

**Harmony Middle School**  
**Loudoun County Public Schools**  
**Comprehensive Needs Assessment - Executive Summary**

[LCPS School Profile](#)  
[Virginia School Quality Profile](#)

**School Improvement Team**

**Eric Stewart, Principal**  
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**Jeff Jacobson, Dean**  
**Alysia Brown, Counselor**  
**Sarah Schiavo, Teacher**  
**Tracy Holdridge, Teacher**  
**Elizabeth Sauer, Parent**  
**Jodi Hillebrand, Parent**  
**Jai Park, Parent**

**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 participate 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 committed to including 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 has expanded and is working closely with a renewed focus at examining what our data tells us about how we can improve and support practices related to academics, behavior, and climate at Harmony. Harmony teachers work on interdisciplinary teams to develop plans of intervention for those students who need more support in their academic program. A renewed focus for teachers this year is ensuring that all students have access to small group instruction time during class for intervention or enrichment based on the specific needs of each student.

### 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. Our clubs allow us to partner with parents and the community to connect with students in meaningful and engaging ways. Clubs are based on shared interest between students and staff and include a wide range of opportunities including fishing, public speaking, crafting, board games, and much more. 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 Family Arts Night, which grows out of art and music classes. 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 STEM night where our students share the games, machines, and programs they have created 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 have opportunities two to three times each week to engage with peers in planning and collaborative efforts to increase student achievement. Additionally, teachers have common planning time with their interdisciplinary teams, allowing for time to promote the overall success of students in their academic classes.

Harmony encourages families to be active participants and partners in their children's education. To that end, weekly 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 92% feel “Teachers at this school care about how my child does in school,” as compared to 90% in 20-21. Families also indicate that “School staff members treat me with respect” at 97% as compared to 95% in 20-21. Finally, parents report increased satisfaction with academic expectations; 90% agree that “there are high expectations for academic achievement in my child’s classroom” as opposed to 85% in 20-21. We believe these improvements are directly related to our increased efforts to involve families through PBL experiences, increased communication with families, and the great work and dedication of our staff.

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, students in multiple subgroups improved. For example, our Hispanic students improved to 78.57% passing, up from 75.4% the previous year. Black students improved to 81.97% from 79.55 the previous year, and students of Multiple Races improved to 89.13% from 80.46%. In Math, our students with disabilities improved tremendously, passing with 74.15% as opposed to 63.13 the previous year. 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.

### 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 English for students with disabilities. Only 65.29% of SWD passed in Reading. Additionally, our economically disadvantaged students only passed at a rate of 74.39%, which we also want to improve

upon. 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 through continuing to build relationships through Advisory, clubs, and strengthening home-school connections. We will also be undertaking restorative attendance circles this year to address this need. 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

<b>Domain</b>	<b>Outcome Goal</b>	<b>Process Goal</b>
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>