

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: BLOUNTSTOWN HIGH SCHOOL

District Name: Calhoun

Principal: Debbie Williams, Ed.D

SAC Chair: Elizabeth Bennett

Superintendent: Wilson T. McClellan

Date of School Board Approval: October 11, 2012

Last Modified on: 12/26/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
		BA – English, Florida State University; Masters Degree – Administration and Supervision,			Assistant Principal of Blountstown High School 2010 - 2011: Grade A

Principal	Debbie Williams	Florida Agriculture and Mechanical University; Specialist Degree – Educational Leadership, Florida State University; Doctoral Degree – Educational Leadership, Florida State University; Educational Leadership, Florida State University; English 6 – 12, ESOL Endorsement, Reading Endorsement – State of Florida	2	7	Assistant Principal of Blountstown Elementary School in 2009-2010: Grade: B, Reading Mastery: 84%, Math Mastery 84%, Writing Mastery 82%, Science Mastery 59%. AYP: 87% of criteria 2008 – 2009: Grade: A, Reading Mastery: 90%, Math Mastery 89%, Writing Mastery 79%, Science Mastery 57%. AYP: 100% of criteria satisfied. 2007 – 2008: Grade: A, Reading Mastery: 84%, Math Mastery 91%, Writing Mastery 49%, Science Mastery 62%. AYP: African American students and SWD did not make AYP in math. SWD did not make AYP in Math. ED students did not make AYP in Writing.
Assis Principal	Tracy Wood	BS – Elementary Education, Florida State University; Masters Degree Educational Leadership, Florida Agricultural and Mechanical University; Certification – Primary Education, Elementary Education, Educational Media Specialist, and Educational Leadership – State of Florida		2	Assistant Principal of Blountstown Elementary - 2011-2012: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72%, Science Mastery 67%, AYP - No Assistant Principal of Blountstown Elementary- 2010-2011: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82%, Science Mastery 65%, AYP - No Student Services Coordinator at Blountstown Elementary School - 2009-2010: Grade B, Reading Mastery 84%, Math Mastery 84%, Writing Mastery 82%, Science Mastery 59%, AYP - No Media Specialist at Blountstown Elementary School in 2008 – 2009: Grade: A, Reading Mastery: 90%, Math Mastery 89%, Writing Mastery 79%, Science Mastery 57%. AYP: 100% of criteria satisfied. 2007 – 2008: Grade: A, Reading Mastery: 84%, Math Mastery 91%, Writing Mastery 49%, Science Mastery 62%. AYP: African American students and SWD did not make AYP in math. SWD did not make AYP in Math. ED students did not make AYP in Writing.

## 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	Vicki Bennett	BS - Elementary Ed., MA – Elementary Ed/with Reading Endorsement	7	6	2010-2011: Grade A 2009-2010: Grade C ; 2008-2009: Grade D; 2008: Grade B

## 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	The district and school will recruit and retain highly qualified reading teachers by advertising for available positions, providing reading endorsement training, providing reading professional development to all teachers,	Wilson T. McClellan, Superintendent Vicki Davis, Assistant Superintendent Kay Tipton, Director of	On-going	

	and providing support through reading coaches.	Curriculum and Instruction Robin Richards, District Reading Coach		
2	Partnering new teachers with veteran staff	Principal	On-going	
3	Utilize district support to assist with experienced teachers needing further support.	Principal	On-going	
4	A teacher who is hired and not considered highly qualified must sign a letter of intent to become highly qualified within three academic years.	Teacher	On-going	

## 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
Blountstown High School presently has 23%(7) teachers teaching out of field.	The teachers that are out of field are currently studying to take the certification tests or are taking courses to become certified in their areas.

## 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
30	0.0%(0)	26.7%(8)	16.7%(5)	56.7%(17)	36.7%(11)	76.7%(23)	23.3%(7)	10.0%(3)	36.7%(11)

## 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
Debra Betts	Stewart Hobbie	The mentor is the Reading Endorsed and a Nationally Board certified teacher.	Participate in district's beginning teacher program.

## 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 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.

Debbie Williams, Tracy Wood, Vicki Bennett, Rebecca Stanley, Loraine McClellan, Shayee Johnson, Allyson Howell, Teresa Estes.

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 team will meet once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are

meeting/exceeding benchmarks, at moderate risk or at the high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 MTSS Leadership Team takes an active role in the development and implementation of the SIP. The problem-solving process utilized by the MTSS team is essential to both problem identification and implementation of effective solution focused interventions necessary for school improvement. The MTSS Leadership Team has identified a variety of concerns across all tiers, which include not only the academic needs but the social/emotional needs of students as well. To address the needs of students at BHS, the MTSS Leadership Team has recommended initial intervention strategies which include, but are not limited to, the following: clear expectations for instruction, alignment of processes and procedures, and increased progress monitoring/data analysis.

### 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.

Baseline data: FAIR, mini-assessments given from Florida Achieves developed by the state, FCAT Testmaker, Performance Matters, and FCAT  
Midyear: Florida Assessments for Instruction in Reading (FAIR), mini-assessments given from Florida Achieves developed by the state, FCAT Testmaker, Performance Matters, FAIR, Calhoun Writes, and FCAT

Describe the plan to train staff on MTSS.

Professional development will be provided to teachers throughout the year. The MTSS team will evaluate additional staff professional development needs during team meetings.

Describe the plan to support MTSS.

The MTSS team meets once a month to review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level, to identify students who are meeting/exceeding benchmarks, at moderate risk or at the high risk for not meeting benchmarks. The team ensures that professional development and resources are available. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Debbie Williams, Tracy Wood, Vicki Bennett, Shayee Johnson, Deborah Hassig, Debra Perdue, Allyson Howell, Rebecca Stanley, Kristy Baldwin, Teresa Brantley-Curl, Pam Ayers, Bart Nichols, and Elizabeth Bennett.

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. As soon as the faculty is established for the upcoming year, the principal, in consultation with the reading coach, will determine which key faculty will best serve as leadership team members. Once established, the Literacy Leadership team will meet monthly. The principal/assistant principal and reading coach will provide literacy leadership for the Literacy Leadership Team as well as the whole faculty. Literacy Leadership Team meetings will be a priority for the principal/assistant principal. The reading coach will schedule monthly literacy leadership team meetings. Literacy leadership team members will be supported in their efforts through release time, flex time, etc.

