

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: HARMONY HIGH SCHOOL

District Name: Osceola

Principal: Grover "Buddy" Butler

SAC Chair: Sheri Leonard

Superintendent: Melba Luciano

Date of School Board Approval:

Last Modified on: 9/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Grover Butler	B.A. History M.S. Leadership Ed Leadership Social Science School Principal	7.5	7.5	3 yrs History Teacher 2 yrs Dean of Students 4 yrs Assistant Principal 3.5 yrs Principal Harmony High 04-05 C 05-06 D 06-07 D 07-08 B 08-09 B 09-10 B 10-11 A
Assis Principal	Kim Miller	B.S. Business M.S. Human Resources Spc. Leadership	8	3	7 yrs Vocational and Language Arts Teacher 3 yrs Dean of Students 2 yrs Curriculum Resource Teacher 4 yrs Assistant Principal Harmony High 04-05 C 05-06 D 06-07 D 07-08 B 08-09 B 09-10 B

Assis Principal	Conner Gilbert	B.S. Business M.S. Leadership Ed Leadership	2	2	10-11 A 11 yrs Business Teacher 3 yrs Dean of Students 2 yrs Assistant Principal 09-10 B 10-11 A
Assis Principal	Guice Gallman	B.S. Social Science Education M.S. Ed Leadreship Social Studies 6- 12 Ed Leadership	5		16 yrs Social Studies Teacher 5 yrs Dean of Students 07-08 B 08-09 B 09-10 B 10-11 A

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Anna Ruth Worten-Fritz	M.S.	4	4	HHS 08-09 B HHS 09-10 B HHS 10-11 A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New Teacher Mentorship Program	Kim Miller	3-1-2013	
2	Professional Learning Communities	Kim Miller	6-1-2013	
3	Department Meetings	Dept. Chairperson	6-1-2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	NA

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
118	1.7%(2)	28.8%(34)	44.9%(53)	24.6%(29)	33.1%(39)	35.6%(42)	6.8%(8)	3.4%(4)	50.0%(59)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Shelly Freeman	Caleb Dulgar	Subject, experience, and proximity	weekly meetings, shadowing opportunities, observations, PLC department planning
Shelly Freeman	Justin Kramer	Subject, experience, and proximity	weekly meetings, shadowing opportunities, observations, PLC department planning
Shelly Freeman	Annalise Hightower	Subject, experience, and proximity	weekly meetings, shadowing opportunities, observations, PLC department planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mike Zella - Chair
 Robert Hainlen
 Preston Wells
 Donna White
 Chris Riedeman
 Jerry Piester
 Jerry Gallman
 Mike Fields
 David Dillman
 Scott Marlega
 Joni Haydel

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Intervention Assistance Team (IAT) targets at-risk students and develops targeted group interventions based on school-wide data and teacher nominations. (Group interventions may include actual group participation as well as individual types of interventions that are targeted for the at-risk group of students). When interventions are developed, the Notice of Intervention Participation form is sent to the parents by the IAT and a means of progress monitoring is developed to determine students' response to the implemented interventions. The IAT determines the appropriate length of the chosen intervention and when to reconvene to analyze the data. Teachers may be involved in delivering interventions and collecting student data to monitor progress.

The IAT can initiate screenings for vision and hearing any time after the Notice of Screening has been sent home. Screenings for speech and language will not be initiated at this time unless there is a specific concern noted by parents and/or teachers.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RTI Team provides input regarding interventions, strategies and support needed for students

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The district has a checklist for documentation of General Education Intervention Procedures as well as a form for the plan. The team meets regularly to discuss the progress of each student and makes recommendations to appropriate teachers and staff.

Describe the plan to train staff on MTSS.

