

School District of Osceola County, FL

# Harmony Middle School



## 2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>22</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Harmony Middle School

3725 ARTHUR J GALLAGHER BLVD, St. Cloud, FL 34771

www.osceolaschools.net

## Demographics

Principal: Frank Telemko

Start Date for this Principal: 1/9/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	47%
<b>2019-20 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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<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>	

\* 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](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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>23</b>

## Harmony Middle School

3725 ARTHUR J GALLAGHER BLVD, St. Cloud, 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)
Middle School 6-8	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	43%

### School Grades History

Year

Grade

### 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 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>.

### 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 Middle school inspires young minds to cultivate individual talents and achieve lifelong success.

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

Wranglers are forging a culture of enthusiastic learning, purposeful growth and responsible, global citizenship.

### 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
Telemko, Frank	Principal	Mr. Telemko is Principal of Harmony Middle School. He is responsible for School Advisory Council, Professional Learning Communities and the School Improvement Plan. Mr. Telemko evaluates English Language Arts, Reading and Social Studies teachers. As principal, he oversees instruction, the school budget, ensures campus safety and security, and is an instructional leader for his staff by ensuring professional development opportunities are available to his staff and maintains the lines of communication open within his leadership team and all his stakeholders.
Ballard, Yanelys	Assistant Principal	Mrs. Ballard is Assistant Principal at Harmony Middle School. She is responsible for the Guidance department, Multi-Tiered Systems of Support, Master Schedule, social media and Stocktake. Ms. Ballard oversees the Science and CTE Departments, as well as all the para professionals.
DeRight, Matthew	Assistant Principal	Mr. DeRight is Assistant Principal at Harmony Middle School. He is responsible for facility use, campus safety coverage, surveillance, Positive Behavioral Intervention Support. Mr. DeRight oversees the Math, Civics, Art, and Physical Education Departments as well as our custodial staff.
Vergara, Diana	Instructional Coach	Ms. Vergara is Math Coach at Harmony Middle School. Ms. Vergara is responsible for ensuring math teachers are utilizing effective math strategies in their day to day classrooms. She is also the new teacher mentor and facilitates training for new teachers, as well as provide ongoing support.
Politano, Stacey	Other	Ms. Politano is our AVID Coordinator. Ms. Politano is responsible for delivering AVID strategies to our teachers and fostering a post-secondary culture in our school.
Brown, Amanda	Instructional Coach	Reading Coach

## Demographic Information

### Principal start date

Wednesday 1/9/2019, Frank Telemko

**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.*

5

**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.*

6

**Total number of teacher positions allocated to the school**

58



**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	47%
<b>2019-20 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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<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>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	272	408	347	0	0	0	0	1027	
Attendance below 90 percent	0	0	0	0	0	0	1	0	2	0	0	0	0	3	
One or more suspensions	0	0	0	0	0	0	16	16	25	0	0	0	0	57	
Course failure in ELA	0	0	0	0	0	0	0	4	2	0	0	0	0	6	
Course failure in Math	0	0	0	0	0	0	0	1	14	0	0	0	0	15	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	21	23	28	0	0	0	0	72	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	2	9	8	0	0	0	0	19	

**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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

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

Wednesday 9/23/2020

**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	387	317	330	0	0	0	0	1034	
Attendance below 90 percent	0	0	0	0	0	0	16	16	21	0	0	0	0	53	
One or more suspensions	0	0	0	0	0	0	7	14	25	0	0	0	0	46	
Course failure in ELA or Math	0	0	0	0	0	0	1	14	20	0	0	0	0	35	
Level 1 on statewide assessment	0	0	0	0	0	0	82	69	65	0	0	0	0	216	

**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	1	2	4	0	0	0	0	7	

**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	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

**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	387	317	330	0	0	0	0	1034
Attendance below 90 percent	0	0	0	0	0	0	16	16	21	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	7	14	25	0	0	0	0	46
Course failure in ELA or Math	0	0	0	0	0	0	1	14	20	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	0	0	0	82	69	65	0	0	0	0	216

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	1	2	4	0	0	0	7

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	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

## 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	0%	45%	54%	0%	48%	52%
ELA Learning Gains	0%	48%	54%	0%	51%	54%
ELA Lowest 25th Percentile	0%	42%	47%	0%	39%	44%
Math Achievement	0%	49%	58%	0%	48%	56%
Math Learning Gains	0%	51%	57%	0%	54%	57%
Math Lowest 25th Percentile	0%	47%	51%	0%	49%	50%
Science Achievement	0%	47%	51%	0%	51%	50%
Social Studies Achievement	0%	72%	72%	0%	76%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

### Subgroup Data

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
<b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>

### 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

## 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.**

New School, no previous school data.