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

The Literacy Leadership Team will continue to implement Marzano's seven instructional strategies that will permeate the school across all content areas. The teachers will receive ongoing professional development that allows for growth in expertise across departments. All staff members will study each strategy, practice it in their classrooms with peer support, and eventually assume the responsibility for delivering future staff development.

The Literacy Leadership Team will also will begin the Lesson Study model where team members will work collaboratively to co-plan and observe lessons with a focus on student thinking.

The Literacy Leadership Team will focus on assessment and student progress. The purpose of analyzing the data will be to make informed instructional decisions and improvements to the curriculum to increase student achievement.

## 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.

To ensure that all teachers are infusing appropriate reading instructional strategies, the principal will collect and monitor lesson plans from teachers once a semester and provide feedback. To ensure implementation of lesson plans, the principal and assistant principal will conduct walk through visits and observations and will provide follow-up and feedback to the teachers. Teachers will attend professional development meetings as needed provided by the reading coach to gain knowledge of the literacy instructional strategies that will be used consistently across all content areas.

### \*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?

Currently BHS is working to improve collaboration and integration of curriculum. BHS career technology teachers and Integrated Science teachers work with other subject area teachers such as computer, tv, and English, for assistance with publications, public speaking, writing skills, research, and real-world math applications. Cabinet and Agriculture work collaboratively on projects. Faculty meetings led by the reading coach focus on cross-curriculum reading strategies to improve reading scores.

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?

Beginning in ninth grade and throughout the four years of high school, the guidance counselor meets with students in classrooms to discuss:

- Graduation requirements
- Course selections
- Programs of Study (during and after high school)
- Dual-enrollment
- Honors track
- College placement testing
- Graduation options (3 and 4 year options)
- Florida Bright Futures Scholarship Program
- Post- secondary educational and career options (community college, university, workforce development, on-the-job training, military)
- Financial aid

In addition, the counselor meets individually as needed with the student, with parent/s often participating in the sessions. Parents are kept informed through newspaper announcements, Connect-ed phone messages, mail-outs and information sent

home with the student. Individual letters are mailed and phone calls are made for students in academic difficulty.

Resources used to assist students with career and academic planning include :

CHOICES computer program (interest inventory, college exploration, occupational choices)

ePep- computer program that maps the student's courses of study throughout their high school career

Career Fair

ACT/PSAT/SAT interest inventories

PLAN (pre-ACT) assessment for tenth graders that includes an interest inventory

ASVAB military assessment with interest inventory

Career shadowing

Department of Education Financial Aid workshop

Guest speakers from postsecondary institutions, military, business professionals

## 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](#)

Blountstown High School's percentage of graduates completing a college prep curriculum was below the state average. BHS will focus on encouraging students to take Honors, AP or Dual Enrollment courses by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their post secondary plans. This will include sharing information and requirements to become eligible for Bright Futures. The guidance counselor will track graduation requirements and Bright Futures requirements and intervene as necessary. BHS will offer Ready To Work Credentials for seniors and Industry certification for students enrolled in Construction classes. The PLAN will be given to all tenth graders and the PERT will be given to all eleventh graders. Juniors and Sophomores may take the College Board PSAT exam. All college bound students are encouraged to take Spanish I and Spanish II or French I and French II. Seniors participate in College Day yearly. Recruiters visit campus several times yearly.

Through the High School feedback Report, the school is able to assess the number of students prepared for college success based on ACT and SAT results. An analysis can be made with the number of graduates and those who actually enrolled in a community college or a university. Determinations can be made on how our students compare with other students attending these institutions.

These statistics assist in making scheduling decisions for appropriate courses that need to be planned in the master schedule. Remediation, Honors, dual-enrollment, AP, and college-ready remedial courses can be included that will best meet the needs of the student population for our area.

## 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:	At Blountstown High school, 63% of the students taking the FCAT scored at or above grade level in reading, 65% of the tested students made a years worth of progress in reading and 66% of struggling students made a years worth of progress in reading. 23% (44) students taking the FCAT Reading test made a level 3.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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23% of the students in 9th and 10th grade scored a level 3 on FCAT Reading.	In 2013, according to the AMO target goals, 69% of all students will score a level 3 or higher on FCAT Reading.
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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	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time.  Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Analyze FCAT Reading Data to determine at risk students and possible weaknesses in the curriculum.	Teachers, Guidance, Principal, and Reading Coach	Review FCAT Reading data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.
2	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across	Administer FAIR three times a year to monitor students progress in reading.	Teachers and Reading Coach	Reading Coach will review the assessment data to ensure the assessment calendar is being followed.	Results of FAIR will be shared with faculty and focus calendars will be revisited and updated.



	all content areas while effectively using data to improve student achievement.				
3	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Students will be placed in the appropriate reading class according to the district reading plan.	Guidance and Reading Coach.	FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.	Master Schedule
4	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time.</p> <p>Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, Reading Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child. If progress is not being made on areas of weakness identified, adjustments will be made with teacher to reteach and reasses to determine growth in reading.	STAR Reading Reports
5	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, and District Reading Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations

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:

At Blountstown High school, 63% of the students taking the FCAT scored at or above grade level in reading, 65% of the tested students made a years worth of progress in reading and 66% of struggling students making a years worth of progress in reading. 39% of the 9th and 10th grade students scored a level 4 or 5.

2012 Current Level of Performance:

2013 Expected Level of Performance:

76 students in 9th and 10th grade scored Level 4 or 5 in reading out of 195 students. (39%)

According to the AMO target goals, a total of 69% will score a level 3 or above. 45% of the students will score Level 4 or 5 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	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Analyze FCAT Reading Data to determine at risk students and possible weaknesses in the curriculum.	Teachers, Guidance, Principal, and Reading Coach	Review FCAT Reading data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.

