

School District of Osceola County, FL

Harmony High School



2021-22 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: 7/13/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	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	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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 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	Position Title	Job Duties and Responsibilities
Hickey, James	Principal	School Instructional Leader
Carroll, Maria	Assistant Principal	ELL, ESE, Reading, World Languages, Attendance, Discipline, PBIS, Every Student Succeeds Act (ESSA), Reading Lowest 25%
Harris, Latonia	Assistant Principal	School Improvement Plan, MTSS, Science, Social Studies, Career Technical Education (CTE), Advanced Placement, Dual Enrollment, Every Student Succeeds Act (ESSA)
Yontz, Amanda	Assistant Principal	Mathematics, Mathematics Lowest 25%, Physical Education, Edgenuity, Veterinarian, Agricultural Sciences, School Advisory Council, Professional Learning Communities, Facilities, Athletics, Graduation Rate, Every Student Succeeds Act (ESSA)
Eno, Jason	Dean	Discipline-Grade 11, ESE, Attendance, Every Student Succeeds Act (ESSA)
	Dean	Discipline-Grade 9, Intervention, PBIS, Safety and Security, School Improvement Plan, Every Student Succeeds Act (ESSA)
Reda, Julie	Dean	Discipline-Grade 12, MTSS, Every Student Succeeds Act (ESSA)
Valcin, Darline	Dean	Discipline-Grade 10, PBIS, Bullying Liaison, School Improvement Plan, Every Student Succeeds Act (ESSA)
Irizar, Regiena	Math Coach	Mathematics, Science, Every Student Succeeds Act
Whaley, Katherine	Instructional Coach	Literacy, Social Studies, Every Student Succeeds Act (ESSA)

Demographic Information

Principal start date

Tuesday 7/13/2021, 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.*

2

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.*

11

Total number of teacher positions allocated to the school

132

Total number of students enrolled at the school

2,615

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

15

Demographic Data**Early Warning Systems****2021-22****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	0	710	659	655	547	2571
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	74	149	181	161	565
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	5	1	1	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	10	76	84	32	202
Course failure in Math	0	0	0	0	0	0	0	0	0	0	9	27	60	38	134
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	128	144	155	64	491
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	148	179	117	38	482
Number of students with a substantial reading deficiency	0	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	0	0	0	25	70	101	48	244	

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	82	48	133	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	5	13	14	34	

Date this data was collected or last updated

Friday 8/27/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	57%	56%	58%	56%	56%
ELA Learning Gains				45%	48%	51%	53%	54%	53%
ELA Lowest 25th Percentile				36%	43%	42%	56%	47%	44%
Math Achievement				47%	46%	51%	43%	39%	51%
Math Learning Gains				43%	41%	48%	37%	40%	48%
Math Lowest 25th Percentile				47%	46%	45%	35%	46%	45%
Science Achievement				61%	69%	68%	76%	67%	67%
Social Studies Achievement				78%	70%	73%	76%	70%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	47%	7%	55%	-1%
Cohort Comparison						
10	2021					
	2019	55%	47%	8%	53%	2%
Cohort Comparison		-54%				

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
2021					
2019	61%	62%	-1%	67%	-6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	62%	16%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	49%	-16%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	44%	9%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool utilized for Reading and Mathematics, in grades 9 and 10, is the NWEA Map Growth Assessment. The district-created progress monitoring assessments were used for Biology and US History,

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	246/59%	318/59%	327/58%
	Economically Disadvantaged	100/56%	126/54%	131/54%
	Students With Disabilities	15/33%	16/24%	23/34%
	English Language Learners	10/30%	13/22%	22/34%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	116/24%	175/35%	208/42%
	Economically Disadvantaged	42/20%	68/30%	85/37%
	Students With Disabilities	5/8%	7/10%	10/15%
	English Language Learners	6/12%	12/20%	13/20%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	303/50%	305/48%	322/46%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	32/47%	28/45%	30/40%
	English Language Learners	25/45%	25/45%	29/42%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/51%	1/71%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	267/61%	308/62%	328/59%
	Economically Disadvantaged	73/47%	93/51%	95/45%
	Students With Disabilities	9/24%	11/26%	17/33%
	English Language Learners	11/28%	18/35%	16/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/15%	38/13%	52/18%
	Economically Disadvantaged	16/15%	12/9%	16/12%
	Students With Disabilities	7/18%	4/8%	6/14%
	English Language Learners	5/13%	5/9%	7/12%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	200/41%	200/40%	217/38%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	38/36%	37/35%	37/34%
	English Language Learners	29/47%	36/41%	39/37%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/35%	10/43%	1/45%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	2/39%	2/43%	0/0%
	English Language Learners	2/24%	2/33%	0/0%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/6%	10/7%	14/9%
	Economically Disadvantaged	2/4%	3/5%	8/11%
	Students With Disabilities	1/4%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	4/9%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/46%	4/43%	6/36%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	1/24%	1/28%	1/3%
	English Language Learners	1/32%	1/23%	1/28%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	354/44%	299/50%	5/64%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	47/35%	43/40%	0/0%
	English Language Learners	34/36%	33/41%	1/35%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	1/9%	3/27%
	Economically Disadvantaged	0/0%	0/0%	1/17%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/28%	4/32%	4/32%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	1/23%	1/35%
	English Language Learners	1/40%	1/38%	1/28%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/52%	7/45%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	1/23%	2/30%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	39	31	23	31	31	47	47		94	10
ELL	20	33	33	18	33	31	33	49		100	53
ASN	71	47		62			83			100	90
BLK	43	38	36	31	28	20	45	53		94	41
HSP	40	41	35	30	33	36	48	54		99	48

2021 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 2019-20	C & C Accel 2019-20
MUL	48	48								100	59
WHT	53	44	35	51	38	35	67	80		97	54
FRL	36	38	34	33	33	38	51	55		95	43
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
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	55
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
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	47
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	64
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	55
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based upon an analysis of the data from the 2019 FSA and progress monitoring assessments, the following trends emerged that additional support is needed for Students with Disabilities, English Language Learners, Black/African American, and Hispanic students to ensure growth and/or proficiency on the 2022 state assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based upon the 2019 state assessments and progress monitoring, the greatest need of improvement is in mathematics, specifically, Algebra 1.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for the need in improvement in Algebra 1 are: RTI was not implemented, challenges presented with digital learning, extended day tutorial programs began in January, and the number of students in quarantine. To address this need of improvement, Harmony High School will implement the following to address the identified needs of all students: identify quality research-based Tier 3 curriculum resources, plan for targeted small group instruction, and utilize the MTSS Problem Solving Team with fidelity.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off progress monitoring and 2019 state assessments, Geometry showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for the need in improvement i are: strong professional learning community, targeted instructional support provided by instructional coach, intervention plan developed and implemented with fidelity by Geometry teachers. To address this continue to foster improvement in

this area, Harmony High School will implement the following to address the identified needs of all students: identify quality research-based Tier 3 curriculum resources, plan for targeted small group instruction, and utilize the MTSS Problem Solving Team with fidelity.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, Harmony High School will plan for targeted small group instruction, student engagement, targeted intervention program, and utilize the MTSS Problem Solving Team with fidelity to support the needs of all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

To accelerate learning at Harmony High School, teachers and administrators will benefit from professional development in student engagement strategies, cross curricular planning, FNSI for select mathematics courses, and planning for small group instruction. In addition teachers are highly encouraged to participate in AVID professional development which will be offered throughout the school year during planning periods.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

School administration conducting observations and/or walkthroughs daily and providing meaningful feedback to teachers focused on student performance data. In addition, to ensure the sustainability of improvement, Harmony High School will conduct data conversations with administrators, teachers and students. Finally, Cares Act funds will be utilized for the implementation of the extended day tutorial program, PBIS, and additional resources.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based upon the 2021 Panorama data, 28 percent of students indicated that they felt a sense of belonging at Harmony High School. After a review of student performance on state assessment data from 2021 and 2019, progress monitoring, and Panorama, the focus of the leadership team is on the learning growth of students in academics, social, and emotional activities.

Measurable Outcome: The percent of students feeling a sense of belonging at Harmony High School will increase from 28 percent to 31 percent on the 2022 Panorama when compared to the 2021 data.

Monitoring: District Panorama Surveys will be administered in the Fall, Winter, and Spring.

Person responsible for monitoring outcome: Latonia Harris (latonia.harris@osceolaschools.net)

Evidence-based Strategy: Kagan's Win-Win Discipline, Character Strong, Warm Demands will be implemented at Harmony High School. In addition, teachers will be encouraged to select a schoolwide deliberate practice focus.

Rationale for Evidence-based Strategy: Using the Continuous Improvement Model, to build and foster positive relationships school wide using data centered activities.

Action Steps to Implement

1. The Leadership Team will build and foster leadership through various opportunities such as department chairs, CANVAS Captains, instructional coaches, PLC leads, FOCUS teacher trainers and Steering Committee.

Person Responsible James Hickey (james.hickey@osceolaschools.net)

2. The leadership team will meet monthly, to disaggregate student data on progress monitoring assessments and SEL surveys to identify and address gaps in meeting student needs.

Person Responsible James Hickey (james.hickey@osceolaschools.net)

3. Using data from progress monitoring assessments, observations and walkthroughs, administrators will provide teachers with targeted feedback to strengthen their instructional practices.

Person Responsible James Hickey (james.hickey@osceolaschools.net)

4. The administrative team will conduct a walkthrough, at least once a day, using the Non-Evaluative School Trend Instrument (NESTI Walkthrough Tool)

Person Responsible James Hickey (james.hickey@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: When comparing the results of the 2021 FSA Reading Test to that of 2019, there was a ten percentage point decrease from 55 percent to 45 percent in student proficiency.

Measurable Outcome: Student achievement will increase from 45 percent to 48 percent on the 2022 FSA ELA assessment when compared to the 2021 FSA ELA assessment.

Monitoring: The ELA benchmark assessments and Pre-AP checkpoints that focus on B.E.S.T. standards will be utilized to monitor student proficiency.

Person responsible for monitoring outcome: James Hickey (james.hickey@osceolaschools.net)

Evidence-based Strategy: Harmony High School will implement data-driven decision, using the Continuous Improvement Model, to effectively plan for the instructional and learning needs of all students.

Rationale for Evidence-based Strategy: Using the Continuous Improvement Model, Harmony High School will utilize data-decision making to address the individual needs of all students allowing teachers to differentiate instruction based upon assessment data.

Action Steps to Implement

1. All English Language Arts (ELA) and Reading teachers will participate in training for the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts for implementation this academic year. The training will introduce teachers to ELA B.E.S.T. standards as well as focus on the foundations.

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

2. Teachers will meet, twice a month, to collaboratively plan for the purpose of planning for assessments, analyzing data, reflecting and revising lesson plans to meet the unique student needs.

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

3. Using student assessment data, ELA and Reading teachers will plan activities designed to differentiate instruction to meet the individual needs of all students.

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

4. The instructional coach will provide weekly support and targeted focus for teachers within the classroom.

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

5. ELA and Reading teachers will meet, twice a month, in their respective professional learning communities to analyze assessment data to identify student needs and determine the appropriate support to include but are not limited to, small group instruction.

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

6. The leadership team will meet monthly to analyze graduation at-risk data for ELA for the purpose of identify specific support based upon student needs.

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

7. Professional development will be conducted throughout the academic year to build instructional practices in ELA.

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

8. ELA and Reading teachers will utilize progress monitoring data to plan for small group instruction that meets the academic needs of all students.

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

9. ELA and Reading teachers will utilize resources such as district curriculum plans to develop lesson plans and activities to align instruction to the ELA B.E.S.T. Standards.

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

10. Teachers will provide Tier 1 foundational instructional practices using B.E.S.T. standards and curriculum resources.

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

11. ELA and Reading teachers will provide Tier 2 instruction based upon grade level standards and content through the use of data analysis, tracking student mastery of taught standards, and common planning with monitoring by the instructional coach and MTSS coach.

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

12. Tier 3 instruction, based upon gaps identified on the NWEA assessment, will be provided by ELA and Reading Teachers, through the designated intervention block with monitoring by the instructional coach and MTSS coach.

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

13. The leadership team will meet monthly to monitor the progress of students identified in the reading lowest 39 percent.

Person Responsible Maria Carroll (maria.carroll@osceolaschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	A comparison of the 2021 EOC Mathematics Test, when compared to 2019 results, shows a 12 percentage point decrease in student proficiency.
Measurable Outcome:	For the 2022 EOC Mathematics Test, student proficiency will increase from 35 percent to 38 percent.
Monitoring:	The Algebra 1 and Geometry benchmark assessments on FSA/B.E.S.T. standards will be utilized to monitor student proficiency.
Person responsible for monitoring outcome:	Amanda Yontz (amanda.yontz@osceolaschools.net)
Evidence-based Strategy:	Harmony High School will implement data-driven decision, using the Continuous Improvement Model, to effectively plan for the instructional and learning needs of all students.
Rationale for Evidence-based Strategy:	Using the Continuous Improvement Model, Harmony High School will utilize data-decision making to address the individual needs of all students allowing teachers to differentiate instruction based upon assessment data.
Action Steps to Implement	
1. Mathematics teachers will participate in training for the implementation of Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.	
Person Responsible	Regiena Irizar (regiena.irizar@osceolaschools.net)
2. Teachers will meet, twice a month, to plan collaboratively to develop effective lesson plans and assessments while analyzing student performance data to meet the needs of all students.	
Person Responsible	Regiena Irizar (regiena.irizar@osceolaschools.net)
3. Using student assessment data, identify activities to differentiate instruction to meet the unique needs of every student.	
Person Responsible	Regiena Irizar (regiena.irizar@osceolaschools.net)
4. Weekly support and targeted focus will be provided in the classroom for teachers by the instructional coach.	
Person Responsible	Regiena Irizar (regiena.irizar@osceolaschools.net)
5. In their respective professional learning communities (PLCs), mathematics teachers will meet twice per month to analyze assessment data, plan instruction, and determine the appropriate support for all students.	
Person Responsible	Regiena Irizar (regiena.irizar@osceolaschools.net)
6. The leadership team will meet monthly to analyze graduation at-risk data in mathematics to identify specific support based upon student needs.	
Person Responsible	Regiena Irizar (regiena.irizar@osceolaschools.net)

7. Professional development will be conducted throughout the academic year to build mathematics instructional practices.

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

8. Using mathematics progress monitoring data, teachers will plan small group instruction that meets the needs of all students.

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

9. Teachers will utilize resources such as the district's curriculum pacing guide and curriculum plans to develop their lesson plans with activities aligned to the Mathematics B.E.S.T. standards.

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

10. Tier 1 foundational instructional practices will be provided by mathematics teachers using identified curriculum resources.

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

11. Mathematics teachers will provide Tier 2 instruction based upon content area standards through the use of data analysis, tracking student mastery of taught standards, and common planning which will be monitored by the instructional coach and MTSS coach.

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

12. Tier 3 instruction, based upon identified gaps from district-created assessments, will be provided by mathematics teachers in the designated intervention block with monitoring by the instructional coach and MTSS coach.

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

13. The leadership team will meet monthly to monitor the progress of students identified in the mathematics lowest 35 percent.

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

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: When comparing the results of the 2021 EOC Science test to those from 2019, there was a four percentage point decrease in student proficiency.

Measurable Outcome: The student proficiency for the 2022 EOC Biology Test will increase from 57 percentage points to 60 percentage points.

Monitoring: The Biology benchmark assessments on EOC/B.E.S.T. standards will be utilized to monitor student proficiency.

Person responsible for monitoring outcome: Latonia Harris (latonia.harris@osceolaschools.net)

Evidence-based Strategy: Harmony High School will implement data-driven decision, using the Continuous Improvement Model, to effectively plan for the instructional and learning needs of all students.

Rationale for Evidence-based Strategy: Using the Continuous Improvement Model, Harmony High School will utilize data-decision making to address the individual needs of all students allowing teachers to differentiate instruction based upon assessment data.

Action Steps to Implement

1. Teachers will plan instruction on the state EOC Biology standards.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

2. Biology teachers will meet, twice a month, to collaboratively develop lesson plans and assessments as well as revised plans after analyzing data.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

3. Using student assessment data, teachers will plan activities designed to differentiate instruction to meet the unique needs of every student.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

4. The instructional coach will provide weekly support and targeted focus for teachers.

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

5. Teachers will meet, twice a month, in their respective professional learning communities to analyze data for the purpose of identifying student needs and determining appropriate support.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

6. The leadership team will meet monthly to analyze graduation at-risk data for Biology and provide appropriate support for identified students.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

7. Professional development be conducted throughout the academic year to build instructional practices in Biology.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

8. Teachers will utilize progress monitoring data to plan for small group instruction designed to meet the needs of all students.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

9. Teachers will utilize curriculum resources such as curriculum pacing guide and curriculum plan provided by the district to create lesson plans and activities that align with instruction of state standards.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

10. Teachers will provide Tier 1 foundational instructional practices using state standards and curriculum resources.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

11. Mathematics teachers will provide Tier 2 instruction based upon content level standards and using student performance data to track students' mastery during common planning. Monitoring will be provided by the MTSS Coach.

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

12. Tier 3 instruction, based upon identified gaps from the progress monitoring assessment, will be provided Biology teachers during the designated intervention block with monitoring provided by the MTSS Coach.

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

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

Area of Focus Description and Rationale:	Based upon an analysis of the data from the 2019 FSA and progress monitoring assessments, the following trends emerged that additional support is needed for Students with Disabilities, English Language Learners, Black/African American, and Hispanic students to ensure growth and/or proficiency on the 2022 state assessments.
Measurable Outcome:	Student proficiency, on all assessed content areas, will increase by two percentage points for all ESSA subgroups as measured by the 2022 state assessments.
Monitoring:	The desired outcome will be monitored by progress monitoring assessments for all assessed content areas.
Person responsible for monitoring outcome:	Darline Valcin (darline.valcin@osceolaschools.net)
Evidence-based Strategy:	Teachers will utilize differentiated instruction, using the Continuous Improvement Model, to meet the unique needs of all students.
Rationale for Evidence-based Strategy:	Using the Continuous Improvement Model, differentiated instruction allows teachers to utilize data from progress monitoring assessments and provide instruction, rich in student engagement, catered to the identified needs of all students.

Action Steps to Implement

1. Monthly, the Leadership Team, will meet to disaggregate the reading progress monitoring data for the purpose of identifying and providing support to the Students with Disabilities (SWD) and English Language Learners (ELL) subgroups as well as their assigned teacher(s).

Person Responsible Maria Carroll (maria.carroll@osceolaschools.net)

2. Monthly, the Leadership Team, will meet to disaggregate the reading progress monitoring data for the purpose of identifying and providing support to students identifying as Asian, Black, Multiracial, and White as well as their teachers.

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

3. Monthly, the Leadership Team, will meet to disaggregate the Algebra 1 and Geometry progress monitoring data for the purpose of identifying and providing support to the Students with Disabilities (SWD) and English Language Learners (ELL) subgroups as well as their assigned teacher(s).

Person Responsible Regiena Irizar (regiena.irizar@osceolaschools.net)

4. Monthly, the Leadership Team, will meet to disaggregate the Algebra 1 and Geometry progress monitoring data for the purpose of identifying and providing support to students identifying as Asian, Black, Multiracial, and White as well as their teacher(s).

Person Responsible Darline Valcin (darline.valcin@osceolaschools.net)

5. Harmony High will implement equity and diversity schoolwide through the establishment of expectations, recognize the backgrounds, identities, and experiences of each student to include the use of curriculum and resource material, etc.

Person Responsible Darline Valcin (darline.valcin@osceolaschools.net)

6. The MTSS Problem-Solving Team will meet monthly to review progress monitoring data to determine the progress of identified students and recommend necessary support as identified.

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

7. During professional learning communities (PLCs), all teachers will disaggregate the student performance data from the progress monitoring assessment to identify the needs of all students, plan activities to match the specified need, and provide the necessary instruction to ensure each student's growth.

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

8. As a result of professional learning communities, teachers will differentiate instruction using research-based curriculum and resources as well as actively engage students using strategies such as Kagan Structures, Socratic Seminars, accountable talk, philosophical chairs, and/or AVID.

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

9. Data chats will be conducted with teachers and administrators to monitor and identify support according to student needs.

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

#6. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Based upon data from the Panorama survey, the area Sense of Belonging, showed that 28 percent of students surveyed responded like they belong at Harmony High School.
Measurable Outcome:	The percent of students feeling a sense of belonging at Harmony High School will increase from 28 percent to 31 percent on the 2022 Panorama when compared to the 2021 data.
Monitoring:	The desired outcome will be monitored through the panorama surveys and school developed questionnaires.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Harmony High School will use the Continuous Improvement plan to implement the Positive Behavior Intervention and Supports (PBIS) program for the 2021 - 2022 academic year.
Rationale for Evidence-based Strategy:	Using the Continuous Improvement Model, the PBIS program was selected as it brings a focus on the positive and supportive qualities that students demonstrate daily.

Action Steps to Implement

1. For Social Emotional Learning (SEL), Harmony High School will implement the PBIS and Character Strong programs which will be monitored by the PBIS Co-Chairs and MTSS Coach. In addition, the MTSS Team will identify, monitor, and provide support addressing the SEL needs of students.

Person Responsible Darline Valcin (darline.valcin@osceolaschools.net)

2. The PBIS Co-Chairs will host at least one activity designed to engage the parents and community of Harmony High School.

Person Responsible [no one identified]

3. The PBIS committee will create activities to build a sense of community at Harmony High School.

Person Responsible [no one identified]

4. Harmony High will implement equity and diversity schoolwide through the establishment of expectations while recognizing the backgrounds, identities, and experiences of each student to include the use of curriculum and resource materials, cultural awareness activities, etc.

Person Responsible Maria Carroll (maria.carroll@osceolaschools.net)

5. The School Resource Officers will be introduced and provide a visible presence.

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

6. Establish a student and staff attendance recognition program to ensure that direct instruction is provided to improve student learning.

Person Responsible Jason Eno (jason.eno@osceolaschools.net)

7. Utilize MTSS to address and provide support for discipline and attendance concerns.

Person Responsible Jason Eno (jason.eno@osceolaschools.net)

8. Harmony will provide a post-secondary culture that addresses the needs of all students through Advanced Placement, dual enrollment courses, as well as career and technical education programs.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

9. Provide access for students to participate in extracurricular activities such as sports and clubs to build and foster students' sense of belonging at Harmony High School.

Person Responsible Darline Valcin (darline.valcin@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Harmony High School ranked low for violent and drug/public order incidents. However, the school received a ranking of "High" for property incidents. In regards to suspensions, both In-School and Out-of-School, for the 2019 - 2020 school year, the school was listed as "Middle." For the 2021 - 2022 school year, the school will focus on improving our rank from fifth in the county and 214 statewide through the implementation of Character Strong and PBIS.

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.

Based upon data from the Panorama survey, the area Sense of Belonging, showed that 28% of students surveyed responded like they belong at Harmony High School. Leading to the establishing a schoolwide focus on building and maintaining a culture of positive, professional relationships. During the summer, select school personnel participated in a the Positive Behavior Interventions and Support (PBIS) training and developed the school wide expectations which are posted in all classrooms and offices.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Michael Glassburn and Darline Valcin will serve as the Co-Chairs for promoting a positive culture and environment at Harmony High School.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00