Harmony High School

2014-15 School Improvement Plan

Harmony High School

3601 ARTHUR J GALLAGHER BLVD, Harmony, FL 34771

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	40%

Alternative/ESE Center	Charter School	Minority
No	No	37%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process begins each year during pre-planning when teachers work with student data from current rosters to determine the individual and group needs of their students. Teachers meet with parents and students during open house to share class information, get input from parents, and establish lines of communication. Phone calls are made from teachers to parents during the first 9 weeks. Class assemblies are held during the first week of school to provide information, reinforce policies and procedures, and establish support structure for students and teachers. Opportunities are provided for students, parents, and community to increase their involvement in school activities and decision-making through OASIS and SAC. Parents are regularly notified when student performance indicates they need additional support.

Describe how the school creates an environment where students feel safe and respected before, during and after school

To reinforce the mission and expectations of Harmony High School, students will be taught the definitions of respect, responsibility, and pride. Students will learn what these guiding principles look like, sound like and feel like in the classroom, in the courtyard, in the cafeteria, in the parking lot—in all school locations.
Students who consistently support the HHS mission will be positively recognized by Longhorn teachers, administrators, and staff. Students who experience difficulty understanding and accepting the Longhorn expectations may incur consequences designed to encourage good behavior.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students who consistently support the HHS mission will be positively recognized by Longhorn teachers, administrators, and staff. Examples of types of positive recognition will include, but not be limited, to the following:
Positive referrals

Positive postcards
Longhorn Lunch Dollars
Quarterly Honor Roll recognition
Academic Booster Recognition for Academic Improvement
Students who experience difficulty understanding and accepting the Longhorn expectations may incur the following penalties:
Verbal warning
Lunch detention (20 minutes)
Lunch detention, extended
Wednesday detention (2 hours)
ISS (in school suspension)
OSS (out of school suspension)
Students who engage in more serious violation of school and district guidelines for behavior will be given the opportunity to learn and improve behavior through counselor intervention.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students who need support will get the opportunity to learn and improve behavior through counselor intervention. If more targeted intervention becomes necessary, students may be referred to small group counseling to specifically address their needs. In addition, a team of students will be trained and guided in Peer Mediation, as an additional resource. Students who are unable to comply with school and district guidelines will be referred to an Intervention Assistance Team, coordinated by the HHS Guidance Department.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2) One or more suspensions, whether in school or out of school
3) Course failure in English Language Arts or mathematics
4) Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
5) Course failure in two or more previous classes.
6) Grade Point Average below 2.0

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	32	30	27	25	114
One or more suspensions	22	21	18	14	75
Course failure in ELA or Math	34	31	32	28	125
Level 1 on statewide assessment	48	46	42	39	175

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	48	46	42	39	175

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Planned strategies that will be employed to improve performance of students identified by EWS:
• Placing student in Intensive reading and math classes
• Using the PLATO lab for credit recovery
• Mentoring through the MTSS program for behavioral issues
• Individual mentoring for students in the At-Risk cohort
• Monitoring of attendance and parent contact for excessive absences
• Regular MTSS meetings to progress monitor all aspects of the EWS to offer services
• Parent contact for every absence of a tier 3 student
• Progress monitoring through STAR in intensive classes
• Use of the Literacy specialist for individual teacher interventions for students
• Regular monitoring of student grades for Tier 3 students and regular monitoring meetings to be held with both students and parents
• Regularly scheduled meetings with Guidance to assist students in self-monitoring
• Use of school social worker and school psychologist when needed

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school seeks to create more opportunities for parent involvement through increased communication through mail outs, call outs,school newsletter and website updates. By pushing information to parents directly, we have a greater opportunity to gain parent involvement. Approximately 75% of our parents have participated in school activities during the 2012-2013 school year. We would like to increase the participation rate by 5%.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