2	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Administer FAIR three times a year to monitor students progress in reading.</p>	<p>Teachers and Reading Coach</p>	<p>Reading Coach will review the assessment data to ensure the assessment calendar is being followed</p>	<p>Results of FAIR will be shared with faculty and focus calendars will be revisited and updated.</p>
3	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Students will be placed in the appropriate reading class (Advanced Reading/Critical Thinking) according to the district reading plan.</p>	<p>Guidance and Reading Coach.</p>	<p>FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.</p>	<p>Master Schedule</p>
4	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>The STAR Reading Assessment will be given three times a year to determine growth in reading.</p>	<p>Teachers, Reading Coach, and Principal</p>	<p>The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.</p>	<p>STAR Reading Reports</p>
	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting</p>	<p>Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.</p>	<p>Principal, Reading Consultant, and District Reading Coach</p>	<p>The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating</p>	<p>Formal and Informal Assessments, Classroom Observations</p>

5	instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.		instruction.	
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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:	At Blountstown High school, 63% of the students taking the FCAT scored at or above grade level in reading, 65% of the tested students made a years worth of progress in reading and 66% of struggling students made a years worth of progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 65% of the students made learning gains. In the 2010 - 2011 school year, 58% of the students made learning gains.	At least 70% of the 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
	9th grade students having difficulty making the transition to highschool.	Analyze FCAT Reading Data to determine at risk students and possible weaknesses in the curriculum.	Teachers, Guidance, Principal, and Reading Coach	Review FCAT Reading data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.

1	Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.				
2	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Administer FAIR three times a year to monitor students progress in reading.	Teachers and Reading Coach	Reading Coach will review the assessment data to ensure the assessment calendar is being followed.	Results of FAIR will be shared with faculty and focus calendars will be revisited and updated.
3	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Students will be placed in the appropriate reading class (Intensive Reading) according to the district reading plan.	Guidance and Reading Coach.	FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.	Master Schedule

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:	
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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:	At Blountstown High school, 63% of the students taking the FCAT scored at or above grade level in reading, 65% of the tested students made a years worth of progress in reading and 66% of struggling students making a years worth of progress in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 66% of the lowest 25% made learning gains. In the 2010 - 2011 school year, 42% of the lowest 25% made learning gains. In the 2009-2010 school year, 29% of the lowest 25% made learning gains.	At least 70% of the lowest 25% will make learning gains.

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	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Analyze FCAT Reading Data to determine at risk students and possible weaknesses in the curriculum.	Teachers, Guidance, Principal, and Reading Coach	Review FCAT Reading data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.
	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic	Administer FAIR three times a year to monitor students progress in reading.	Teachers and Reading Coach	Reading Coach will review the assessment data to ensure the assessment calendar is being followed.	Results of FAIR will be shared with faculty and focus calendars will be revisited and updated.

2	<p>population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>				
3	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Students will be placed in the appropriate reading class (Intensive Reading) to the district reading plan.</p>	<p>Guidance and Reading Coach.</p>	<p>FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.</p>	<p>Master Schedule</p>
4	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Fidelity checks will be conducted monthly.</p>	<p>District Reading Coach</p>	<p>District Reading Coach will monitor.</p>	<p>District Reading Coach's log.</p>
5	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential</p>	<p>Provide inservice on Read 180 Program to new teachers.</p>	<p>District Director of Curriculum and Instruction.</p>	<p>FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.</p>	<p>Read 180 Program Records and Logs.</p>

	in every classroom across all content areas while effectively using data to improve student achievement.				
6	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, Reading Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child. If progress is not being made on areas of weakness identified, adjustments will be made with teacher to reteach and reassess to determine growth in reading.	STAR Reading Reports
7	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, and District Reading Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations

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 # In six years, Blountstown High School will reduce their achievement gap in reading by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	69%	72%	75%	78%	

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.	At Blountstown High school, 63% of the students taking the FCAT scored at or above grade level in reading, 65% of the tested students made a years worth of progress in reading, and 66% of the struggling students made a years worth of progress. At least 69% of students (grades 9 - 12) will be
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Reading Goal #5B:	reading at or above grade level as evidence by the 2013 Florida School Accountability Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% of all students scored satisfactory in reading, 32% of African American students scored satisfactory in reading, and 67% of White students scored satisfactory in reading.	In 2013, 69% of all students scored satisfactory in reading, 51% of African American students scored satisfactory in reading, and 73% of White students scored satisfactory 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	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Students will be placed in the appropriate reading class (Intensive Reading) according to the district reading plan.	Guidance and Reading Coach.	FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.	Master Schedule
2	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Provide inservice on Read 180 Program to new teachers.	District Director of Curriculum and Instruction.	FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.	Read 180 Program Records and Logs.
	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic</p>	Progress monitor the FAIR assessment and other assessments of ethnicity subgroups.	Teachers, Reading Coach, Principal, and Assistant Principal.	Review FAIR and other assessment results to determine progress of Ethnicity subgroups.	Print out of FAIR and other assessments.

3	population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.				
4	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, and District Reading Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations
5	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, Reading Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child. If progress is not being made on areas of weakness identified, adjustments will be made with teacher to reteach and reassess to determine growth in reading.	STAR Reading 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	At Blountstown High school, 63% of the students taking the FCAT scored at or above grade level in reading, 65% of the tested students made a years worth of progress in reading, and 66% of the struggling students made a years worth of progress. At least 69% of students (grades 9 - 12) will be reading at or above grade level as evidence by the 2013 Florida School Accountability Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 30% of Students with Disabilities scored satisfactory in reading according to the Florida School Accountability Report.	In 2013, 53% of Students with Disabilities will score satisfactory in reading according to the Florida School Accountability Report.

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	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Students will be placed in the appropriate reading class (Intensive Reading) according to the district reading plan.	Guidance and Reading Coach.	FCAT Reading scores and other reading assessment scores from the 2011 - 2012 school year will be revisited to ensure students are appropriately placed in classes.	Master Schedule
2	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential	Provide inservice on Read 180 Program to new teachers.	District Director of Curriculum and Instruction.	FCAT Reading scores and other reading assessment scores from the 2011 - 2012 school year will be revisited to ensure students are appropriately placed in classes.	Read 180 Program Records and Logs.

	in every classroom across all content areas while effectively using data to improve student achievement.				
3	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Utilize Inclusion teachers to provide assistance to ESE students in regular classrooms.	Teachers, Principal, and Assistant Principal	When visiting classrooms the principal, and assistant principal will focus their attention to the frequency that accommodations and modifications are made for students.	Lesson plan books and classroom observations.
4	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Progress monitor FAIR assessment and other assessments of students with disabilities.	Teachers, Principal, and assistant principal	Review FAIR assessment and other assessments to determine progress of students with disabilities.	Print out of FAIR and other assessments.
5	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, Reading Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child. If progress is not being made on areas of weakness identified, adjustments will be made with teacher to reteach and reassess to determine growth in reading.	STAR Reading Reports
	9th grade students having difficulty making	Hire a reading consultant to provide reading	Principal, Reading Consultant, and	The reading consultant will visit classrooms each	Formal and Informal

6	<p>the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>strategies and ways to differentiate small group instruction.</p>	<p>District Reading Coach</p>	<p>nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.</p>	<p>Assessments, Classroom Observations</p>
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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:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>At Blountstown High school, 63% of the students taking the FCAT scored at or above grade level in reading, 65% of the tested students made a years worth of progress in reading, and 66% of the struggling students made a years worth of progress. At least 69% of students (grades 9 - 12) will be reading at or above grade level as evidence by the 2013 Florida School Accountability Report.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>In 2012, 50% of Economically Disadvantaged students scored satisfactory in reading according to the Florida School Accountability Report.</p>	<p>In 2013, 63% of Economically Disadvantaged students scored satisfactory in reading according to the Florida School Accountability Report.</p>

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	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Students will be placed in the appropriate reading class (Intensive Reading) according to the district reading plan.</p>	<p>Guidance and Reading Coach.</p>	<p>FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are appropriately placed in classes.</p>	<p>Master Schedule</p>
	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool</p>	<p>Provide inservice on Read 180 Program to new teachers.</p>	<p>District Director of Curriculum and Instruction.</p>	<p>FCAT Reading scores and other reading assessment scores from the 2011-2012 school year will be revisited to ensure students are</p>	<p>Read 180 Program Records and Logs.</p>

2	<p>activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>			appropriately placed in classes.	
3	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Progress monitor using FAIR and other assessments of economically disadvantaged students.	Teachers, Principal, and assistant principal	Review FAIR assessment and other assessments to determine progress of economically disadvantaged students .	Print out of FAIR and other assessments
4	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, and District Reading Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations
5	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To</p>	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, Reading Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child. If progress is not being made on areas of weakness identified, adjustments will be made	STAR Reading Reports

improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.		with teacher to reteach and reasses to determine growth in reading.
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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
Review Curriculum maps for English and Reading Classes.	9-12	Dr. Oropallo	English and Reading Teachers	August 2012 - May 2013	Teachers will document in plan books items taught on the Curriculum Map.	Principal/Assistant Principal

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
Dr. Oropallo, district reading consultant, will work with reading teachers on Common Core exemplar lessons to assist them in the Common Core implementation.	Reading Consultant	Title II	\$6,103.00
			Subtotal: \$6,103.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Review and analyze data, determine instructional strategies for interventions, and monitor benchmark assessments.	Rtl Coach	Title II	\$14,713.00
			Subtotal: \$14,713.00
			<b>Grand Total: \$20,816.00</b>

# 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

## Middle School Mathematics 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 mathematics. Mathematics Goal # 1a:	NA
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 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 mathematics. Mathematics 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 mathematics. Mathematics Goal # 2a:	NA
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 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 mathematics.  Mathematics 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 mathematics.  Mathematics Goal # 3a:	NA
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 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 mathematics.  
  
Mathematics 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 mathematics.  
  
Mathematics Goal #4:

NA

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Middle School Mathematics Goal #

5A :

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 mathematics. Mathematics Goal #5B:	NA			
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 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 mathematics. Mathematics Goal #5C:	Not Applicable				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Not Applicable	Not Applicable				
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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 mathematics. Mathematics Goal #5D:	NA
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 the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	NA
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				

## 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:	NA
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 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:	NA
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 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:	NA
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				

## High School Mathematics AMO Goals

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%.	Mathematics Goal #					
	In 6 years, Blountstown High School will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	85	73	76	79	81	
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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 mathematics.  Mathematics Goal #5B:	At Blountstown High School, 85% of the students taking the Algebra I EOC exam had a passing rate, level 3 or higher. All 9th grade students taking the Algebra I EOC exam had a passing rate of 92%. 50% of Black students and 87% of the White students made satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All 9th grade students taking the Algebra I EOC exam had a passing rate of 92%.  50% of Black students made satisfactory progress.  87% of the White students made satisfactory progress in Algebra.	The expected level of performance for 2013 is for Black students to have a passing rate of 60%  All White students will have a passing rate of 76% in the Algebra I EOC 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	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Analyze FCAT Math data and Algebra I End of course data to determine at-risk students and possible weaknesses in the curriculum.	Teachers, Principal, and Assistant Principal	Review FCAT math data Algebra I End of course data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.
2	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Administer math assessments three times a year in order to determine student growth.	Teachers, the principal, and assistant principal	Review math assessment results to ensure teachers are assessing students according to the created schedule.	Print out of math assessment.



3	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks</p>	<p>Principal, Math Consultant</p>	<p>The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered.</p>	<p>Weekly Math assessments will determine effectiveness.</p>
4	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Teachers will use the Performance Matters to develop math assessments that address the weak areas in the various ethnic subgroups.</p>	<p>Principal, Assistant Principal</p>	<p>Review math assessments to evaluate effectiveness.</p>	<p>Print out of math assessments.</p>

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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>NA</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>NA</p>	<p>NA</p>

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
<p>No Data Submitted</p>				

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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>At Blountstown High School, 85% of the students taking the Algebra I EOC exam had a passing rate, level 3 or higher. All 9th grade students taking the Algebra I EOC exam had a passing rate of 92%. Students with Disabilities had a 60% passing rate.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
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<p>According to the Florida School Accountability Report, Students with Disabilities had a 60% passing rate.</p>	<p>According to the AMO target goals set by the state, the expected passing rate for 2013 for Students with Disabilities is to maintain 60% or increase by 1%.</p>
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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	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Analyze FCAT Math data and Algebra I End of course data to determine at-risk students and possible weaknesses in the curriculum.</p>	<p>Teachers, Principal, and Assistant Principal</p>	<p>Review FCAT math data Algebra I End of course data to see that teachers have identified at-risk students and strands of difficulty.</p>	<p>Print out of disaggregated data listing weak strands.</p>
2	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Administer math assessments three times a year in order to determine student growth.</p>	<p>Teachers, the principal, and assistant principal</p>	<p>Review math assessment results to ensure teachers are assessing students according to the created schedule.</p>	<p>Print out of math assessments.</p>
	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting</p>	<p>Use Performance Matter data to develop tests that addresses the weak areas in order to differentiate classroom instruction</p>	<p>Teachers, the principal, and assistant principal</p>	<p>Review student assessment results and differentiate classroom instruction accordingly.</p>	<p>Student progress on assignments and tests.</p>

3	instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.				
4	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Utilize Inclusion teachers to provide assistance to ESE students in regular classrooms.	Teachers, the principal, and assistant principal	Review inclusion teachers' schedules and lesson plans to ensure they are assisting ESE students.	Print out of inclusion teacher schedule and classroom observation.

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	At Blountstown High School, 85% of the students taking the Algebra I EOC exam had a passing rate, level 3 or higher. All 9th grade students taking the Algebra I EOC exam had a passing rate of 92%. 79% of the Economically Disadvantaged students made satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Accountability Report, 79% of the Economically Disadvantaged students made satisfactory progress in Algebra.	According to the AMO goals set by the state, the target AMO goal for Economically Disadvantaged students is 65%. Blountstown High School will maintain a passing rate of 79% or increase by 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
1	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of	Analyze FCAT Math data and Algebra I End of course data to determine at-risk students and possible weaknesses in the curriculum.	Teachers, Principal, and Assistant Principal	Review FCAT math data Algebra I End of course data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.

	<p>parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>				
2	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Administer math assessments three times a year in order to determine student growth.</p>	<p>Teachers, the principal, and assistant principal</p>	<p>Review math assessment results to ensure teachers are assessing students according to the created schedule.</p>	<p>Print out of math assessments.</p>
3	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.</p>	<p>Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.</p>	<p>Teachers, the principal, and the assistant principal</p>	<p>Review student assessment results to progress monitor students.</p>	<p>Progress of students on assessments</p>
4	<p>9th grade students having difficulty making the transition to highschool.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across</p>	<p>Use Performance Matter data to develop tests that addresses the weak areas in order to differentiate classroom instruction.</p>	<p>Teachers, the principal, and the assistant principal</p>	<p>Review student assessment results and differentiate classroom instruction accordingly.</p>	<p>Student progress on assignments and tests.</p>

all content areas while effectively using data to improve student achievement.

## 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:	At Blountstown High School, 85% of the students taking the Algebra I EOC exam had a passing rate, level 3 or higher. All 9th grade students taking the Algebra I EOC exam had a passing rate of 92%. 33% of all students scored a level 3 and 37% of the 9th grade students scored a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Accountability Report, 85% of all students had a passing score on the Algebra I EOC exam.  92% of all 9th graders taking the Algebra I EOC exam had a level 3 or higher.  33% of all students scored a level 3.  37% of 9th graders scored a level 3.	According to the AMO Target for 2013, 73% of all students will score a level 3 or higher on the EOC exam. The percent of students scoring a level 3 will increase by 10%.

### 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	9th grade students having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.	Analyze FCAT Math data to determine at-risk students and possible weaknesses in the curriculum.	Teachers, Principal, and Assistant Principal	Review FCAT Math data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.
	9th grade students having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time.	Administer math assessments three times a year in order to determine student growth.	Teachers, the principal, and the assistant principal	Review math assessment results to ensure teachers are assessing students according to the created schedule.	Print out of math assessment

2	Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across content areas while effectively using data to improve students achievement.				
3	9th grade students having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across content areas while effectively using data to improve students achievement.	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks.	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered.	Weekly Math Assessments will determine effectiveness.
4	9th grade students having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across content areas while effectively using data to improve students achievement.	Teachers will use Florida Achieves to assess benchmarks.	Principal and Assistant Principal	The Principal and Assistant Principal will visit classrooms weekly to ensure that FOCUS is being used.	Weekly FOCUS mini-assessments will be evaluated to determine effectiveness.

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:

At Blountstown High School, 25% of all students taking the Algebra I EOC exam scored a level 4. 28% of the 9th grade students scored a level 4 on the Algebra I EOC exam.

2012 Current Level of Performance: 25% of all students taking the Algebra I EOC exam scored a level 4. 28% of all 9th grade students taking the Algebra I EOC exam scored a level 4.	2013 Expected Level of Performance: The expected level of performance in 2013 is 10% higher for students scoring a level 4 on the Algebra I EOC exam.
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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	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student	Analyze FCAT Math data to determine at-risk students and possible weaknesses in the curriculum.	Teachers, Principal, and Assistant Principal	Review FCAT Math data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.
2	9th grade students having difficulty making the transition to highschool.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across all content areas while effectively using data to improve student achievement.	Administer math assessments three times a year in order to determine student growth.	Teachers, the principal, and assistant principal	Review math assessment results to ensure teachers are assessing students according to the created schedule.	Print out of math assessment

*End of Algebra EOC Goals*

## 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:	At Blountstown High School, all 10th and 11th graders taking the Geometry EOC exam had a mean scale of 52 compared to the state's mean scale score of 44.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Accountability Report, all 10th and 11th grade students taking the Geometry EOC exam had a mean scale score of 52.	According to the AMO target for 2013, 73% of all students will score a level 3 or above on the Geometry EOC exam. Blountstown High School will remain above the state's mean scale score.

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	9th grade students having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.	Analyze FCAT Math data to determine at-risk students and possible weaknesses in the curriculum.	Teachers, Principal, and Assistant Principal	Review FCAT Math data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.
2	9th grade students having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.	Administer math assessments three times a year in order to determine student growth.	Teachers, Principal, and Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule.	Print out of math assessment
	9th grade students having difficulty making the transition to high school.	Teachers will use Florida Achieves to assess benchmarks.	Principal, Assistant Principal	The Principal and Assistant Principal will visit classrooms weekly to ensure that FOCUS is being used.	Weekly FOCUS mini-assessments will be evaluated to determine effectiveness.



3	<p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>			
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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:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p> <p>Geometry Goal #2:</p>	<p>At Blountstown High School, all 10th and 11th grade students taking the Geometry EOC exam had a mean scale score of 52 compared to the state's mean scale score of 44.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>According to the Florida School Accountability Report, all 10th and 11th grade students taking the Geometry EOC exam had a mean scale score of 52.</p>	<p>According to the AMO target for 2013, 73% of all students will score a level 3 or above on the Geometry EOC exam. Blountstown High School will remain above the state's mean scale score.</p>

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>9th grade sudents having difficulty making the transition to high school.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	<p>Analyze FCAT Math data to determine at-risk students and possible weaknesses in the curriculum.</p>	<p>Teachers,Principal, and Assistant Principal</p>	<p>Review FCAT Math data to see that teachers have identified at-risk students and strands of difficulty.</p>	<p>Print out of disaggregated data listing weak strands.</p>
	<p>9th grade sudents having difficulty making the transition to high school.</p> <p>Balancing the</p>	<p>Administer math assessments three times a year in order to determine student growth.</p>	<p>Teachers, the principal, and the assistant principal</p>	<p>Review math assessment results to ensure teachers are assessing students according to the created schedule.</p>	<p>Print out of math assessments.</p>

2	highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.				
3	9th grade sudents having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.	Teachers will use Florida Achieves to assess benchmarks.	Principal, Assistant Principal	The principal and Assistant Principal will visit classrooms to ensure that FOCUS is being used.	Weekly FOCUS mini-assessments will be evaluated to determine effectiveness.

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
Math materials and resources, Algebra I and Geometry EOC exams	Math Grades 9-12	Mrs. Walker	Math teachers 9-12	August 2012 - May 2013	Lesson plans and classroom walkthroughs	Principal, Assistant Principal, and Mrs. Walker

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Mrs. Linda Walker, district math consultant, will work with math teachers analyzing benchmark assessments and assist with instructional calendars.	Math Consultant	Title II	\$5,500.00
			Subtotal: \$5,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

End of Mathematics Goals

## Elementary and Middle School Science 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 science.		na		
Science Goal # 1a:				
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 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 science.	
Science 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 science. Science Goal #2a:	na
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 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 science. Science 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				

## 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
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areas in need of improvement for the following group:

<p>1. Students scoring at Achievement Level 3 in Biology.</p> <p>Biology Goal #1:</p>	<p>At Blountstown High School, the 9th and 10th grade students taking the Biology EOC exams had a mean scale score of 52 compared to the state's mean scale score of 50.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>According to the Florida School Accountability Report, all students taking the Biology EOC exam had a mean scale score of 52 compared to the state's mean scale score of 50.</p>	<p>Blountstown High School students taking the Biology EOC exam will remain above the state average.</p>

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	<p>9th grade students having difficulty making the transition to high school.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	<p>Analyze FCAT Biology data to determine at-risk students.</p>	<p>Science teachers, Principal, Assistant Principal</p>	<p>Review FCAT data to see that teachers have identified at-risk students and have differentiated instruction accordingly.</p>	<p>Print out of disaggregated data.</p>
2	<p>9th grade students having difficulty making the transition to high school.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	<p>Science teachers will participate in science training with Dr. Szyrka to learn new strategies to teach science.</p>	<p>Principal, Assistant Principal</p>	<p>The principal and assistant principal will monitor through classroom walkthroughs.</p>	<p>Effectiveness will be determined through formal and informal assessments.</p>
	<p>9th grade students having difficulty making the transition to high school.</p>	<p>Benchmark assessments will be administered three times a year to monitor</p>	<p>Principal, Assistant Principal</p>	<p>Review assessment results to ensure teachers are adjusting curriculum to meet</p>	<p>Print out of assessment results.</p>

3	<p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	student progress.		identified needs.	
4	<p>9th grade sudents having difficulty making the transition to high school.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	Science teachers will provide students opportunities for students to conduct lab experiments for scientific investigation.	Teachers, Assistant Principal, Principal	Will be monitored through classroom walkthroughs and lab schedules.	Effectiveness determined through formal and informal assessments.
5	<p>9th grade sudents having difficulty making the transition to high school.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	Administer science benchmark assessments three times a year.	Reading Coach, Principal, Assistant Principal	Review of science assessment results to ensure that progress is being made.	Benchmark Assessment Data

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:	At Blountstown High School, the 9th and 10th grade students taking the Biology EOC exams had a mean scale score of 52 compared to the state's mean scale score of 50.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the Florida School Accountability Report, all students taking the Biology EOC exam had a mean scale score of 52 compared to the state's mean scale score of 50.	Blountstown High School students taking the Biology EOC exam will remain above the state average.

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	<p>9th grade students having difficulty making the transition to high school.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	Analyze FCAT Biology data to determine at-risk students.	Principal, Assistant Principal, Science teachers	Review FCAT Science data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data.
2	<p>9th grade students having difficulty making the transition to high school.</p> <p>Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school commitment to making reading essential in every classroom across content areas while effectively using data to improve students achievement.</p>	Science teachers will participate in training with Dr. Szyrka to learn new strategies and activities for teaching science.	Principal, Assistant Principal, Science teachers	Will be monitored through classroom walkthroughs.	Effectiveness will be determined through formal and informal assessments.
	<p>9th grade students having difficulty making the transition to high school.</p> <p>Balancing the</p>	Benchmark Assessments will be administered three times a year to progress monitor students.	Reading Coach, Principal, Assistant Principal	Review of science benchmark assessments to ensure that progress is being made.	Benchmark Assessment Data



3	highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.				
4	9th grade sudents having difficulty making the transition to high school.  Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socioeconomic population and lack of parental support. To improve students achievement in reading we also need to have an all-school committment to makin reading essential in every classroom across content areas while effectively using data to improve students achievement.	Science teachers will provide students opportunities to conduct lab experiments for scientific investigations.	Teachers, Assistant Principal, Principal	Review of lab schedules, lesson plans, and classroom walkthroughs.	Effectiveness determined through formal and informal assessments.

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
Earth Space Science, Biology	9-10	Dr. Szpyrka	Grades 9-10	August 2013	Dr. Szpyrka, Principal, and Assistant Principal will conduct classroom walkthroughs.	Principal and Assistant Principal

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Dr. Szpyrka, district science consultant, will work with science teachers on instructional calendars and analyzing benchmark assessments and FCAT data.	Science Consultant	Title II	\$5,500.00
			Subtotal: \$5,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$5,500.00</b>

*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:		88% of Blountstown High School students are meeting state standards in writing. According to the Florida School Accountability Report, this is an increase of 8% from the 2011 school year. 63% of Black students, 93% of White students, 68% of Students with Disabilities, and 80% of Economically Disadvantaged students scored satisfactory in writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
According to the Florida School Accountability Report, 88% of Blountstown High students scored satisfactory on the 2012 writing test.		There will be at least a 1% increase on the 2013 writing test.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	9th grade students having difficulty making the transition to highschool. Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in writing we also need to have an all-school	Analyze FCAT Writing data to determine at-risk students and possible weaknesses in the curriculum.	Teachers, the principal, and the assistant principal	Review FCAT Writing data to see that teachers have identified at-risk students and strands of difficulty.	Print out of list of weak strands.

	commitment to making writing essential in every classroom across all content areas while effectively using data to improve student achievement.				
2	9th grade students having difficulty making the transition to highschool. Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in writing we also need to have an all-school commitment to making writing essential in every classroom across all content areas while effectively using data to improve student achievement.	Teachers will follow the Curriculum Map for writing that was developed by the district.	English teachers, the principal, and the assistant principal	Students will keep writing portfolios that will be monitored by the teacher.	Portfolios
3	9th grade students having difficulty making the transition to highschool. Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in writing we also need to have an all-school commitment to making writing essential in every classroom across all content areas while effectively using data to improve student achievement.	Calhoun Writes will be used to assess growth in writing.	English teachers, the principal, and the assistant principal.	The principal and assistant principal will be aware of the Calhoun Writes test and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through classroom assessments and lesson plan books
4	9th grade students having difficulty making the transition to highschool. Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in writing we also need to have an all-school commitment writing essential in every classroom across all content areas while	Utilize the FCAT Performance Task CD to provide students examples of holistic grading.	English teachers, the principal, and the assistant principal	The principal will be aware of the FCAT Performance Task CD and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through classroom assessments.

	effectively using data to improve student achievement.				
5	9th grade students having difficulty making the transition to highschool. Balancing the highschool activities with protecting instructional time. Barriers include poor student attendance, low socio economic population and lack of parental support. To improve student achievement in writing we also need to have an all-school commitment to making writing essential in every classroom across all content areas while effectively using data to improve student achievement.	Provide inservice on teaching writing to all English teachers.	Director of Curriculum and instruction.	The principal will be aware of the teaching strategies and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through classroom assessments.

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:	NA
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				

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

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

## Civics 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 Civics.				
Civics 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 Civics.	

Civics 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						

Civics 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

## U.S. History 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 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
			<b>Grand Total: \$0.00</b>

*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:	The attendance rate at Blountstown High School for the 2011-2012 school year was 95%. For the 2010 - 2011 school year, it was 94%. The attendance rate at Blountstown High School for the 2009-2010 school year was 93.28%. 124 Blountstown High School students had excessive absences (10 or more) during the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate at Blountstown High School for the 2011-2012 school year was 95.36%. For the 2010 - 2011 school year, it was 94%. The attendance rate at Blountstown High School for the 2009-2010 school year was 93.28%.	The attendance rate at Blountstown High School for the 2012-2013 school year will increase by 1% as compared to the attendance rate for the 2011-2012 school year. (96%)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
124 Blountstown High School students had excessive absences (10 or more) during the 2011 - 2012 school year.	During the 2012-2013 school year there will be a 5% decrease in students who have excessive absences as compared to the 2011-2012 school year.



2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
No data available. Tardies are not counted in the Calhoun County data system.		No data available. Tardies are not counted in the Calhoun County data system.			
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	Parents taking students on vacations during the school year. Parents lying about why students are absent from school.	Continue to make Connect-Ed call when students are absent from school.	Data processor and the assistant principal	The data processor and the assistant principal will review the Connect-Ed calls to determine if students absences decrease due to Connect-Ed calls.	Print out of Connect-Ed calls and attendance records.

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

## 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 Suspension Goal #1:		The total number of in-school suspensions for 2011-2012 school year was 152. The total number of students suspended in school for the 2011-2012 school year was 92. The total number of students suspended out-of-school in 2011-2012 was 10. The total number of students suspended out of school in 2011-2012 was 10.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
The total number of in-school suspensions for 2011-2012 were 152. The total number of school sn-school suspensions for 2010-2011 school year was 163. The total number of in-school suspensions for 2009-2010 school year was 178.		The total number of in-school suspensions for 2012-2013 will decrease by 10% as compared to the 2011-2012 in-school suspensions.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
The number of students suspended in-school for the 2011-2012 school year was 92. The total number of students suspended in school for the 2010 - 2011 school year was 88. The total number of students suspended in school for the 2009-2010 school year was 91.		The total number of students suspended in school for 2012-2013 will decrease by 10%.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
The total number of out-of-school suspensions for the 2011-2012 school year was 10. The total number of out-of-school suspensions for the 2010-2011 school year was 13.		The total number of out-of-school suspensions in 2012-2013 will decrease by 10%.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
The total students suspended out-of-school for 2011-2012 was 10. The total number of students suspended out-of-school in 2010-2011 was 8. The total number of students suspended out of school in 2009-2010 was 23.		The total number of students suspended out of school in 2012-2013 will decrease by 10%.			
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	Parents who do not want their children to suffer the consequences for not following the policies. An elected Superintendent and School Board.	Administration will be visible in remote locations in an effort to control discipline problems by proximity.	Teachers, the principal, the assistant principal, the athletic director, and coaches	The principal and the assistant principal will review suspension records to determine if the suspension rates have decreased.	Suspension records
2	Parents who do not want their children to suffer the consequences for not following the policies. An elected Superintendent and School Board.	During homeroom at the beginning of the year the homeroom teacher will review rules and policies in the Calhoun County Code of Conduct, the Blountstown High School Student Policies, and the Blountstown High school Senior	Teachers, the principal, and the assistant principal.	The principal and the assistant principal will review suspension records to determine if the suspension rates have decreased.	Signatures on letters stating parents and students have read the Calhoun County Code of conduct the Blountstown High School Student Policies, and the Blountstown High

	policies.		School Senior Policies.
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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:	Currently dropout information and graduation information is unavailable for the 2011-2012 school year. The dropout rate for the 2010-2011 school year was 3.2%.
*Please refer to the percentage of students who	

<i>dropped out during the 2011-2012 school year.</i>	
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
For the 2010-2011 school year the dropout rate is 3.2%. The dropout rate for the 2009-2010 school year was 1.75%. The dropout rate for the 2008-2009 school year was 1.7%.	The dropout rate will remain at or be below 3.2%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
The current graduation rate is unavailable, but the 2010-2011 graduation rate is 90.2%. For the 2009-2010 school year, Florida graduation rate was 87.5%. The graduation rate for the 2008-2009 school year is 81.4%	The graduation rate will remain at 90.2% or increase.

