

Harmony Middle School
Loudoun County Public Schools
Comprehensive Needs Assessment - Executive Summary
[LCPS School Profile](#)
[Virginia School Quality Profile](#)

School Improvement Team
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Instructional Overview

Provide descriptive information related to the curriculum, instructional programs, and/or existing interventions to support the academic, behavioral, and/or social emotional needs for all students.

Harmony Middle School remains committed to fostering a challenging and nurturing environment where all students become productive citizens. We are committed to a climate of success where students engage in rigorous and engaging instruction centered in Project Based Learning (PBL). Over 90% of our teachers are PBL trained, and all CLT's plan meaningful learning experiences centered around the essential elements of project based learning and assess students through performance based assessments (PBA). We strive to provide students with learning experiences that promote their skills as critical thinkers, collaborators, contributors, communicators, and creators. Our focus on rigor through PBL allows us to ensure students are involved in authentic experiences that challenge their thinking. Our teachers look for new and meaningful ways to incorporate parents and the community as partners for reflection, critique and revision, and to provide expert guidance and perspective.

Through a daily advisory block, we strive to support students in building meaningful relationships, teaching social and emotional health, and strategies for academic and overall success. In conjunction with PBIS, our advisory "Hive Time," and The Harmony United Mental Health Team (UMHT), mental health awareness continues to be an important focus. Our UMHT sponsors Mental Health Day in the fall and Mental Health Awareness Week in the spring to bring healthy coping strategies to the forefront of our students minds and to increase awareness about the importance of talking about mental health.

Equity and culturally responsive instruction are also priorities at Harmony, with teachers setting individual staff goals to include culturally responsive practices in their classrooms, and

through education and professional development provided by our Equity Committee. Additionally, the Harmony Multi-Tiered Systems of Support (MTSS) committee will work closely with a renewed focus at looking at what our data tells us about how we can improve and support practices related to academics, behavior, and climate at Harmony.

Extended Learning Opportunities

Provide information to describe extended learning opportunities for students, staff, families and community.

We continue to focus on establishing connections with students through extended opportunities for students to engage their minds and bodies through clubs. This year, Principal Stewart has challenged every student to be a part of at least 5 clubs and/or school activities. Our clubs allow us to partner with parents and the community to connect with students in meaningful and engaging ways. We strive to extend the community connection by recognizing students for their accomplishments and endeavors outside of schools in areas like athletics, community service, scouting, and more.

An essential element of project based learning, sustained inquiry, enables us to extend learning experiences into community experiences. The Harmony community welcomes families to extend learning through nights like the Empty Bowl Dinner, which grows out of art. Students in 7th grade engage in career research through work with their school counselor and English class. In this work, students engage with actual professionals in their fields of interest to explore what steps they need to take to make progress toward their goals. Other PBL experiences lend themselves to strong public products such as social change and hidden history projects in English, performances and competitions in music, and interactions with the Loudoun County Sheriff's Office Bomb Squad through our Robotics and coding courses.

Staff professional development centers around the same voice and choice we believe engages our students. Staff are encouraged to set personalized goals for their growth and are encouraged to support those goals through choice in sessions, book clubs, CLT's and more. The master schedule is created so that staff has opportunities two to three times each week to engage with peers in planning and collaborative efforts to increase student achievement.

Harmony encourages families to be active participants and partners in their children's education. To that end, biweekly newsletters with an academic focus are sent home to encourage families to discuss classroom learning topics, upcoming dates, and discussion questions that will encourage students to apply their thinking about what they are learning. Additionally, the Harmony Counseling department provides opportunities each year for families to learn about important topics facing their children.

Areas of Strength

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of strength. Provide a clear connection between outcomes and contributing factors.

Harmony staff continues to focus on three focus areas: climate, safety, and instruction. We feel that if the climate is student centered and when students feel safe, students are ready to learn from quality instruction. When looking at the school climate, families indicated growing satisfaction and that they feel “taken seriously by school staff when (they) have concerns.” This area continues on an upward trend from 88% in 20-21 to 92% in 21-22. Additionally, Harmony is rated as “providing a variety of ways for families to become involved,” at 86% in 21-22 compared to 75% in 20-21. This family perception data also indicated improved parent satisfaction with how much their children are learning (85% in 21-22 compared to 76% in 20-21) and parents feel that “high expectations for academic achievement are evident in classrooms” (90% in 21-22 compared to 85% in 20-21).

