the student body as follows: Student Forum Peace and Justice Check and Connect Referrals as needed to Social worker or school psychologist for check ins Check and Connect Implementation Guide (2018) https://valenciacollege.edu/students/peace-justice-institute/ Marzano, Warrick, Rains, Dufour (2018)
Rationale for Evidence-based Strategy:	High School summary found that only 29% of our students feel that they have sense of belonging at school. Therefore, Harmony High School will focus on ways to help the students to feel connected with an adult on campus so the sense of belonging increases. Through the various outreach programs we will monitor and discuss at our Stocktake meetings so we can ensure connection is happening with fidelity. Marzano, Warrick, Rains, Dufour (2018), Check and Connect Implementation Guide (2018), https://valenciacollege.edu/students/peace-justice-institute/

Action Steps to Implement

1. Teacher and staff will plan activities and participate that engage students at Harmony High School to build a solid social climate such as Friday Fest.
2. Teachers will have a classroom environment where students feel a sense of belonging.
3. Teachers and student will create an optimum learning environment by including theories found in restorative practices such as the Peace and Justice 13 values.
4. Teachers will implement project based learning activities that sets a precedent of social awareness.
5. Harmony High School will administer the Panorama survey as directed by the district to the student body to increase SEL awareness on the campus
6. Administrative team will discuss the findings of the survey to better connect with the students and staff of Harmony High School

Person Responsible Julie Reda (julie.reda2@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus ESSA data for 2019-2020 showed that Harmony High School Federal Index for Students With Disabilities is 36% which is Students With Disabilities Subgroup Below 41% in the Current Year? YES we are a TS&I

Rationale:

Measurable Outcome: Our goal for the 2020-2021 school year is to increase our federal index to 41% of our students with disabilities.

Person responsible for monitoring outcome: Maria Carroll (maria.carroll@osceolaschools.net)

Evidence-based Strategy: Students will be identified by using formative data and provide small group remediation during instructional time and remedial time (STEER) to close the achievement gap. In addition we will utilize our instructional coaches to provided intensive intervention for our students identified and monitored though our MTSS process. The MTSS team meets to review data on a bi-weekly bases. This time bi-weekly will be to analyze the data for the ELL students and then once a month look at the ESE data for growth and areas of focus. (2010) Marzano, Warrick, Rains, Dufour (2018)

Rationale for Evidence-based Strategy: By identifying these students through data and discussing in Stocktake and MTSS weekly meetings we will ensure that the students are receiving the needed strategies for student success. The ESE support teachers will be provided Data collection sheets, MTSS referral forms, district assessment information, Achieve 3000 scores, NWEA scores and any other pertinent information that the instructional coaches feel is a valubale resource. Marzano, Warrick, Rains, Dufour (2018)

Action Steps to Implement

1. ESE support teachers will utilize support strategies in classes, through learning strategies periods and built in STEER period to provide additional remedial support to ensure we close the achievement gap of students that fall into the TS&I ESSA subgroup.
2. The admin team though Stocktake will review the data weekly and discuss at MTSS weekly meetings.
3. Teachers will be provided the data though common planning and PLC to help create learning goals for the ESSA subgroup
4. The ELL and ESE teachers will provide support strategies during instruction and include WICOR strategies

Person Responsible Julie Reda (julie.reda2@osceolaschools.net)

#6. Other specifically relating to Post secondary Culture for all Students

Area of Focus Description and Rationale: College and Career readiness is one of the main focus point of Harmony High School. Students should have the expectation to succeed at the next level post secondary whether it is in a brick and mortar setting or career certification to be competitive in a post modern world. College and Career Acceleration had the largest gap when compared to the state average. The state average is 60% and Harmony high had a 41% certification pass rate.

Measurable Outcome: College and Career Acceleration will increase to 80% 2020-2021

Person responsible for monitoring outcome: Maria Carroll (maria.carroll@osceolaschools.net)

Evidence-based Strategy: AP potential will be utilized to schedule students properly into courses along with identifying students through early testing for AP/DE enrollment. A focus on instruction with emphasis on common planning through PLC/ePLC's, unit assessment, mock exam data, the utilization of district adoptive materials, college board materials and planning resources will ensure progress. Data chats will take place with each teacher to monitor progress. Monitoring data regularly to identify students needing remedial support and intervention through our Rti process. In addition, unit assessments, CTE assessments, gmetrix assessment data will be regularly monitored. Due to scheduling, CTE students will be exposed to more opportunities to see the certification test at an earlier time frame. A CTE bootcamp will be scheduled to assist in mastering skills for certification. This area will be monitored through our Stocktake process monthly. Marzano, Warrick, Rains, Dufour (2018)

Rationale for Evidence-based Strategy: By creating pathways and increasing student exposure/opportunity for acceleration we build a strong foundation for our students and high quality education for post secondary. The focus to analyze data from our level 4 and 5 students to help determine placement in AP course along with the AP potential will ensure proper scheduling and assist in building AP course enrollment. Data chats with teachers will ensure teachers are aware of their data and have a plan of action to ensure the utilization of data to drive progress. In addition, the on going monitoring of data will ensure students get the assistance needed through our RTi process. Our CTE and AP Bootcamps prior to testing will consist of a rigorous test review preparation to build testing confidence. Continues monitoring through our Stocktake process will ensure we stay on track and meet our goals. Marzano, Warrick, Rains, Dufour (2018)

Action Steps to Implement

1. Identify seniors not enrolled in an acceleration point to help the students find value in career readiness
2. Identify students who scored levels 4-5 on FSA that are not enrolled in an AP course
3. Increase number of dual enrolled students by expanding knowledge of VC and OTech classes
4. Counselors meet with students 2 times a year to discuss future plans and help lay a foundation of completing those goals.
5. Plan to celebrate AP, DE, CTE successes
6. APC will attend monthly district meetings and review data through Stocktake
7. AP teachers will have a plan to participate in ePLC, PLC & Professional Development
8. The school will create an environment that fosters and promotes a post secondary college and career readiness
9. Students will be prepared for a post modern 21st century world through preparation, conversations, goal setting, self assessment and time management

Person Responsible Amanda Yontz (amanda.yontz@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our goal will be to increase collective efficacy and usage of Steer time to increase student achievement in all tested areas. We encourage PLC guidelines for standard-based instruction and require data chats within the group. Teachers will have the time to build units, common assessments, and utilize the district provided CUPS, and scales for success. Harmony also implemented Read, Write, Talk, Solve which is part of the WICOR strategies we implemented last year, and this will be enhanced by providing PLC trainings to all focus areas. A main focus for the school is to continue encouraging our Pathways to Success through AP, Dual Enrollment, CTE and ROTC so our Harmony High students are college and career ready after graduation.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Harmony High School is dedicated to building and fostering a positive school culture for all students. Harmony High School feels that the Social Emotional Learning in conjunction with improvement of instructional practices is a valuable tool for providing an optimum safe and secure school environment for all students. Many of the programs and clubs we have dedicated and installed for our Harmony students not only give them a voice at the school but build lasting relationships with other students, teachers, administrators and staff, while reinforcing the community outreach with stakeholders, hence involving them in some of the processes at the school level. Some examples of these community building programs are the Student Forum, Peace and Justice (aka Together in Harmony), Check and Connect (a granted mentor ship program), Referrals to Social worker or school psychologist for check ins - when needed, Positive Referral System (PBIS), MTSS team meeting, Providing STEER as an additional period for remediation/enrichment to all students, SAC, Business Partners, National Honor Society, All incoming Freshman Pre-AP English, Dean Chats - Quarterly, Finally providing important information through our various Social Media platforms i.e Website and Facebook for Harmony High School up to date school information.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
6	III.A.	Areas of Focus: Other: Post secondary Culture for all Students	\$0.00
Total:			\$6,000.00