**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 want to work to earn money. Teenage pregnancy and lack of parental involvement.	Continue the Teenage parenting program	Teen parent coordinator and the assistant superintendent	Review records to see how many students enrolled in the Teenage Parenting program, graduate rather than dropout.	Record of the students enrolled in Teenage Parenting program.
2	Students want to work to earn money. Teenage pregnancy and lack of parental involvement.	Continue to employ the Employment Specialist to find jobs for students in Special Education class who stay in school.	Director of Special Education, the principal, and the assistant principal.	Review records to see how many students enrolled in the Special Education classes, graduate rather than dropout.	Record of the students enrolled in Special Education classes.
3	Students want to work to earn money. Teenage pregnancy and lack of parental involvement.	Continue the DCT program where students get credits for successfully keeping a job.	DCT teacher, the principal, and the assistant principal.	Review records to see how many students enrolled in the DCT classes, graduate rather than dropout.	Record of the students enrolled in DCT classes
4	Students want to work to earn money. Teenage pregnancy and lack of parental involvement.	Continue to offer the alternative setting (CARE) for students who cannot remain in the regular classroom setting.	Superintendent, and the assistant superintendent.	Review records to see how many students enrolled in CARE graduate rather than dropout.	Record of students enrolled in CARE.

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>	On the Blountstown High School Climate survey, 91% of the parents surveyed agreed, "Our school provides opportunities for stakeholders to be involved in the school activities." Due to the curcial link between parental involvement and student achievement we feel it is necessary to provide various opportunities for parents to participate in their child's education.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
91% of the parents surveyed agreed, "Our school provides opportunities for stakeholders to be involved in the school activities."	91% or more of the parents who take the 2012-2013 survey will agree, "Our school provides opportunities for stakeholders to be involved in the school activities." By May 2013, Blountstown High School will provide at least 5 opportunities for parents to become actively involved in school activities.

### 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	Parents working long hours and students working long hours.	Sponsor Fall Open House	Teachers, the principal and the assitant principal	The Principal and teachers will keep track of the number of parents who attend open house	Attendance and sign in sheets at school activities will indicate an increase in parental involvement.
2	Parents working long hours and students working long hours.	Update and keep current the school web page.	Technology teacher and the assistant principal	Keep website current by updating upcoming events.	Viewing website to make sure old dates are deleted from website.
	Parents working long hours and students	Continute to recruit volunteers for help with	Teachers and the assistant principal	The assistant principal will tally the number of	Attendance and sign in sheets will

3	working long hours.	various school activities.		parent volunteer hours.	indicate an increase in parental involvement.
4	Parents working long hours and students working long hours.	Continue to produce a school annual.	Journalism teachers.	Tally the number of school annuals purchased.	Print out the total number of annuals sold.
5	Parents working long hours and students working long hours.	Communicate school news to the public monthly via the local radio station and the local newspaper.	Media Specialist, Journalism teachers, Guidance, the Principal, the assistant principal , and coaches.	The Principal and the assistant principal will check to make sure articles are submitted to the newspaper.	Copies of newspaper articles.
6	Parents working long hours and students working long hours.	Communicate the School Improvement Plan Goals to parents via the school website.	The assistant principal	The assistant principal will check to make sure goals are attached to the school website.	Website
7	Parents working long hours and students working long hours.	Sponsor Homecoming Activities: Coronation, Tiger's Growl, Bonfire, Homecoming Parade	Teacher, Student Government Association, the principal and the assistant principal	Sign-up lists of student participation	Observation of student/community participation
8	Parents working long hours and students working long hours.	Implement a list serv of parent e-mail addresses to provide information to parents via the Internet.	AssistantPrincipal	A form for parents to list their email address will be included in the beginning of the year packet.	Print out of list of parent email addresses.
9	Parents working long hours and students working long hours.	Provide monthly calendars and newsletters.	Assistant principal	The assistant principal will send out callendar/newsletter at the beginning of every month.	Copy of calendar/newsletter
10	Anticipated barriers for parental involvemnt are work conflicts.	The school will use their parental involvement allocations to implement activities that build strong parent invovlement and equip parents with effective strategies to improve student academic achievement.	Assistant Principal	The assistant principal will provide sign-in sheets to keep track of parental attendance.	Sign-in sheets at parent activities.

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						

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
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)

No Additional Goal was submitted for this school

# 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
Reading	Dr. Oropallo, district reading consultant, will work with reading teachers on Common Core exemplar lessons to assist them in the Common Core implementation.	Reading Consultant	Title II	\$6,103.00
Mathematics	Mrs. Linda Walker, district math consultant, will work with math teachers analyzing benchmark assessments and assist with instructional calendars.	Math Consultant	Title II	\$5,500.00
Science	Dr. Szyrka, district science consultant, will work with science teachers on instructional calendars and analyzing benchmark assessments and FCAT data.	Science Consultant	Title II	\$5,500.00
				Subtotal: \$17,103.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Review and analyze data, determine instructional strategies for interventions, and monitor benchmark assessments.	RtI Coach	Title II	\$14,713.00
				Subtotal: \$14,713.00
				Grand Total: \$31,816.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input 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 11/9/2012)

# 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council meets a minimum of four times a year to discuss school issues, parent concerns, and state and federal mandates. The School Advisory Council also makes decisions on the expenditures of lottery and A+ state allocations. The School Advisory Council participates in the development of the School Improvement Plan.

# 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

Calhoun School District BLOUNTSTOWN HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	81%	80%	34%	250	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	58%	75%			133	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?	42% (NO)	53% (YES)			95	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					478	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Calhoun School District BLOUNTSTOWN HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	82%	87%	50%	267	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	47%	76%			123	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?	29% (NO)	60% (YES)			89	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					479	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested