

School District of Osceola County, FL

Harmony High School



2022-23 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: 3/23/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 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	2021-22: B (54%) 2018-19: B (55%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hickey, James	Principal	As the Instructional Leader of the school, he oversees all personnel selections. He observes and supports the English, Reading, and Performing Arts Departments, develops, submits, and implements the school budget and funds, builds and strengthens community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans and executes weekly administrative leadership meetings. He monitors data through regular Stocktake meetings throughout the school year and helps to develop and monitors the School Improvement Plan.
Yontz, Amanda	Assistant Principal	Provides instructional leadership and support to the Math and Guidance Departments, creates the master schedule, oversees dual enrollment, College & Career, graduation rate, and FTE, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensures that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. She also facilitates regular Stocktake meetings throughout the school year and helps to develop and monitors the School Improvement Plan.
Keeton, Dustin	Assistant Principal	Provides instructional leadership and support to the Social Studies Department and Elective teachers, oversees Student Services, PBIS, PLCs and conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. He also helps develop and monitors the School Improvement Plan.
Hoyle, Henry	Assistant Principal	Provides instructional leadership and support to the Science, PE, World Language, and Fine Arts Departments, oversees facilities, technology, athletics, attendance, grades and conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. He also helps develop and monitors the School Improvement Plan.
Ramsey, Laurel	Assistant Principal	Provides instructional leadership and support to the ESE and CTE Departments, coordinates and oversees Advanced Placement curriculum, acceleration, MTSS, ELL and AVID; conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. Helps to develop and monitor the School Improvement Plan.

Name	Position Title	Job Duties and Responsibilities
Eno, Jason	Dean	Provides Student Services support focusing student discipline management, and data including but not limited to student investigations, threat assessments, no contact contracts, bullying liaison, expulsion packets, transition duty, and teacher coaching. He is also the transportation liaison, ISS Coordinator, drill commander, and oversees SESIR errors.
Reda, Julie	Dean	Provides Student Services support focusing student discipline management, and data including but not limited to student investigations, threat assessments, no contact contracts, bullying liaison, expulsion packets, transition duty, and teacher coaching. She is also the operation manager back-up, Stocktake representative, oversees the student forum and check and connect, and manages the school website.
Amaral, Victoria	Dean	Provides Student Services support focusing student discipline management, and data including but not limited to student investigations, threat assessments, no contact contracts, bullying liaison, expulsion packets, transition duty, and teacher coaching. She is also the PBIS Coordinator, is on the MTSS problem solving team, oversees month data, and is our business partner liaison.
Whaley, Katherine	Instructional Coach	Provides instructional support and coaching to teachers, including but not limited to coaching cycles and the mentoring of new teachers. She monitors student data and provides guidance to teachers regarding data driven instruction that aligns with the district curriculum. She oversees the remediation of students that are not on grade level and have not obtained a passing or concordant score on the ELA state assessments. She is the ELA representative for Stocktake and she is on the MTSS problem solving team.
Irizar, Regiena	Math Coach	Provides instructional support and coaching to teachers, including but not limited to coaching cycles and the mentoring of new teachers. She monitors student data and provides guidance to teachers regarding data driven instruction that aligns with the district curriculum. She oversees the remediation of students that are not on grade level and have not obtained a passing or concordant score on the Algebra I state assessments. She is the Math representative for Stocktake and she is on the MTSS problem solving team.
Sumer, Lila	Other	Coordinates and facilitates the implementation of academic and social-emotional interventions for students in need of support towards meeting course standards. She mentors teachers and provides instructional guidance regarding learning strategies that can be implemented to meet the individual needs of students. She monitors student data and updates the MTSS data as students move across the tiers. She plans student interventions and monitors student growth during the intervention implementation. She leads to MTSS problem solving team and she is an integral part of the PBIS team.

Demographic Information

Principal start date

Thursday 3/23/2017, James Hickey

Number of teachers with a 2022 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 2022 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.*

0

Total number of teacher positions allocated to the school

130

Total number of students enrolled at the school

2,840

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

36

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	739	680	604	540	2563
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	122	171	128	179	600
One or more suspensions	0	0	0	0	0	0	0	0	0	75	51	25	16	167
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	102	68	43	222
Course failure in Math	0	0	0	0	0	0	0	0	0	11	99	80	77	267
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	123	150	134	73	480
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	146	188	97	43	474
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	66	146	91	83	386

Using current year data, complete the table below with the number of students identified as being "retained.":

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	27	49	53	129
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	10	11	16	39

Date this data was collected or last updated

Thursday 8/11/2022

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	710	659	655	547	2571
Attendance below 90 percent	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	3	5	1	1	10
Course failure in ELA	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	9	27	60	38	134
Level 1 on 2019 statewide FSA ELA assessment	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	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

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	710	659	655	547	2571
Attendance below 90 percent	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	3	5	1	1	10
Course failure in ELA	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	9	27	60	38	134
Level 1 on 2019 statewide FSA ELA assessment	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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	45%	51%				55%	57%	56%
ELA Learning Gains	47%						45%	48%	51%
ELA Lowest 25th Percentile	42%						36%	43%	42%
Math Achievement	40%	37%	38%				47%	46%	51%
Math Learning Gains	44%						43%	41%	48%
Math Lowest 25th Percentile	40%						47%	46%	45%
Science Achievement	55%	32%	40%				61%	69%	68%
Social Studies Achievement	66%	39%	48%				78%	70%	73%

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

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
2022					
2019	61%	62%	-1%	67%	-6%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	62%	16%	70%	8%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	49%	-16%	61%	-28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	44%	9%	57%	-4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	36	33	20	28	32	32	43		86	32
ELL	24	45	46	25	40	43	39	45		98	42
ASN	68	53						82		100	67
BLK	38	32	33	33	38	18	58	55		100	65
HSP	39	45	46	35	40	39	52	60		96	57
MUL	53	52	30	35	39		71	67		87	85
WHT	53	49	39	48	49	43	59	73		95	62
FRL	36	42	43	31	38	42	49	61		93	53
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

While our ELL student increased significantly in learning gains in both ELA and Math, our SWD decreased in both ELA and Math learning gains and achievement levels. Our SWD students will require additional supports and interventions to make the necessary academic growth in the areas of Math and ELA. Our black students decreased in ELA achievement and learning gains, but increased in Math learning gains and achievement, so supports and inventions will need to be implemented in the area of Math to improve academic achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When reviewing our data, the areas that needs the greatest amount of focus are our Math achievement scores and our lowest 25% in both Math and ELA.

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

There was a consistent change in Math progression has had an impact in student placement and remediation with the removal of courses. The students in the lowest 25% have been greatly impacted over the last few years and are still in the process of making up for the learning gains lost during digital and hybrid learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA learning gains overall, but specifically ELA learning gains for our ELL students.

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

Students were selected for extensive remediation during STEER time and our ELL program and department worked extensively on providing targeted interventions and remediation for our ELL students.

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

Students are provided access to rigorous courses through Advance Placement, Dual Enrollment, and our Career and Technical Education programs that specifically meet their goals for both graduation and postsecondary. All teachers focus on providing high quality rigorous instruction that engage, motivate, and challenge our students. After-school students are provided both remediation and enrichment opportunities through after-school tutoring to provide acceleration, support, and engagement.

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.

Throughout the school year our teachers will be provided the opportunity to attend district professional development that is specific to their content area that also aligns with our district's strategic plan and our school's SIP goals. On campus we will be providing our teachers with series of four AVID based PDs on Focused Note Taking, Philosophical Chairs, Collaborative Study Groups, and Building Relationships with Student (back by data and scientific research) that will provide our teachers with instructional strategies that will support rigorous instruction and student engagement.

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

Our Administrative and Leadership teams constantly collect and review data through our Stocktake process that is aligned with our SIP goals. Not only do we review our data, but we discuss our barriers and areas of need and then we create next steps that will address these barriers and put in place a plan to continue to provide high quality, rigorous instruction to increase student achievement and learning gains. We provide support to our teachers through administrative feedback during the observation process. Teachers that are struggling are provided support and coaching from our instructional coaches, mentors, and administration. Our students are provided opportunity for both enrichment and remediation within the classroom, during STEER and after-school tutoring in addition to the high quality, rigorous, and engaging instruction that they receive daily.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

If teachers participate in authentic PLC's in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. 100% of the staff will participate in high-quality collaboration.
2. Teachers will develop greater competence in rigorous, standards-based instruction and the use of the instructional framework to increase student achievement.
3. All PLCs will reach a Stage 6 in The Seven Stages of Professional Learning Teams.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Administration, leadership teams and PLC leads will monitor the collaboration by the following:
 Tested areas will meet in designated areas Non-tested areas will meet in the cafeteria. Teams will turn in PLC minutes on a quarterly basis.

Person responsible for monitoring outcome:

Dustin Keeton (dustin.keeton@osceolaschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

To strengthen the schoolwide collaboration structure to meet the needs of all learners, improve teacher instructional practices, foster congeniality, warrant school improvement and remove barriers of learning. Hattie (2009) suggests that in-school discussions should be held to review how to invoke high expectations, understanding benchmarks and reviewing data. The format of weekly PLCs provides the opportunities for teachers to have these in-depth discussions and share best practices. The principal and leadership team will conduct weekly walkthroughs of PLC teams to ensure processes are being used in the analysis and planning for student achievement.

Rationale for Evidence-based Strategy:
 Explain the

Research indicates that when teachers participate in professional learning that overall student achievement increases and that leadership at the school level shouldn't solely reside with one person (Marzano, 2013). Participation in professional learning communities emphasizes the importance of collaboration among peers and allows teachers to focus on learning for all students and a commitment to continuous

rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

improvement. It is crucial for PLCs to set clear objectives, discuss improvement of teaching strategies, and they work together to identify students in Tier I, II, and III academic, behavior, and social needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Each PLC needs to have clear and concise communication

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

2. The faculty will receive training on the PLC seven stages.

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

3. Department PLCs will meet one time a month, Subject area PLCs will meet two times a month and the Faculty PLC will meet one time a month for the 2022-2023 school year.

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

4. Evidence of PLC status and progress will be due to Administration/Leadership on the following dates: Oct 14th, Dec 16th, March 10th, and May 31st

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

5. Feedback will be provided to the PLCs by Administration

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

#2. Positive Culture and Environment specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based upon data from the Panorama survey, the area of sense of belonging, showed that 15% of students surveyed responded that they felt like they belonged at Harmony High School.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 2021-2022 Panorama Survey results in the category of sense of belonging will increase from 15% to a 50% for the 2022-2023 survey results.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All survey's will be analyzed and monitored. PBIS and MTSS coordinator will work together to increase school initiatives and outreach for all students. Behavior and attendance will be monitored to help identify students that are Tier II and III.

Person responsible for monitoring outcome:

Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Harmony High School will use the Continuous Improvement plan to implement the Positive Behavior Intervention and Supports (PBIS) program for the 2022 - 2023 academic year.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

A positive culture and environment are not based on prescribed curricula, instead it is an approach that reflects on teaching strategies and practices that are student centered. Staff must use teaching techniques that build on student's current knowledge and skills. (Gardner, 1983)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. All teachers will greet students at their doors.

Person Responsible

James Hickey (james.hickey@osceolaschools.net)

2. PBIS

- a. Provides student with positive reinforcement and positive motivation
- b. Complimenting students based on the HORNS (PBIS)

Person Responsible

Victoria Amaral (victoria.amaral@osceolaschools.net)

3. Building Collateral Positive Phone Calls

- a. Each teacher has to choose an at-risk student in each class and make a positive phone call home to the parent/guardian

Person Responsible

James Hickey (james.hickey@osceolaschools.net)

4. Check and Connect Mentor Program

- a. ESE students will be chosen that are at-risk in the areas of academics, behavior and attendance.
- b. They will meet with their mentor weekly, and data will be analyzed monthly, and reported to the district

quarterly

c. Each mentee will have a specific graduation and postsecondary success plan

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

5. Personal, Career, and School Development Course for 9th grade students

a. This course provides 9th grade students with an overview of what we offer at HHS, and it provides them with the skills needed to be a successful student (High School Acclamation)

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

6. Student Forum

a. Students are selected from all areas/groups of the school culture and meet monthly with administration to voice concerns and provide feedback

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

7. Creating a positive postsecondary culture

a. Zello lessons

b. College Fair

c. College field trips

d. College and Career Counselor one-on-one meetings with Seniors

e. Creation of postsecondary plans

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Given the 2021-2022 school data findings that only 46% of students were proficient in ELA productive actions are necessary to accomplish a goal of ensuring higher levels of literacy achievement for all students.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Proficiency gains will increase by 4% to 50% overall

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

1. Administration, leadership team will monitor the collaborative teams to ensure PLC is using data to drive instruction with the ELA coach and MTSS coordinator. The ELA benchmark assessments and Pre-AP checkpoints that focus on B.E.S.T. standards will be utilized to monitor student proficiency.
2. Small specific groups with the lowest 25% will be pulled out weekly during Wednesday Intervention
3. School Stock take will review the data at monthly meetings

Person responsible for monitoring outcome:

Katherine Whaley (katharine.whaley@osceolaschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

To strengthen the instructional practices of teachers through professional development and on-going coaching to improve student performance in ELA and improve students' ELA skills across all content areas. The Leadership team will conduct PLC walkthroughs to ensure processes are being used in the analysis and planning for student achievement.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Planning within the PLCs, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress and improved instruction. Improve instruction within the classroom with school wide WICOR implementation will continue and be supported by four scheduled trainings with multi layered follow-ups throughout the school year. Teachers will monitor data regularly to identify students needing remedial support and intervention through our RTI process. MTSS will provide additional supports for students needing interventions. In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will meet, twice a month in subject area PLCs, 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)

2. Focus on 2.5 bubble students to provided needed interventions to increase achievement levels.

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

3. Wednesday pull outs during STEER with Literacy Coach

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

4. Small rotation groups during STEER – using specific students and using data to drive intentional intervention

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

5. 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)

6. Edgenuity Lab

a. Students are provided with the opportunity to make up missed English credits.

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

#4. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Given the 2021-2022 school data findings that only 40% of students were proficient in Math productive actions are necessary to accomplish a goal of ensuring higher levels of math achievement for all students.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math Proficiency gains will increase by 3% to 43% overall

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Administration, leadership team will monitor the collaborative teams to ensure PLC is using data to drive instruction with the Math coach and MTSS coordinator.
2. Small specific groups with the lowest 25% will be pulled out weekly during Wednesday RTI/STEER.
3. School Stock take will review the data at monthly meetings

Person responsible for monitoring outcome:

Regiena Irizar (regiena.irizar@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Math is a core life skill that students need to thrive as productive citizens in today's society and workforce. Research from meta-analysis conducted revealed that the greatest effects on students taking math courses was from direct instruction and problem-solving (Hattie, 2009). Observations will be conducted to assist teachers with their instructional competency and ensure that they are utilizing research-based strategies to impact instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Focus on 2.5 bubble students to provided needed interventions to increase achievement levels.

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

2. Wednesday pull outs during STEER with Math Coach

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

3. ESSA students identified and supported in Alg 1 will be provided ELL and ESE instructional strategies and professional development for teachers.

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

4. Teachers will meet, twice a month in subject area PLCs, 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 Regiena Irizar (regiena.irizar@osceolaschools.net)

5. The Math Coach will provide on-going support, resources and professional development on standards-based instruction, rigor and differentiation for the Math department. New teachers will be paired with a teacher mentor for support and to build teacher capacity.

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

6. Small rotation – using specific students and using data to drive intentional intervention

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

7. Edgenuity Lab

a. Students are provided with the opportunity to make up missed Math credits.

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

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Given the 2021-2022 school data findings that only 55% of students were proficient in Science productive actions are necessary to accomplish a goal of ensuring higher levels of achievement for all students.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve.****This should be a data based, objective outcome.**

Science Proficiency gains will increase by 3% to 58% overall

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Administration, leadership team will monitor the collaborative teams to ensure PLC is using data to drive instruction.
2. The Biology benchmark assessments on EOC/B.E.S.T. standards will be utilized to monitor student proficiency.
3. School Stock take will review the data at monthly meetings

Person responsible for monitoring outcome:

Person responsible for monitoring outcome:

Henry Hoyle (henry.hoyle@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

To improve the overall academic performance of students in Science curriculum, improve critical thinking skills and strengthen the instructional capacity of teachers through professional development and on-going coaching. Research conducted by Hattie (2009) reveals that inquiry-based and experimental activities yield the highest results in Science education. Therefore, it is extremely important for teachers to provide a variety of activities and experiences for students enrolled in Science classes. The principal and leadership team will conduct weekly walkthroughs of PLC teams to ensure processes are being used in the analysis and planning for student achievement.

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.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will meet, twice a month in subject area PLCs, 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 Henry Hoyle (henry.hoyle@osceolaschools.net)

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

Person Responsible Henry Hoyle (henry.hoyle@osceolaschools.net)

3. The instructional coaches and mentor will provide weekly support and targeted focus for teachers.

Person Responsible Henry Hoyle (henry.hoyle@osceolaschools.net)

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

Person Responsible Henry Hoyle (henry.hoyle@osceolaschools.net)

5. 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 Henry Hoyle (henry.hoyle@osceolaschools.net)

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

Person Responsible Henry Hoyle (henry.hoyle@osceolaschools.net)

7. Edgenuity Lab

a. Students are provided with the opportunity to make up missed Science credits.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Harmony High School is dedicated to building and fostering a positive school culture for all students. Our school administration and staff understand the importance and impact of school culture and we believe that the Social Emotional Learning in conjunction with improvement of instructional practices is a valuable tool for providing an optimum safe and secure school environment for all students. Striving to have a positive school culture and safe learning environment is top priority for the decision makers on our campus. Our PBIS team has done extensive work with creating various processes and procedures to highlight student and teacher success. The most recent addition was creating the HORNS Affirmation, which is recited daily on the morning announcements. The affirmation was created in an effort to instill pride in our students and form solidarity.

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

Our entire Leadership Team will work together to inspire and support a culture of positivity compassion, and mutual respect.