HHS creates more opportunities for community involvement at the school wide level by encouraging displays and partnership presentations at faculty meetings, Open House, Freshman Night, athletic and academic events.
We utilize communication tools i.e. mail outs, call outs, school newsletter, and website updates with a business partner focus. Our OASIS community coordinator reaches out to business partners and connects them with teachers, coaches, and program sponsors who need support.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Butler, Grover	Principal
	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership provides training, mentoring, and general support to students, teachers, and staff to ensure the mission and vision of the school are followed. Leadership helps analyze school and class data to help drive instruction. They lead and oversee PLCs to ensure collaboration. They gather classroom wakthough and observation data to determine needs and offer appropriate support.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership breaks down the annual budget to determine the available resources. They assess the needs of the teachers and students based on student enrollment projections and special program needs. District discretionary funds are categorized and allocated to different departments/programs based on prior year's usage and environmental shifts that could influence change. Budget decisions are made by the school administration team working closely with the school bookkeeper. Meetings are held weekly to determine current status and changes in the projections.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Sheri Leonard	Parent
Grover Butler	Principal
Kristen Leonard	Student
Beth Tyson	Education Support Employee
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC School Improvement Committee reviewed last year's plan in August and made suggestions for change.

Development of this school improvement plan

The SAC committee reviewed school data from the 2013-2014 school year and helped develop goals and strategies for the new SIP.

Preparation of the school's annual budget and plan

The SAC committee reviewed the past budget and made projections based on past and current needs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no SAC allocated school improvement funds coming from the district or state. All funds (approximately $2000) were be raised by the Academic Booster Club to help motivate and reward students who work hard and excel academically. Some state surplus funds were provided in the spring. That money (approximately $5,000) was used for student remediation and enrichment programs.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Butler, Grover	Principal

Duties

Describe how the LLT promotes literacy within the school

During the 2013-2014 school year, the LLT will focus on three key issues for school improvement:
1. Continuation and expansion of highly effective lessons and common assessments.
2. Providing professional development opportunities to staff directly related to the school's lowest performing areas
3. Providing modeling across the curriculum for subject area integration of reading strategies and skills.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Harmony High has established Professional Learning Communities and provides time to meet and collaborate in those groups each Wednesday afternoon. The school has developed Subject Area PLCs and a Special Area PLCs. The Subject Area groups develop common lesson plans, conduct lesson

studies, and share best practices. The Special Area PLCs allow teachers to work with other grade levels and subject areas on a common goal that benefits the school. Groups share their ideas and projects with the entire school during monthly faculty meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Harmony High School participates in local and state job fairs and regularly monitors listings for highly qualified teachers. Our school helps develop and support new teachers through our mentoring program managed by our Assistant Principal for Instruction. We also provide regular professional development and recertification opportunities.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentoring program pairs a highly experience teacher leader with beginning teachers of a common subject area to provide regular assistance through weekly mentor meetings, shadowing opportunities, PLC meetings, and department level support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Harmony High School teachers attend school wide and district wide workshops that focus on standards alignment, instructional calendars, and pacing guides. Teachers use online resources like CPalms to align content to the standards. Lesson plans that align with the standards are created and submitted weekly. Administrators monitor the plans and check standards alignment.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Harmony High School uses data to differentiate instruction to meet the diverse needs of students at all levels. Students are scheduled in their classes based on their ability and past performance. Reading and Language Arts classes are designed to meet the needs of students based on their assessed reading levels. Within the class, teachers monitor students and assess them using online program resources to customize their instruction. Student who need more help with specific standards and skills are given that support in the class room.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

Students have the opportunity to stay 75 minutes after school every Tuesday and Thursday for small group and individual enrichment and remediation in all core academic areas with a regular teacher.

Strategy Rationale

This strategy enables students to work individually and in small groups with teachers in specific subject areas where they need help. Teachers provide direct assistance with homework and focus on the skills that need extra reinforcement. Past year's data shows that participants significantly increase their academic performance

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Butler, Grover, butlerg@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and summative student assessment data is monitored through Data Director and Osceola Data Management System for all students who participate in the program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Student cohorts receive school wide support through class assemblies held each August and January. Guidance counselors make regular visits to classrooms through Language Arts and Social Studies classes to provide small group support and answer questions. Counselors also meet with individual students to review their academic plan and current progress.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Harmony High School students receive curriculum guides and course selection sheets to preview before they meet personally with their guidance counselor to schedule the appropriate classes. Our guidance department meets with every student and uses career planning programs Facts.org to place the students in meaningful courses and programs.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Career and Technical courses are offered on multiple levels and combined with the corresponding core courses to help promote academic relevance and the connection to career opportunities. The following programs and certification are available:

1) Communications and Multimedia Technology: Digital Video Production -
2) Communications and Multimedia Technology: New Media - Microsoft Specialist, Adobe Photoshop
3) STEM: Gaming and Simulation/Animation Programming: Adobe Flash and Photoshop
Certifications Certifications
4) STEM: Pathways to Engineering: Florida Core Engineering Certification, AutoCAD, AutoDesk
5) Agriscience Technology: Agritechnology - Florida Agriculture Certification
6) Agriscience Technology: Veterinary Assisting - Veterinary Assistant Certification

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Professional Learning Communities have been created to help teachers collaborate on lesson planning and integrate career and technical activities in the core academic classrooms.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Leadership Skills Development and AVID classes are provided for 9th and 10th grade students to help provide the organizational and critical thinking skills that are necessary for success in Honors and AP level courses. All 9th, 10th, and 11th grade students take the PSAT and those results are used to place students and identify areas of concern. Kaplan will be conducting ACT academies, writing prep, and tutoring sessions. CPT testing and college level remediation classes are offered to 12th graders. Recommendations resulting from the district-wide Excelerator program will be implemented to promote college readiness.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase Reading proficiency by 5% using "close" reading strategies and by effectively utilizing informational text to increase literacy across the curriculum.

G2. Increase Math Gains by 5% by increasing student access to rigorous tasks to develop deeper understanding of mathematical concepts and procedures.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase Reading proficiency by 5% using "close" reading strategies and by effectively utilizing informational text to increase literacy across the curriculum. 1a

Targets Supported 1b

G039671

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - ED	63.0
AMO Reading - ELL	48.0
AMO Reading - SWD	53.0

Resources Available to Support the Goal 2

- Literacy coaches, PLC Leaders, and Administration
- Sub budget for PD and follow up
- Reading and ESOL endorsed teachers
- Reading technology and online resources
- Teachers data support and resources
- SAI funds for extended learning opportunities
- PLC collaborative time each Wednesday by subject and special area
- Professional Development days and opportunities for in-house training

Targeted Barriers to Achieving the Goal 3

- Teachers need more information and support in the areas of collaborative planning, data driven analysis and effective instruction.

Plan to Monitor Progress Toward G1. 8

Progress will be monitored through Classroom Walkthrough data and feedback, FOCUS Reports, Teen Biz and STAR data, PLC created mini-assessment data, and administrative conferences

Person Responsible

Grover Butler

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

data reports, lesson plan documentation, walkthrough data

G2. Increase Math Gains by 5% by increasing student access to rigorous tasks to develop deeper understanding of mathematical concepts and procedures. 1a

🔍 G039672

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Math - SWD	70.0
AMO Math - SWD	70.0
AMO Math - ELL	65.0

Resources Available to Support the Goal 2

- Florida EOC training and resources Math technology and online resources Teachers data support and resources SAI funds for extended learning opportunities PLC collaborative time each Wednesday by subject and special area Professional Development days and opportunities for in-house training PLC Leaders, and Administration Sub budget for PD and follow up Math endorsed teachers Professional Learning Communities to facilitate collaboration Staff modeling sessions conducted during monthly faculty meetings Math Plus technology program Data Analysis online resources: FOCUS, & CPALMS

Targeted Barriers to Achieving the Goal 3

- More knowledge of collaborative practices and data driven analysis needed

- More knowledge about math strategies and best practices needed

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences

Person Responsible

Grover Butler

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC logs, Artifacts, portfolio checks, lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Increase Reading proficiency by 5% using "close" reading strategies and by effectively utilizing informational text to increase literacy across the curriculum. 1

🔍 G039671

G1.B7 Teachers need more information and support in the areas of collaborative planning, data driven analysis and effective instruction. 2

🔍 B095875

G1.B7.S3 Use Special Area and Subject Area PLCs to train teachers and staff on available data resources and best practices to meet the needs of their students. 4

🔍 S107045

Strategy Rationale

This gives teachers the opportunity to work together, share information, and promotes a collaborative problem solving environment.

Action Step 1 5

Harmony High School will fully implement Subject Area and Special Area Professional Learning Communities on Wednesdays with administrative guidance to support effective reading instruction

Person Responsible

Grover Butler

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Administration will monitor meetings and agendas, collect lesson plans with PLC created activities, conduct walkthroughs, and collect student assessment data.

Plan to Monitor Fidelity of Implementation of G1.B7.S3 `6`

Administration will monitor meetings and agendas, collect lesson plans with PLC created activities, conduct walkthroughs, and collect student assessment data.

Person Responsible

Grover Butler

Schedule

On 6/5/2015

Evidence of Completion

Meetings and agendas, lesson plans with PLC created activities, lesson study plans, walkthrough data, and student assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B7.S3 `7`

Administration will monitor meetings and agendas, collect lesson plans with PLC created activities, conduct walkthroughs, and collect student assessment data.

Person Responsible

Grover Butler

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC meeting agendas, lesson plans with PLC created activities, walkthrough data, and student assessment data.

G2. Increase Math Gains by 5% by increasing student access to rigorous tasks to develop deeper understanding of mathematical concepts and procedures. `1`

🔑 G039672

G2.B1 More knowledge of collaborative practices and data driven analysis needed `2`

🔑 B095876

G2.B1.S1 Use Professional Learning Communities to collaborate (share highly effective strategies, develop model lesson plans, and create standards based common assessments. `4`

🔑 S107048

Strategy Rationale

Action Step 1 `5`

PLCs used for professional development, sharing best practices, creating common assessments with rubrics

Person Responsible

Schedule

Evidence of Completion

Portfolio documentation, PLC logs and performance feedback sheets, artifacts like lesson plans and activitiy guides in portfolio

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G2.B4 More knowledge about math strategies and best practices needed `2`

B095879

G2.B4.S1 Use Professional Learning Communities to collaborate (share highly effective strategies, develop model lesson plans, and create standards based common assessments. `4`

S107049

Strategy Rationale

Action Step 1 `5`

PLCs used for professional development, sharing best practices, creating common assessments with rubrics

Person Responsible

Grover Butler

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC logs and performance feedback sheets, artifacts like lesson plans and activitiy guides in teacher portfolios

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Progress will be monitored through classroom walkthroughs data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences

Person Responsible

Grover Butler

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC logs, artifacts, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Effectiveness will be monitored through Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences

Person Responsible

Grover Butler

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Logs, artifacts, lesson plan checks

G2.B4.S2 Provide professional development like Math Solutions to help teachers become highly effective `4`

🔑 S107050

Strategy Rationale

Action Step 1 `5`

Have all school leaders and math instructors attend professional development sessions at the district and school levels, and share best practices at school faculty meetings.

Person Responsible

Grover Butler

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Professional Development Logs, PLC Summary Sheets

Action Step 2 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S2 `6`

Administrators will attend all sessions, check logs, evaluate lesson plans, and analyze data.

Person Responsible

Grover Butler

Schedule

Monthly, from 8/20/2014 to 4/1/2015

Evidence of Completion

PD session rosters, logs, lesson plans, and student data.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Administrators will attend all sessions, check logs, evaluate lesson plans, and analyze data.

