Harmony Middle School

leadership
analysis
Florida
college and career
students
school improvement
ambitious
family and community involvement
mission
striving
achievement
teaching
relationships
needs assessment
success
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2022-23 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: 7/1/2019

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
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: No Grade 2017-18: 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	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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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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	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	49%

School Grades History

Year	**2021-22**	**2020-21**
Grade	B	

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
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.
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.
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.
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.
Knappins, Krista	Administrative Support	Ms. Knappins is our testing coordinator and MTSS Coach.
Smith, Betty	Dean	Ms. Smith is one of two dean of students. She oversees discipline, buses, Check and Connect and supports PBIS.
Nowak, Herbert	School Counselor	Mr. Nowak is one of 2 school counselors. He oversees 504 compliance, Panorama survey, running small groups along with assisting students, teachers and parents.
Libby, Sarah	School Counselor	Ms. Libby is one of 2 school counselors. She supports with 504 plans, running small groups along with assisting students, teachers and parents.
Lowe, Aubrey	Teacher, K-12	Ms. Lowe is our AVID Coordinator. Ms. Lowe is responsible for delivering and modeling AVID strategies for our teachers and fostering a post-secondary culture in our school.

Demographic Information

Principal start date

Monday 7/1/2019, Frank Telemko

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.*

22

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

1,034

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

10

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

11

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	332	328	375	0	0	0	0	1035
Attendance below 90 percent	0	0	0	0	0	0	0	19	27	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	4	16	33	0	0	0	0	53
Course failure in ELA	0	0	0	0	0	0	2	4	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	4	3	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	50	61	91	0	0	0	0	202
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	90	71	68	0	0	0	0	229
Number of students with a substantial reading deficiency	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	3	27	29	0	0	0	0	59

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

Date this data was collected or last updated

Thursday 8/18/2022

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	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	

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	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	

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	56%	44%	50%					45%	54%
ELA Learning Gains	47%							48%	54%
ELA Lowest 25th Percentile	33%							42%	47%
Math Achievement	59%	35%	36%					49%	58%
Math Learning Gains	58%							51%	57%
Math Lowest 25th Percentile	57%							47%	51%
Science Achievement	55%	44%	53%					47%	51%
Social Studies Achievement	74%	54%	58%					72%	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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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

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					

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

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

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	21	34	23	24	38	33	24	41			
ELL	38	47	30	44	55	45	20	41	75		
ASN	64	60		91	91						
BLK	55	56		50	62	67	42	60			
HSP	50	43	29	52	59	54	46	66	83		
MUL	71	50		80	58						
WHT	59	49	37	62	56	58	59	78	83		
FRL	45	43	35	47	56	57	41	64	73		

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		

										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
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

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	56
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	40
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	44
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	
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	77
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	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
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	60
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	51
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?

HRMS maintained or increased students on level in math and science proficiency. We also incased by 25 points in the category of lowest quartile achievement in math as well as an increase of 19 points in the learning gains category for math.

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

The greatest need is achievement, learning gains and lowest quartile for 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?

Contributing factors are students reacclimating after COVID where many students were online learning and not with a teacher led classroom for instruction and intervention. Increased attention to student needs in lacking areas of ELA standards (including writing).

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

Learning gains and lowest quartile increases in math with an increase in 19 points and 25 points respectively.

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

Contributing factors were students returning from online learning due to COVID, teacher effectiveness, teacher professional learning and working with the math coach. New actions were data chats with math students more frequently and high expectations in classrooms, featuring increased cooperative learning.

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

Careful attention to intervention and enrichment time that is built into the master schedule. Additionally, extended learning opportunities before or after school.

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.

Core Connections to enrich writing (includes reading and vocabulary); Osceola Numeracy Project (math); new textbook training for math teachers so teachers can utilize all aspects of this newly adopted curriculum.

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

Teacher mentors available for all teachers with 0-2 years of experience; continued coaching visits and collaboration by math and readings with their respective content areas. Continued progress monitoring in math, ELA/Reading and Science with plan of action following each test administration.

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

:

#1. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These 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 coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Panorama Survey data from last year: 32% of middle schools felt like they belonged at their school (10% percentile). On the 2022-23 spring Panorama survey our goal is to increase the number of students who have sense of belonging from 32% to 40%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. All surveys (fall and spring) will be analyzed to identify schools' interventions that will support a positive culture within the school. 2. The leadership team will review monthly during the Stocktake, PBIS, behavior and attendance data for subgroups, and develop inventions as required.
Person responsible for monitoring outcome:	Sarah Libby (sarah.libby@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy.	A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

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 build an environment of belonging.
2. 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.
5. A schoolwide post secondary culture with college shirt Mondays, college week participation, AVID, career lessons by counselors.
6. Designated days built into the schedule where (schoolwide) students will participate in Social/Emotional lessons facilitated by teachers.
7. School will develop structures, relationship building, and learning opportunities that support students' SEL development.
8. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake and develop inventions as needed.
9. Check and Connect program for a selected group of students (students with exceptionalities)

Person Responsible   Sarah Libby (sarah.libby@osceolaschools.net)

#2. 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 2020-21 school data finding that 59% of students were proficient in math, productive actions are necessary to accomplish the 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.	62% of students will score as proficient by the final FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team. 2. Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa's higher levels of questions (Inquiry/Analysis/Processing). Collaborative Structures will also be a key factor in student understanding and retention of mathematics. 3. School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Matthew DeRight (matthew.deright@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Procedural fluency is the ability of students to apply procedures accurately, efficiently, and retain for future application.
Rationale for Evidence-	Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural

based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

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 use formative data (FAST/NWEA/ALEKS) to identify student needs and provide targeted remediation using intervention programs such as ONP, Hand2Mind Numbers & Operations Intervention.
2. Professional development will be conducted that focuses on the development of fluency across grade levels through Mathematical Thinking and Reasoning Standards (MTR) training.
3. Teachers will work within their PLC's to dig deeper into student data to identify trends and needs.
4. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.
5. Routine data chats with students and student recognition
6. Teachers will incorporate AVID strategies (featuring collaboration, WICOR) into their instruction to support focused engagement for all subgroups.

Person Responsible	Karalyn Mello (karalyn.mello@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 finding that only 56% of students were proficient in ELA, productive actions are necessary to accomplish the 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.	62% of students will score as proficient by the final FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. 3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
Person responsible for monitoring outcome:	Amanda Brown (amanda.brown@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

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 participate in Professional Development for best practice strategies to increase student engagement through quality instruction to improve student literacy.

2. Components of content-relevant strategies will include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.

3. Routine data chats with students and student recognition

4. Targeted, tiered interventions: Use FAST, Beable & Achieve programs, and common assessments to track student growth.

5. Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.

6. Staff will use progress monitoring data, classroom observations, and engage in data digging with PLC's to identify individual student needs.

7. Staff will utilize high-quality ELA instructional materials which are found in the curriculum unit plans.

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

#4. 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 finding that only 55% of students were proficient in science, productive actions are necessary to accomplish the 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.	62% of students will score as proficient by the final FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction. 2. Formative assessments as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre - Mid - End of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs. 3. School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Karalyn Mello (karalyn.mello@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Participate in academic discourse through collaborative structures. Engage in active learning experiences. Process learning using interactive science notebooks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	o Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they process new knowledge verbally, engage in the topic and are empowered to express their own thoughts (without judgement and with a clear prompt and structure). o Active learning experiences: Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in labs/experiments, develop models, and engage in simulations and activities remember the experience, especially if it is connected and relevant to their lives (which is possible in almost all science content). o Interactive science notebooks: Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own. It helps students build confidence in science as they develop an understanding through writing, drawing, recording ideas, collecting data, synthesizing information, and more.

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. Routine data chats with students and student recognition
2. Use NWEA, common assessments, and bell work assessments to track student growth and plan for intervention/enrichment to prepare for the FSSA
3. Conduct classroom walkthroughs focused on student learning (not teacher facilitating). What are students doing? Can students describe what they are learning and why they are learning it?
4. Use data (formative assessments and progress monitoring) to discuss (as a PLC) student learning gains and plan for professional learning needs.
5. Work with school/district-based science team to develop professional learning that address areas of need specific to science instructional practice and strategies.
6. Participate in continuous cycle of learning which includes monitoring in instructional practice, needs assessment discussion, professional learning to address needs, implementation of PD through monitoring.
7. Teachers will participate in PD that will AVID strategies including collaborative structures, WICOR, Cornell notes and interactive notebooks.

Person Responsible   Karalyn Mello (karalyn.mello@osceolaschools.net)

#5. 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 PLCs 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. Then student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA proficiency will increase by 6%. Math proficiency will increase by 3%. Science proficiency will increase by 7%. Social Studies proficiency will increase by 4%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively. 3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Karalyn Mello (karalyn.mello@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PLC is defined as "…an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

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. Schools PLC's teams will meet four times a month during early release and this dedicated PLC time will be spent focused on working together as a team for student success purposes.
2. Collaborative teaming PD will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.
3. Current Data will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.
5. Mentoring will be conducted by the PLC administrator and PLC facilitator for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.
6. Each content area team will have an embedded leadership team member to monitor and assist in the process.
7. Teachers will plan to incorporate WICOR/AVID strategies to support students

Person Responsible   Karalyn Mello (karalyn.mello@osceolaschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Straker, Peter, peter.straker@osceolaschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

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.

The school engages families, students and all faculty in a shared vision and understanding of academic and behavioral expectations, high-quality instruction and holds staff responsible for implementing any changes. The school frequently communicates high expectations for all students (e.g., "All students are on a path to be college and career ready"). Leadership team members demonstrate how those beliefs manifest within the school building. For example: Collaborative planning features purposeful planning, looks to yield solutions-oriented results and disaggregate data. Teachers meet in Professional Learning Communities weekly to routinely examine disaggregated data to look for themes/patterns among student groups as well as identify additional needs of students (non-academic). 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 action needs to be taken. 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 intervention supports, small groups with school counselors) 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 solicits staff feedback on school¬wide procedures and creates opportunities for teachers to engage in leadership roles. The master schedule includes collaborative planning and ensures 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, 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 communication and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation and childcare when needed). 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). The school provides all teachers with training on mental health, social and emotional skills, culturally competent, and management.

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

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