The RTI Co-Chairs will do a presentation to discuss the RTI process so that teachers are aware of their part in the plan as well as participation in meetings to develop an effective and useful plan for the student.
District will support additional trainings as needed for specific requirements of the plan.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Harmony High LLT is comprised of the following staff members: Facilitators- Anna Ruth Worten-Fritz, Maggie Josephsen and Tiffany Bell; Members- Tiffany Bell, Bob Burns, Teresa Burns, Cathy Harrington, Eric Hansen, Desiree Lyttle, Lisa Lee, Barbara Robinson, Kathleen Ruhs, Cristina Scardigno and Lynn VanderZyl.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Harmony High's LLT meets monthly as a Professional Learning Community, with members from a variety of curricular and organizational areas of the school. It provides professional development for all staff, administers reading motivation programs (such as Caught You Reading and National Literacy Week activities), provides support across the curriculum for subject area teachers incorporating reading into their curriculum, and coordinates the school reading plan in conjunction with the district reading plan.

What will be the major initiatives of the LLT this year?

During the 2012-2013 school year, the LLT will focus on three key issues for school improvement:

1. Continuation and expansion of FCIM mini-lessons and assessments.
2. Providing at least two professional development opportunities to staff directly related to the school's lowest performing areas on the Spring 2010 administration of the FCAT, and
3. Providing modeling across the curriculum for subject area integration of reading strategies and skills.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Harmony High School will provide extensive staff development in reading strategies within the content. All teachers will attend CRISS strategies training. All content area Professional Learning Communities will create "reading within the content" lessons and conduct lesson studies to determine effectiveness. All strategies and implementation will be reviewed by the administrative team and will align with the School Improvement Plan.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Harmony High School follows the Pupil Progression Plan in order to determine courses offered and scheduled for the students. The Math/Science PLCs and Social Studies/Language Arts/Reading PLCs have staff development and joint department meetings to help align instruction to meet student needs. 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.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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 like EPEP and Facts.org to place the students in meaningful courses and programs.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Leadership Skills Development, Critical Thinking, 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 Exceleator program will be implemented to promote college readiness.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Harmony High School will increase the number of students achieving proficiency in reading by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% of our 9th and 10th graders were proficient in reading.	60% of our 9th and 10th grade students will be proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	46% of our 9th and 10th grade students are not proficient in reading.	Schoolwide emphasis on reading across the curriculum. Use available electronic resources to identify our lowest 35% in reading proficiency. Use PLCs to collaborate and develop lessons that build reading skills across the curriculum.	Principal Assistant Principals Literacy Coach	Fidelity Checks Classroom Walkthroughs Regular Data Analysis	FAIR Data Director Classroom Walkthrough reports
2	Time restraints for effective planning and collaboration.	Teachers will use Professional Learning Communities to work collaboratively to develop effective curriculum and analyze student data.	Principal Assistant Principals LiteracyCoach	PLC Feedback Reports Evaluate Lesson Plans Data Analysis	Formative Assessments Reports Classroom Walkthrough Reports
3	Content area teachers are not comfortable teaching reading strategies.	Provide more professional development that helps content area teachers teach reading skills effectively. Provide for collaboration during content area PLCs	Principal Assistant Principals Literacy Coach	Fidelity Checks Classroom Walkthroughs Regular Data Analysis	Data Director Classroom Walkthrough reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Harmony High School will increase the number of students achieving above proficiency in reading by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% of our students achieved above proficiency in reading	31% of our students will achieve above proficiency in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not been challenged to think at a higher level for deeper understanding.	Provide professional development that focuses on high order questioning and promotes more rigor in the classroom.	Principal Assistant Principals LiteracyCoach	Classroom Walkthroughs Test Analysis Formative Assessment Data Analysis	Formative Assessment Reports Classroom Walkthrough Reports
2	Providing the support to move the level 3 readers to the next level	Implementation of the schoolwide enrichment and remediation program. Implement the mentoring program for the lowest 25% of reading students.	Principal Assistant Principals LiteracyCoach	Classroom Walkthroughs Test Analysis Formative Assessment Data Analysis	Formative Assessment Reports Classroom Walkthrough Reports
3	Many teachers are reluctant to teach reading in their content areas.	Professional development opportunities will be provided that show teachers how to effectively teach reading in the content area.	Principal Assistant Principals LiteracyCoach	Classroom Walkthroughs Test Analysis Formative Assessment Data Analysis	Formative Assessment Reports Classroom Walkthrough Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Harmony High School will increase the number of students making learning gains in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of the 9th and 10th grade students made learning gains in reading.	71% of our 9th and 10th grade students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is a challenge to use the most effective intensive reading curriculum to help the students make learning gains.	Implement Reading Programs with fidelity in classes with level 1 students. Double block intensive reading for all level 1 readers.	Principal Assistant Principals Reading Coach	Classroom Walkthroughs Data Analysis	Teen Biz reports. Fair Reports Formative Assessments
2	Helping teachers teach reading in their content areas.	Professional development opportunities will be provided that show teachers how to effectively teach reading in the content area.	Principal Assistant Principals Literacy Coach	Classroom Walkthroughs Test Analysis Formative Assessment Data Analysis	Formative Assessment Reports Classroom Walkthrough Reports
3	Help teachers identify students specific area of weakness.	Teachers will use ODMS and Data Director reports to identify student's areas of weakness.	Principal Assistant Principals Literacy Coach Department Heads PLC Leaders	Fidelity Checks Current ODMS School Reports Formative Assessments	ODMS Walkthrough Reports FAIR Data Director

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Harmony High School will show improvement in learning gains of the lowest quartile students in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of our 9th and 10th grade students in the lowest quartile made learning gains in reading.	67% of our 9th and 10th grade students in the lowest quartile will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Help teachers identify the lowest quartile due to high mobility.	Create quarterly ODMS reports that identify the lowest 30% of all 9th and 10th graders, and send that information to the teachers.	Principal Assistant Principals Literacy Coach Department Heads PLC Leaders	Fidelity Checks Current ODMS School Reports Formative Assessments Data Chat Documentation	ODMS FAIR Data Director
2	Help teachers identify and utilize best practices for low level readers.	Teachers will use Professional Learning Communities to work collaboratively to develop effective lessons. Harmony High will provide workshops like CRISS to help teachers learn and use research based strategies to strengthen reading skills.	Principal Assistant Principals Literacy Coach Department Heads PLC Leaders	Fidelity Checks Current ODMS School Reports Formative Assessments	ODMS Walkthrough Reports FAIR Data Director
3	Help teachers identify students specific area of weakness.	Teachers will use ODMS and Data Director reports to identify student's areas of weakness.	Principal Assistant Principals Literacy Coach Department Heads PLC Leaders	Fidelity Checks Current ODMS School Reports Formative Assessments	ODMS Walkthrough Reports FAIR Data Director

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Harmony High School will achieve AYP in all 8 subgroups through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AYP was not met in all subgroups.	AYP will be met in all subgroups through Safe Harbor.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate support structure for struggling students	Implement AVID at all grade levels and increase the number of students in the program. Offer before and after school tutoring and remediation/enrichment programs.	Administration AVID Coordinator Department Heads	Fidelity Check AVID Certification Process Data Analysis	AVID Certification Report Data Reports Classroom Walkthroughs
2	Students lack of basic reading skills.	Implement effective reading strategies in all classrooms. Expand online reading opportunities Expand Teen Biz/Achieve 3000 access Use CRISS strategies in all reading and language arts classes	Administration Literacy Coach Department Heads	Fidelity Checks FAIR Formative Assessments Data Analysis	Data Reports Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Harmony High School will achieve AYP in all subgroups through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:

AYP was not achieved with English Language Learners.	AYP will be achieved with English Language Learners through Safe Harbor.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Deficiency	Identify ELL students Implement Read 180 and Teen Biz in ESOL classrooms Offer tutoring and remediation before and after school, and during lunches	School Administration ESOL Compliance Specialist LiteracyCoach	Fidelity Checks CELLA FAIR Formative Assessments	All Data Reports Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Harmony High School will achieve AYP in all subgroups through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AYP was not achieved with the Students with Disabilities subgroup.	AYP will be achieved with the Students with Disabilities subgroup through Safe Harbor.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Using the support facilitation process effectively	Provide training for all teachers to meet the needs of the students. Create Co-teach PLC for teacher collaboration	School Administration Resource Compliance Specialist ESE Teachers	Formative Assessments Utilize detailed Progress Reports Regular communication between all teachers involved in the process Frequent Data Chats	All Data Reports FAIR Data Director Reports Data Chat documentation
2	Motivating students to read	Provide training for all teachers to meet the needs of the students Use periodicals and other materials that are of high interest to students	School Administration Resource Compliance Specialist ESE Teachers	Formative Assessments Utilize detailed Progress Reports Regular communication between all teachers involved in the process Frequent Data Chats	All Data Reports FAIR Data Director Reports Data Chat documentation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Harmony High School will achieve AYP in all subgroups through Safe Harbor.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
AYP was not achieved for the Economically Disadvantaged subgroup.			AYP will be achieved for the Economically Disadvantaged subgroup through Safe Harbor.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate support structure for struggling students	Implement schoolwide support structures and AVID at all grade levels and increase the number of students in the program. Offer before and after school tutoring and remediation/enrichment programs.	Administration PLC Leaders Department Heads	Fidelity Check PLC collaborative support process Data Analysis	Data Reports Classroom Walkthroughs Formative Assessments
2	Students lack of basic reading skills.	Implement effective reading strategies in all classrooms. Expand online reading opportunities Expand Teen Biz/Achieve 3000 access Use CRISS strategies in all reading and language arts classes	Administration LiteracyCoach Department Heads	Fidelity Checks FAIR Formative Assessments Data Analysis	Data Reports Classroom Walkthroughs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Progress of the Lowest 25% in Reading	All Reading & Language Arts	Literacy Coach Assistant Principal for Instruction	All Reading & Language Arts teachers	September 2012 Monthly Meetings	Classroom Walkthroughs Data Report Analysis	School Administration Literacy Coach
Literacy Team Professional Development	All	Literacy Coach Principal PLC Leader	All Content Areas	September 2012 Monthly Meetings	Classroom Walkthroughs Data Report Analysis	School Administration Literacy Coach
CRISS Training	All	Literacy Coach Assistant Principal for Instruction	All Content Areas	September 2012 Five Sessions	Classroom Walkthroughs Data Report Analysis	School Administration Literacy Coach
AVID Strategies	All	AVID Coordinator	All Content Areas	October 2012 Quarterly Updates	Classroom Walkthroughs Data Report Analysis	School Administration

High Order Questioning Workshops	All	Literacy Coach Assistant Principal for Instruction	All Content Areas	October 2012 Quarterly Updates	Classroom Walkthroughs Data Report Analysis	School Administration Literacy Coach
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	To increase the number of students scoring 3 and above by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (198)	76% (228)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing quality staff development that meets the needs of our teachers and students.	Send teachers to district level staff development opportunities. Offer on-site training for Algebra I.	Principal, Asst. Principals	Principal, Asst. Principals	Formative Assessments Marzano iObservation
2	Providing opportunities for remediation and enrichment	Create SAI plan that offers before and after school opportunities for tutoring. Create a Saturday FCAT Bootcamp to help students.	Principal, Asst. Principals	Principal, Asst. Principals	Formative Assessments Marzano iObservation
3	Placing students in the appropriate math classes.	Review all student math data and place in classes by ability level and past success.	Principal, Asst. Principals	Principal, Asst. Principals	Formative Assessments Marzano iObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	NA
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:						
2012 Current Level of Performance:		2013 Expected Level of Performance:				
Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:						
2012 Current Level of Performance:		2013 Expected Level of Performance:				

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	To increase the number of students scoring at or above Level 3 in Geometry by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (198)	76 % (228)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not providing enough rigor.	Train teachers to incorporate higher orders problems in assignments	Principal, Asst. Principals	Formative Assessments, EOC results, and Classroom Walkthroughs	Test Results iObservation Marzano Reports
2	Students falling behind on workload and failing to complete work.	Offer tutoring before and after school to assist the students that may be struggling	Principal, Asst. Principals	Formative Assessments, EOC results, and Classroom Walkthroughs	Test Results iObservation Marzano Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by	Geometry Goal #
	<input type="text"/>

50%.	3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.
Geometry Goal #3B:

2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.
Geometry Goal #3C:

2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.
Geometry Goal #3D:

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.				
Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Level Math Curriculum Training	All	District Curriculum Specialists	All	Summer and Fall 2012	Walkthroughs Formative assessment Reports	Administration Department Head
Tutoring PLC	All	Department Heads API	All	Once per month starting in September	Classroom Walkthroughs Formative assessment Reports	Administration Department Head
Data Analysis PD	All	Administration	All	Quarterly starting in August	Data meetings & IPDP progress Formative assessment Reports	Administration

Online Testing and Computer Practice PD	Algebra and Geometry Teachers and Students	District and School Trainers	Algebra and Geometry Teachers and Students	Two times per year	Data meetings & IPDP progress Assessment Reports	Administration
AP Institutes	All	College Board Trainers	All	Summer and Fall 2012	AP practice test data AP writing prompt exercises Classroom Walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Harmony High School students will increase their proficiency in Science by 6% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Harmony High School students achieving FCAT level 3 and above in Science in 2012 was 49%	55% of Harmony High School students will achieve proficiency as measured by the Biology End of Course Exam in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and inability to apply scientific method to solutions	Review sessions to cover past subject knowledge	Dept. chair, principal, asst principals	Formative assessments, FCAT Science test, walkthroughs	Formative results, Fcat results, walkthru check-list
2	Low reading scores indicate problems with testing	Implement literacy across the content area	Principal, asst principals, dept chair, reading coach	walkthroughs, lesson plans	walkthru checklist, lesson plan checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Harmony High School will increase the number of students scoring FCAT Level 3.5 and higher in writing by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (384) of our students scored FCAT Level 3.5 and higher in writing.	100% (400) of or student will score at FCAT Level 3.5 and higher in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers in content areas have never taught writing skills.	Provide writing assistance and rubric training in content areas. Include essay prompts on unit tests with a rubric.	School Administration Literacy Coach Department Heads	Monthly Writing Assessments Subject Area PLC scoring with rubric collaboration	Writing Rubric and Data Analysis Reports
2	Language Arts teachers need assistance in teaching writing structure.	PDA training for all LA teachers	School Administration Literacy Coach Department Heads	Monthly Writing Assessments Subject Area PLC scoring with rubric collaboration	Writing Rubric and Data Analysis Reports
3	Students are not aware of what it takes to make a high score on FCAT writing.	Students will be given quarterly extended writing assignments with guided editing, revision, and rubric assessment using the FCAT rubric.	School Administration Literacy Coach Language Arts teachers	Subject Area PLC scoring with rubric collaboration	Writing Rubric and Data Analysis Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Rubric Across the Curriculum training	All	10th Grade Language Arts Teachers	School-wide	November & January	Monthly writing assessments	Administration LA Department Head
PDA Training	10th Grade Language Arts Teachers	PDA Trainer Chris Lewis	10th Grade Language Arts Teachers	October and January	Monthly writing assessments	Administration LA Department Head

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$0.00			

End of Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Harmony High School's attendance will increase by 3% to 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Harmony High School's attendance rate was 95% for the 2011-2012 school year.	Harmony High School's attendance rate will be 98% for the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
140	120
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

75					55
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of communication between student, parent, and the school	The attendance dean will meet with all students after their 3rd absence and/or tardy in a semester. Make parent calls more frequently as an early intervention	School Administration Deans Attendance Clerk	Frequent and timely evaluation of attendance reports.	PLASCO System Reports ODMS Reports Attendance Rate Reports
2	Student apathy and overall lack of motivation.	Regular meetings will be scheduled with the guidance counselor and attendance dean after a pattern of truancy is established. Use Student Attendance Incentive Programs to reward students with gifts after completion of a short term attendance goal.	School Administration Deans Attendance Clerk	Frequent and timely evaluation of attendance reports.	PLASCO System Reports ODMS Reports Attendance Rate Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		Harmony High School's goal is to reduce the number of suspensions by 10% for the 2013 school year.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
Harmony High School had 347 distinct events of In-School Suspensions for the 2012 school year.		Harmony High School will have fewer than 313 events for In-School suspension for the 2013 school year.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
191 students recieved In-School suspensions during the 2012 school year		Harmony High School will have fewer than 172 students for In-School suspension for the 2013 school year.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
Harmony High School had 208 distinct events of Out-of-School Suspensions for the 2012 school year.		Harmony High School will have fewer than 189 events for Out-of-School suspension for the 2013 school year.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
145 students recieved Out-of-School suspensions during the 2012 school year		Harmony High School will have fewer than 130 students for Out-of-School suspension for the 2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student consequences escalating to the suspension levels.	We have implemented additional lunch detentions and administrative detentions to postpone the suspensions	Deans, Principal, asst. principals, RTI group	RTI, Discipline guide	Monthly Discipline reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention	
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Harmony High School had 10% (39) of its students drop out during the 2011-2012 school year. Our goal is to reduce this percentage to 5% or 19 students.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

10%	5%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
90%	95%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying students who are at-risk of dropping out and placing them in programs where they can be successful.	Monitor weekly attendance, discipline, and grade reports to identify students who need help. Meet with students and parents to discuss best program options.	Administration Guidance Counselors Deans	Monitor weekly reports to determine progress. Communicate with program leaders at school and district level about progress.	ODMS TERMS Pinnacle Reports
2	Motivating students to stay in school and graduate	Use IMPACT for for credit recovery to help students stay or get back on track. Use before and after school programs for enrichment and remediation Use mentors and trusted school officials to meet regularly and offer support	Administration Guidance Counselors Deans Mentors IMPACT & SAI Teachers	Monitor weekly reports to determine progress. Communicate with program leaders at school and district level about progress	IMPACT Reports ODMS TERMS PinnacleReports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Approximately 68% of our parents have participated in school activities during the 2011-2012 school year. We would like to increase the participation rate by 10%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
68%		78%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective communication tools to contact parents in a timely manner to gain parent involvement	Utilize communication tools i.e. mail outs, call outs, school newsletter and website updates. By pushing information to parents directly, we have a greater opportunity to gain parent involvement	Administration	Analyze participation logs Review climate survey results Parent participation and attendance	Log Sheets Climate Surveys Organization Memberships Attendance Sheets
2	Creating an environment where parent involvement is valued and encouraged	Create more opportunities for parent involvement at the school wide level and share the success with outcomes at faculty meetings i.e. Annual Open House and Freshman Night, Athletic and Academic Events	Administration	Analyze participation logs Review climate survey results Parent attendance and participation	Log Sheets Climate Surveys Organization Membership lists Attendance Sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Freshman Night	9th grade	Asst. Principal	Incoming 9th graders & parents	End of School Year (May)	Parent logs, Oasis Report	Administration
Monthly SAC Meetings	All	Principal / SAC Chair	Parents, Community members, Business Partners and Students/groups	2nd Tuesday each month during school year	Attendance Sheet and Meeting notes	Administration
Open House	All	Administration	School-wide	Prior to School Opening (August)	Parent logs, Oasis Report	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	
STEM Goal # 1:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Advanced Placement Success Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Advanced Placement Success Goal Goal Advanced Placement Success Goal Goal #1:		Harmony High School will increase the percentage of students scoring 3 or above on Advanced Placement exams by 10%.			
2012 Current level:		2013 Expected level:			
35% of our Advanced Placement students scored 3 or above on the AP exam.		45% of our Advanced Placement students will score 3 or above on the AP exam.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students have not been challenged to think at a higher level for deeper understanding.	Provide professional development that focuses on high order questioning and promotes more rigor in the classroom.	Administration	Classroom Walkthroughs Observations Formative Assessment Data	Observation Reports Assessment Reports
2	Not enough access to examples of successful responses	Provide more materials that contain examples of passing test responses.	Administration	Classroom Walkthroughs Observations Formative Assessment Data	Observation Reports Assessment Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Advanced Placement Success Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To support the Academic Boosters Program.	\$1,000.00

Describe the activities of the School Advisory Council for the upcoming year

SAC will help write and carry out the School Improvement Plan. They will help oversee and approve the expenditure of any funds received for SAC. SAC will be instituting and organizing the Academic Boosters program to help motivate and reward students who work hard and excel academically.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Osceola School District HARMONY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	81%	86%	45%	259	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	79%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	69% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					522	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District HARMONY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	77%	84%	49%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	75%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	65% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					496	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested