

School District of Osceola County, FL

Harmony Middle School



2021-22 Schoolwide Improvement Plan

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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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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 Middle School

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

www.osceolaschools.net

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)
Middle School 6-8	Yes	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year
Grade

2020-21

School Board Approval

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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	Position 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 Science and Social Studies teachers as well as leadership teams members (NCIPE). 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.
DeRight, Matthew	Assistant Principal	Mr. DeRight is Assistant Principal at Harmony Middle School. He is responsible for the Guidance department, School Improvement Plan, Master Schedule, social media and Stocktake. Mr. DeRight oversees the Math, ESE, electives and CTE Departments as well as paraprofessionals.
Carr, Jack	Assistant Principal	Mr. Carr is an Assistant Principal at Harmony Middle School. He is responsible for facility use, campus safety coverage, surveillance, Positive Behavioral Intervention Support. Mr. Carr oversees the ELA, Reading, electives as well as our custodial staff.
Mello, Karalyn	Math Coach	Ms. Mello is Math/Science Coach at Harmony Middle School. Ms. Mello is responsible for ensuring math and science teachers are utilizing effective strategies in their day to day classroom activities. She is also a new teacher mentor and facilitates training for new teachers, as well as provide ongoing support.
Brown, Amanda	Reading Coach	Ms. Brown is the Reading Coach at Harmony Middle School. Ms. Brown is responsible for ensuring ELA and reading teachers are utilizing effective strategies in their day to day classroom activities. She is also a new teacher mentor and facilitates training for new teachers, as well as provide ongoing support.
Lowe, Aubrey	Other	Ms. Lowe is our AVID Coordinator. Ms. Lowe is responsible for delivering AVID strategies to our teachers and fostering a post-secondary culture in our school.
Gray, Caitlin	School Counselor	Ms. Gray is one of 2 school counselors. She oversees 504 compliance, Panorama survey, running small groups along with assisting students, teachers and parents.
Morgan, Danielle	School Counselor	Ms. Morgan is one of 2 school counselors. She oversees MTSS, running small groups along with assisting students, teachers and parents.
Knappins, Krista	Dean	Ms. Knappins is one of 2 dean of students. She oversees discipline, PBIS and testing,

Name	Position Title	Job Duties and Responsibilities
Smith, Betty	Dean	Ms. Smith is one of two dean of students. She oversee discipline, Check and Connect and supports PBIS.

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

59

Total number of students enrolled at the school

940

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

13

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

12

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	284	305	351	0	0	0	0	940
Attendance below 90 percent	0	0	0	0	0	0	17	16	18	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	6	15	16	0	0	0	0	37
Course failure in ELA	0	0	0	0	0	0	0	2	3	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	3	6	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	33	42	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	48	35	52	0	0	0	0	135
Number of students with a substantial reading deficiency	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	40	37	49	0	0	0	0	126

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	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/14/2021

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	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

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	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	

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					45%	54%		47%	53%
ELA Learning Gains					48%	54%		51%	54%
ELA Lowest 25th Percentile					42%	47%		42%	47%
Math Achievement					49%	58%		49%	58%
Math Learning Gains					51%	57%		55%	57%
Math Lowest 25th Percentile					47%	51%		52%	51%
Science Achievement					47%	51%		48%	52%
Social Studies Achievement					72%	72%		75%	72%

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	161/67	159/63	171/66
	Economically Disadvantaged	51/57	49/49	55/53
	Students With Disabilities	5/24	6/27	9/36
	English Language Learners	7/41	9/39	13/45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	119/53	137/53	141/54
	Economically Disadvantaged	35/42	42/41	40/37
	Students With Disabilities	4/20	4/17	6/26
	English Language Learners	7/39	10/37	7/26
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	173/53	188/49	209/53
	Economically Disadvantaged	52/44	60/38	68/42
	Students With Disabilities	5/17	6/14	7/17
	English Language Learners	10/23	16/26	16/24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	166/48	182/47	182/46
	Economically Disadvantaged	57/43	60/37	57/34
	Students With Disabilities	4/11	3.7	4/8
	English Language Learners	12/24	13/21	14/20
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	236/34	323/42	332/49
	Economically Disadvantaged			
	Students With Disabilities	43/34	53/41	54/48
	English Language Learners	11/31	18/35	18/41

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	119/58	188/56	206/60
	Economically Disadvantaged	34/53	64/49	71/53
	Students With Disabilities	2/15	5/14	9/24
	English Language Learners	11/44	11/31	15/36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	73/35	126/39	144/42
	Economically Disadvantaged	23/33	40/33	44/34
	Students With Disabilities	2/13	1/3	2/6
	English Language Learners	4/18	7/19	11/26
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	146/61	153/58	137/50
	Economically Disadvantaged	59/59	61/51	53/44
	Students With Disabilities	10/36	8/24	7/19
	English Language Learners	12/36	13/36	13/32

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	16	25	19	11	24	29	17	36			
ELL	29	42	39	24	24	25	26	41	71		
ASN				80							
BLK	44	38		37	35	50	41	79			
HSP	51	51	39	45	34	30	45	66	77		
MUL	56	50		56	39						
WHT	61	50	38	58	41	32	62	80	82		
FRL	46	44	34	40	34	34	45	67	71		
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

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

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	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	80
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	41
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	48
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	50
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	56
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?

New School, no previous school data.

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

New School, no previous school data.

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

New School, no previous school data.

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

New School, no previous school data.

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

New School, no previous school data.

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

Offering high school level courses in the master schedule, CTE classes with certification, MTSS scheduling for enrichment

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.

Weekly Wednesday Professional learning Communities, Math and Reading Coaches to provide professional development following their coaches meetings and based on classroom walk through feedback/student test data.

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

MTSS intervention and enrichment system has been revamped and enhanced. Professional Learning Communities meeting weekly to discuss student data, monitoring, adjustments of curriculum in response to student needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus	Given the 2020-21 school data finding that 52% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students.
Description and Rationale:	
Measurable Outcome:	The outcome for 2020-21 is to increase math proficiency by 5%.
Monitoring:	Through progress monitoring using the NWEA test.
Person responsible for monitoring outcome:	Matthew DeRight (matthew.deright@osceolaschools.net)
Evidence-based Strategy:	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. 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.
Rationale for Evidence-based Strategy:	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. Staff will teach problem-solving strategies and higher order thinking concepts through the delivery of differentiated mathematics lessons.
2. Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations and their work.
3. Staff will provide supplemental learning opportunities for students who are identified as not proficient in mathematics or who are identified as at risk of becoming a non-proficient in mathematics based on a variety of assessments. In addition, opportunities will be offered to students to extend their learning.
4. Staff will develop outcomes representing high expectations/rigor through their professional learning communities.
5. Students will be cognitively engaged in instruction using high-quality questioning and discussion techniques, supported by quality feedback and the ability to self assess related to the learning outcome.
6. Teachers will utilize from another assessments to monitor student learning, provide feedback, and make adjustments.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus	Given the 2020-21 school data finding that 57% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students.
Description and Rationale:	
Measurable Outcome:	The outcome for 2020-21 is to increase ELA proficiency by 5%.
Monitoring:	Through progress monitoring using the NWEA test.
Person responsible for monitoring outcome:	Jack Carr (jack.carr@osceolaschools.net)
Evidence-based Strategy:	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. 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.
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. When implemented with fidelity, the utilization of common assessments followed by data analysis can effectively double the speed of learning. (William, 2007), (Marzano, 2003).

Action Steps to Implement

1. Staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy.
2. Content relevant strategies will include whole group, small group and one-on-one conferencing to meet the individual needs of all students.
3. Training on the effectiveness of increased student engagement in relation to student achievement will be offered.
4. Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.
5. Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.
6. Leadership team will monitor classroom observations and Improvement in student achievement on formative assessments.
7. Administration will offer additional intervention time to support struggling students.
8. Staff will use progress monitoring, classroom observations, and scoring rubrics to identify student needs.