Person Responsible

Grover Butler

Schedule

Monthly, from 8/20/2014 to 4/1/2015

Evidence of Completion

PD logs, lesson plans, and student data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	PLCs used for professional development, sharing best practices, creating common assessments with rubrics		Portfolio documentation, PLC logs and performance feedback sheets, artifacts like lesson plans and activitiy guides in portfolio	once	
G2.B4.S1.A1	PLCs used for professional development, sharing best practices, creating common assessments with rubrics	Butler, Grover	8/18/2014	PLC logs and performance feedback sheets, artifacts like lesson plans and activitiy guides in teacher portfolios	6/5/2015 weekly
G1.B7.S3.A1	Harmony High School will fully implement Subject Area and Special Area Professional Learning Communities on Wednesdays with administrative guidance to support effective reading instruction	Butler, Grover	8/11/2014	Administration will monitor meetings and agendas, collect lesson plans with PLC created activities, conduct walkthroughs, and collect student assessment data.	6/5/2015 weekly
G2.B4.S2.A1	Have all school leaders and math instructors attend professional development sessions at the district and school levels, and share best practices at school faculty meetings.	Butler, Grover	8/18/2014	Professional Development Logs, PLC Summary Sheets	6/3/2015 monthly
G2.B4.S2.A2	[no content entered]			one-time	
G1.MA1	Progress will be monitored through Classroom Walkthrough data and feedback, FOCUS Reports, Teen Biz and STAR data, PLC created mini-assessment data, and administrative conferences	Butler, Grover	8/18/2014	data reports, lesson plan documentation, walkthrough data	6/5/2015 weekly
G1.B7.S3.MA1	Administration will monitor meetings and agendas, collect lesson plans with PLC created activities, conduct walkthroughs, and collect student assessment data.	Butler, Grover	8/18/2014	PLC meeting agendas, lesson plans with PLC created activities, walkthrough data, and student assessment data.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S3.MA1	Administration will monitor meetings and agendas, collect lesson plans with PLC created activities, conduct walkthroughs, and collect student assessment data.	Butler, Grover	8/18/2014	Meetings and agendas, lesson plans with PLC created activities, lesson study plans, walkthrough data, and student assessment data.	6/5/2015 one-time
G2.MA1	Progress will be monitored through Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences	Butler, Grover	8/18/2014	PLC logs, Artifacts, portfolio checks, lesson plans	6/5/2015 weekly
G2.B1.S1.MA1	[no content entered]			once	
G2.B1.S1.MA1	[no content entered]			once	
G2.B4.S1.MA1	Effectiveness will be monitored through Classroom Walkthrough data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences	Butler, Grover	8/18/2014	PLC Logs, artifacts, lesson plan checks	6/5/2015 weekly
G2.B4.S1.MA1	Progress will be monitored through classroom walkthroughs data and feedback, EOC assessment data, PLC created mini-assessment data, and administrative conferences	Butler, Grover	8/18/2014	PLC logs, artifacts, lesson plans	6/5/2015 weekly
G2.B4.S2.MA1	Administrators will attend all sessions, check logs, evaluate lesson plans, and analyze data.	Butler, Grover	8/20/2014	PD logs, lesson plans, and student data.	4/1/2015 monthly
G2.B4.S2.MA1	Administrators will attend all sessions, check logs, evaluate lesson plans, and analyze data.	Butler, Grover	8/20/2014	PD session rosters, logs, lesson plans, and student data.	4/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase Reading proficiency by 5% using "close" reading strategies and by effectively utilizing informational text to increase literacy across the curriculum.

G1.B7 Teachers need more information and support in the areas of collaborative planning, data driven analysis and effective instruction.

G1.B7.S3 Use Special Area and Subject Area PLCs to train teachers and staff on available data resources and best practices to meet the needs of their students.

PD Opportunity 1

Harmony High School will fully implement Subject Area and Special Area Professional Learning Communities on Wednesdays with administrative guidance to support effective reading instruction

Facilitator

Administration, Reading Coach, and PLC Leads

Participants

All faculty and staff (PLC participants)

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G2. Increase Math Gains by 5% by increasing student access to rigorous tasks to develop deeper understanding of mathematical concepts and procedures.

G2.B4 More knowledge about math strategies and best practices needed

G2.B4.S1 Use Professional Learning Communities to collaborate (share highly effective strategies, develop model lesson plans, and create standards based common assessments.

PD Opportunity 1

PLCs used for professional development, sharing best practices, creating common assessments with rubrics

Facilitator

Rebecca Paxton

Participants

Math Department and Administration

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G2.B4.S2 Provide professional development like Math Solutions to help teachers become highly effective

PD Opportunity 1

Have all school leaders and math instructors attend professional development sessions at the district and school levels, and share best practices at school faculty meetings.

Facilitator

School Math Leadership

Participants

All Instructional Personnel

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**