We believe strongly that this academic satisfaction comes from our sustained focus on PBL, which we renew each year. When we look at our assessment data, in English, our English Learners, Black, and Economically Disadvantaged subgroups continue to show growth in English from the previous year. In Math, our English learners and Hispanic students made good progress. We attribute this success to teachers providing targeted instruction to meet student needs and challenging all students to engage in solving authentic, challenging problems through PBL.

As for safety, student survey data indicates a growth in the amount of students indicating that they feel safe at school up to 93% in 21-22 from 88% in 20-21. Students also indicated that they have a trusted adult at school they could speak with if needed at 91% in 21-22, up from 89% in 20-21. We attribute this growth to our time invested in students through advisory and direct efforts to make students aware of different safety scenarios to help students feel confident responding appropriately to different emergency situations. Moreover, our UMHT’s efforts to support students with healthy coping strategies and mental health awareness directly benefit each student in facing the academic and social challenges of middle school.

Areas for Growth

Summary statements for domains providing evidence of analysis of trend data over a 3-year period and data triangulation to confirm areas of concern. Provide a clear connection between outcomes and contributing factors.

Harmony continues to address deficits in achievement scores that reflect the academic struggles related to the Covid pandemic. We continue to have deficits in the areas of English and Math achievement for students with disabilities. Only 68.57% of SWD passed in Reading and 63% of SWD passed in Math. We want to build on the growth of this student group, but also continue building on the growth of our English Learners and economically disadvantaged groups. We also recognize that there is a group of students who struggle with chronic absenteeism, and we would like to reduce the number of students in that group of 11.79% through continuing to build relationships through Advisory, clubs, and strengthening home-school connections. Through creating an environment where all students feel as though

they belong and are connected, we feel students will continue to connect more with their learning. We want to address family perception data concerns over communication with home and build on the perception that families are empowered partners in their children's education.

School Improvement Goals		
Domain	Outcome Goal	Process Goal
1- English Language Arts	Harmony Middle School will focus on continuous improvement based on the conditional growth percentile by decreasing the achievement gap in reading for our Tier 2 and 3 students.	<i>CLT's will meet to identify students for reading intervention based on MAP and supporting data and to design instruction, assessments, and interventions that focus on deeper learning for students.</i>
2- Math	Harmony Middle School will focus on continuous improvement based on the conditional growth percentile by decreasing the achievement gap in math for our Tier 2 and 3 students.	<i>CLT's will meet to identify students for Math intervention based on MAP and supporting data and to design instruction, assessments, and interventions that focus on deeper learning for students.</i>
8- Safe and Supportive Environments	Increase percentage of students who feel that students treat other students with respect regardless of race or other differences.	<i>Harmony will use tiered strategies and interventions based in the MTSS framework to support the behavioral and social-emotional needs of all students through Advisory, clubs, and the UMHT.</i>

Domain 1 - English Language Arts

Outcome Goal:	Harmony Middle School will focus on continuous improvement based on the conditional growth percentile by decreasing the achievement gap in reading for our Tier 2 and 3 students.	Process Goal:	<i>CLT's will meet to identify students for reading intervention based on MAP and supporting data and to design instruction, assessments, and interventions that focus on deeper learning for students.</i>
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Domain 2 - Mathematics

Outcome Goal:	Harmony Middle School will focus on continuous improvement based on the conditional growth percentile by decreasing the achievement gap in math for our Tier 2 and 3 students.	Process Goal:	<i>CLT's will meet to identify students for Math intervention based on MAP and supporting data and to design instruction, assessments, and interventions that focus on deeper learning for students.</i>
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Domain 5 - Other Academic Areas

Outcome Goal:	Complete full transition to PBL Wall to Wall School with a continued	Process Goal:	<i>Observe and provide feedback and professional development of and for Project Based Learning</i>
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	commitment to the "dimmer switch" model		
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Domain 8 - Safe and Supportive Environments			
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Outcome Goal:	Increase percentage of students who feel that students treat other students with respect regardless of race or other differences.	Process Goal:	<i>Harmony will use tiered strategies and interventions based in the MTSS framework to support the needs behavioral and social emotional needs of all students through Advisory, clubs, and the UMHT.</i>
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