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

New School, no previous school data.

**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.**

New School, no previous school data.

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

New School, no previous school data.

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

Level 1 on previous year's statewide ELA assessment at 72 students.

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

1. Instructional practice relating to ELA
2. Instructional practice relating to Mathematics
3. Instructional practice relating to Science
4. Culture and Environment specifically relating to Social-Emotional Learning

- 5. ESSA subgroups
- 6. Schoolwide Post Secondary culture

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	Aligned to District Strategic Plan Strategy 1A: Ensure every student receives high quality, standards based curriculum that is consistent across grade levels and courses throughout the district.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Harmony Middle School does not have state data for math. This is due to being a brand new school in 2019-20. Our desired goal is to be above district average of 50% at a percentage of 65% of students on level.
<b>Person responsible for monitoring outcome:</b>	Diana Vergara (diana.vergara@osceolaschools.net)
<b>Evidence-based Strategy:</b>	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities and who speak English as a second language. Principal and leadership team will support PLC teams to ensure correct processes are being used in the analyzing, planning and re-teaching for student achievement.
<b>Rationale for Evidence-based Strategy:</b>	Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with and who speak English as a second language disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010). School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

**Action Steps to Implement**

1. Leadership Team will determine areas of need through observation via WalkThroughs, Stocktake Meetings, Coaching for Implementation, district visits and formative data.
2. Teachers will provide Tier 2 and Tier 3 instruction based on gaps in mathematics content using data, student by standard tracking and formative assessment data; small group instruction for: level 1's, emerging level 3's and lowest 25% during W.I.N.; Success Maker will be utilized.
3. Teachers will use collaborative structures and academic games to increase engagement, which will support ESE and ELL learners.
4. Through PLC's Teachers will use real-world scenarios to have students solve higher order thinking problems, apply new knowledge and include academic vocabulary.
5. Students will use academic scales, they will be in the hands of students, as a tool for student accountability and assuring understanding of standards.
6. Math Coach will provide PD to teachers as requested and based on walkthrough feedback from Administration.

**Person Responsible** Matthew DeRight (matthew.deright@osceolaschools.net)



**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	Aligned to District Strategic Plan Strategy 1A: Ensure every student receives high quality, standards based curriculum that is consistent across grade levels and courses throughout the district.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Harmony Middle School does not have state data for ELA. This is due to being a brand new school in 2019-20. Our desired goal is to be above district average of 52% at a percentage of 65% of students on level.
<b>Person responsible for monitoring outcome:</b>	Matthew DeRight (matthew.deright@osceolaschools.net)
<b>Evidence-based Strategy:</b>	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities and who speak English as a second language. Principal and leadership team will support PLC teams to ensure correct processes are being used in the analyzing, planning and re-teaching for student achievement.
<b>Rationale for Evidence-based Strategy:</b>	Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with and who speak English as a second language disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010). School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

**Action Steps to Implement**

1. Read, Write, Talk, Solve will increase student engagement leading to increased student performance.
2. Provide Tier 2 and Tier 3 instruction based on grade level standards, student standard tracking, collaborative planning and data analysis.
3. The ELA PLC will work collaboratively to assure high levels of student engagement and achievement, examine formative/summative data, discuss pacing to ensure student success and remediation to support students' mastery of essential standards and adjust instruction to increase achievement in ESE, ELL, and lowest 25%.
4. Professional Development will be provided throughout the year. PD includes: Core Connections for Language Arts/Reading teachers, Writing Scoring and Achieve 3000.
5. Teachers will assist students using academic scales. Scales will be in the hands of students, as a tool for student accountability and assuring understanding of standards.
6. The students will use their data (FSA, Teen Biz, Formatives) to set goals for themselves to motivate their learning.

**Person Responsible** Amanda Brown (amanda.brown@osceolaschools.net)

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	Aligned to District Strategic Plan Strategy 1A: Ensure every student receives high quality, standards based curriculum that is consistent across grade levels and courses throughout the district. Science education has been to cultivate students' scientific habits of mind, develop their capability to engage in scientific inquiry, think critically and teach students how to reason in a scientific context. Science allows students to explore their world and apply this knowledge to their daily lives by making connections. It is also an active subject containing activities such as hands-on labs and experiments.
<b>Measurable Outcome:</b>	Harmony Middle School does not have state data for science. This is due to being a brand new school in 2019-20. Our desired goal is to be above district average of 54 at a percentage of 65% of students on level.
<b>Person responsible for monitoring outcome:</b>	Yanelys Ballard (yanelys.ballard@osceolaschools.net)
<b>Evidence-based Strategy:</b>	The science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students' lives, using experimental inquiry and provide opportunities for solving complex problems. A heavy emphasis on collaboration among students will expected and monitored for success.
<b>Rationale for Evidence-based Strategy:</b>	Students who manipulate scientific ideas using hands-on /minds-on strategies, and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

**Action Steps to Implement**

- 1) Teachers will attain and break down achievement data from district assessments during weekly common planning PLC.
- 2) Science teachers participate in the PLC process weekly to ensure content, pacing and re-teaching of essential standards.
- 3) Teachers will participate in PD focusing on AVID strategies, collaborative structures, technology, Focused Note Taking and interactive notebooks.
- 4) Teachers will implement differentiated instruction (including ESE and ELL strategies) as an instructional strategy after reviewing student data to ensure content mastery.
- 5) The administration (through district resource support) will provide professional development sessions to teachers as they request it and as classroom monitoring feedback dictates.

**Person Responsible** Yanelys Ballard (yanelys.ballard@osceolaschools.net)

**#4. Culture & Environment specifically relating to Social Emotional Learning****Area of Focus Description and Rationale:**

Aligned to District Strategic Plan Strategy 5B: Improve School-wide support for behavior and social emotional learning (SEL) for all students.

**Measurable Outcome:** 2019-20 Panorama Education student survey indicates 22% of students feel connected to the adults at our school. In 2020-21 we expect this question will be increased to 45%.

**Person responsible for monitoring outcome:**

Yanelys Ballard (yanelys.ballard@osceolaschools.net)

**Evidence-based Strategy:**

Students that feel welcome and safe at schools are able to connect to their learning, adopt of growth mindset and support their individual needs.

**Rationale for Evidence-based Strategy:**

Social and Emotional learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983)

**Action Steps to Implement**

1. School will build a culture of belonging in all areas.
2. Guidance department will deliver lessons relating to SEL.
3. Teachers will encourage, model and facilitate student's shared decision-making through consensus/ action planning.
4. Teachers will integrate SEL strategies into their curriculum, such as, self management, self confidence, self efficacy, and social awareness where applicable.
5. Teachers will facilitate peer learning and teaching – collaborative learning.
6. Designated days built into W.I.N. schedule where (schoolwide) students will participate in activities/ discussions engaging relevant to students SEL (in conjunction with guidance department).
7. School will develop structures, relationship building, and learning opportunities that support students' SEL development.
8. The leadership team will review monthly behavior data for subgroups and develop interventions as required. This will be shared with staff on weekly notes.

**Person Responsible**

Matthew DeRight (matthew.deright@osceolaschools.net)

**#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Aligned to District Strategic Plan Strategy 1C: Ensure schools engage in intentional strategies to support subgroups and close the achievement gap.

**Measurable Outcome:** ESSA Data for 2018-2019 ESE- 35% and ELL - 39% will be increase in 2020-2021 to be above 41% in both sub groups

**Person responsible for monitoring outcome:**

Matthew DeRight (matthew.deright@osceolaschools.net)

**Evidence-based Strategy:**

Harmony Middle School does not have state data for subgroups. This is due to being a brand new school in 2019-20. Using district formative assessments in ELA, Math and Science our desired goal is for 65% of students in identified subgroups to be on level. Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all of their students.

**Rationale for Evidence-based Strategy:**

Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum:  
 Content- the information and skills that students need to learn  
 Process - how students make sense of the content being taught  
 Product - how students demonstrate what they have learned  
 Affect - the feelings and attitudes that affect students' learning

**Action Steps to Implement**

1. Teachers will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments for all students. Subgroup data will be distributed for discussion and disaggregation to action plan lessons moving forward and reteaching of essential standards.
2. PLC meetings will be supported in conjunction with the instructional coaches, including differentiation and adjustments to assignments and grading as per student's plans.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Teachers will participate in professional development that focuses instructional strategies to scaffold content for ELL and ESE subgroups. Training includes ELLEVATION training and ESE support strategies.
5. The ELL and ESE support in the classroom will occur via the ESOL compliance specialist, RCS and support facilitation teachers ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

**Person Responsible** [no one identified]

**#6. Other specifically relating to Schoolwide Post Secondary Culture for Students**

<b>Area of Focus Description and Rationale:</b>	Aligned to District Strategic Plan Strategy 1D: Ensure acceleration opportunities for all students that will lead college, career and life readiness. A college-going culture builds the expectation of post secondary education for all students. It inspires students to be the best they can and it supports students in achieving their goals (college, trade school).
<b>Measurable Outcome:</b>	School climate surveys will indicate a 80% satisfaction rate in overall school climate.
<b>Person responsible for monitoring outcome:</b>	Stacey Politano (stacey.politana@osceolaschools.net)
<b>Evidence-based Strategy:</b>	Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing post-secondary work. Which shape a culture of success in which students aspire to a quality life beyond school. Students will fully participate in academic courses that will support academic growth, interest and personal development to access a variety of opportunities to meet their needs.
<b>Rationale for Evidence-based Strategy:</b>	Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons students alone. (Poliner & Lieber 2004)

**Action Steps to Implement**

1. Staff college information on door plates.
2. College Week (one is district wide, we will run a HRMS week later in the year.)
3. Use of WICOR strategies school wide
4. Using W.I.N. on designated days school-wide to have staff share college/post-secondary experiences interactively.
5. College banners for courtyard and/or hallways
6. Additional school decoration ideas:
  - a. College pennant wall (to showcase students' goals)
  - b. College/Tech School Focus Board (AVID students can research and design)
  - c. Career Focus Board (AVID students can research and design)
7. Guest speakers and/or Career Day type activities.
8. Designated college shirt days during the year (as approved by the District Code of Conduct).

**Person Responsible** Matthew DeRight (matthew.deright@osceolaschools.net)

**Additional Schoolwide Improvement Priorities**

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

**Stock take to analyze school wide data including NWEA, SAI funds for tutoring to identify lowest quartile, ESSA subgroups and high achievers and additional professional development opportunities including observing other teachers and one on one support.**

## 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.

The school engage families, students and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction and hold staff responsible for implementing any changes. It frequently communicates high expectations for all students (e.g., "All students are college material"). Leaders demonstrate how those beliefs manifest in the school building. For example: •Collaborative planning is solutions-oriented and based in disaggregated data• Student work is displayed throughout school • Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/ patterns among student groups. This data and the following, discipline referrals or incident reports, in-and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. Such as: establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches. The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students and follow up with what's being done as a result. Having a PTO (Parent-Teacher Organization) has supported this communication as well. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under-served students (e.g., by providing opportunities for small-group conversations with school leaders). Feedback and interaction is also received through our various social media outlets (Facebook, Twitter, Instagram). Finally, the school provides all teachers with training on social and emotional skills, culturally competent, and management.

### 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.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0252 - Harmony Middle School			\$300.00
			<i>Notes: Tutoring and/or materials to help students needing additional support in mathematics.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0252 - Harmony Middle School			\$300.00
			<i>Notes: Tutoring and/or materials to help students needing additional support in ELA/Reading.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0252 - Harmony Middle School			\$300.00
			<i>Notes: Funds will be utilized for substitutes so new teachers can observe experienced teachers.</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0252 - Harmony Middle School			\$200.00
			<i>Notes: Materials to support students with social emotional learning.</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0252 - Harmony Middle School			\$300.00
			<i>Notes: Extra tutoring support for subgroups as indicated by formative and state testing data.</i>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Schoolwide Post Secondary Culture for Students</b>				<b>\$150.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0252 - Harmony Middle School			\$150.00
			<i>Notes: Materials and/or programs designed to help students understand their need for post-secondary, whether is it college, careers, or certificate employment.</i>			
<b>Total:</b>						<b>\$1,550.00</b>