Person Responsible Frank Telemko (frank.telemko@osceolaschools.net)

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	<p>The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams.</p> <p>Effective instructional leadership teams are powerful levers for making change in schools. These teams typically include the principal, assistant principal, instructional coaches, school counselors, dean of students, and other school leaders can provide a systematic way for schools to execute their most important priorities. It was found through the insight survey submitted by teachers that there was a need for growth in instructional leadership.</p>
Measurable Outcome:	<p>Insight Survey Retention Section Response 2019-20. Opportunities to pursue leadership roles 2020-21 via the insight survey will increase to 20%.</p>
Monitoring:	<p>Through the 2021-22 Insight Survey</p>
Person responsible for monitoring outcome:	<p>Frank Telemko (frank.telemko@osceolaschools.net)</p>
Evidence-based Strategy:	<p>Increase teacher leadership roles within the school. Leadership roles can improve teacher motivation and confidence in their own abilities and used to motivate, lead, inspire and encourage other adults on staff leading to improved self-confidence, increased knowledge and an improved attitude among teachers.</p> <p>Great leaders understand the teachers know what their students and what they themselves need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school which is improving student learning outcomes.</p>
Rationale for Evidence-based Strategy:	<p>When teachers work together in teams, they killed each other, learn from one another, and become experts in their specific areas. This team dynamic, in which everyone plays a role in his valued, provides them with a safe space to refine their practices to improve student outcomes. And also boost teacher morale, making it more likely that good teachers will stay in the profession longer. And these collaborative environment, transparency of practice and Data are expected to help drive improvement.</p> <p>(Gates Foundation 2019)</p>

Action Steps to Implement

1. Strategic planning will move away from classic approaches to adaptive ones. Shifting away from making predictions, selecting data, and executing from the top down and towards conducting experiments such a small 30 day projects, using pattern recognition and execution by the whole.
2. This team will create a 30 day improvement strategy that actualize the annual goals the 30 day period is intentional because it forces urgency believes enough time to change course if the improvement project is not working.
3. Cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taking every day towards goals.
4. Select the team so it has balance and visionaries and integrators. Both are equally valuable and necessary, especially with leadership teams.

Person Responsible Frank Telemko (frank.telemko@osceolaschools.net)

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

Area of Focus

Description and Rationale: All ESSA subgroups must be focused on to ensure all students succeed.

Measurable Outcome: ESSA data for all categories will increase to 41%

Monitoring: Through NWEA testing, MTSS data

Person responsible for monitoring outcome: Matthew DeRight (matthew.deright@osceolaschools.net)

Evidence-based Strategy: Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students.

Tomlinson and Imbeau (2010) describe differentiation as creating balance between academic content and students' individual needs. They suggest this balance is achieved by modifying four specific elements related to curriculum:

Rationale for Evidence-based Strategy:

- Content - the information and skills students need to learn
- Process - how student makes sense of the content bring 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.
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 AVID WICOR training and ESE support strategies.
5. The ELL and ESE support in the classroom will occur through collaboration with the ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.
6. Students will participate in targeted interventions (Tier 1, 2 and 3).

Person Responsible Jack Carr (jack.carr@osceolaschools.net)

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

Area of Focus Description and Rationale:	Well implemented programs designed to foster SEL are associated with positive outcomes, 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; and habits such as arriving on time and being prepared for class. A positive schools climate includes a safe environment, strong student and staff relationships, and supports learning. It provides the foundation that students need to develop the social, emotional and academic competencies they need to succeed in life.
Measurable Outcome:	2020-21 Panorama Education student survey indicates 57% of students at Harmony Middle School had a strong social connection between teachers and students within and beyond the classroom. On the 2021-22 spring Panorama survey our goal is to increase the number of students who have a strong connection to teachers from 57% to 60%.
Monitoring:	Panorama data - given 3 times per school year
Person responsible for monitoring outcome:	Jack Carr (jack.carr@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. Teachers will build an environment of belonging.
2. All surveys will be analyzed to identify school's interventions that will support 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, specifically using the Character Strong program (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 Jack Carr (jack.carr@osceolaschools.net)

#6. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	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. Science is an important foundation part of the foundation for education of all children..
Measurable Outcome:	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.
Monitoring:	NWEA science assessment done 3 times per school year
Person responsible for monitoring outcome:	Matthew DeRight (matthew.deright@osceolaschools.net)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	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 learn and implement standards based stations and differentiated instruction as an instructional strategy after reviewing student data to ensure content mastery.
- 5) ESE and ELL support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in science classes.
- 5) The administration (through the math/science coach and district resource support) will provide professional development sessions to teachers as they request it and as classroom monitoring feedback dictates.

Person Responsible Matthew DeRight (matthew.deright@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.

Stock take meetings held monthly to analyze school wide data featuring NWEA, identifying classroom trends and needs of students and teachers. 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.

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.

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

SAC, Community members, teachers and staff at HRMS, school volunteers

Part V: Budget

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

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