FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BAKER COUNTY SENIOR HIGH SCHOOL

District Name: Baker

Principal: Tom Hill

SAC Chair: Gary Stephens

Superintendent: Sherrie Raulerson

Date of School Board Approval: November 20, 2012

Last Modified on: 10/3/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Tom Hill	M. Ed. Educational Leadership, B.A. Secondary Education-Mathematics Teacher Certification in Educational Leadership, Mathematics (6-12)	5	7	Mr. Hill has been associated with Baker County High School for a total of sixteen years. Eleven of those years were as a teacher, two of the years were as vice-principal, and three as principal. During that time, BCHS has earned seven grades of "C," three grades of "D," and one grade of "B." BCHS has never made AYP. While Mr. Hill served as an administrator over the last five years at BCHS, the school has earned a "C" in 2008, a "D" in 2009, a "D" in 2010, and a "B" in 2011. The current grade is pending. In his three years as principal, BCHS performance on the eight FCAT categories has improved from 419 points to 512 points. In his two years as Assistant Principal at Westside Elementary School, the facility did not receive school grades but did earn AYP.
		M. Ed. Educational			Mrs. Dopson is a former teacher at three

Assis Principal	Carrie Dopson	Leadership Secondary B.A. Psychology Teacher Certification in Social Science, Psychology, K-6 Elementary, Educational Leadership	3	3	different schools in the Baker County School System. This is her fourth year as an assistant principal at BCHS. As a third grade classroom teacher during the 2007-2008 school year, 100% of her students were proficient on the reading and math FCAT. During the 2008-2009 school year, 96% of her fifth grade students made learning gains on the math portion of the FCAT.
Assis Principal	John Staples	M. Ed. Educational Leadership Secondary B.A. Physical Education Teacher Certification in K-12 Physical Education, Educational Leadership	2	2	Mr. Staples is an educator with 27 years of experience. This is his third year as an administrator at BCHS. He has five years experience as lead teacher of the Baker County Alternative School. During that time, his middle school students helped BCMS earn three "A" grades. His high school students contributed to the letter grades previously mentioned.
Assis Principal	Alice Fay Sinclair	M. Ed. Educational Leadership, M. Ed. Elementary Education, B.A. Elementary Education Teacher Certification in Educational Leadership, K-6 Elementary Education	1	14	Mrs. Sinclair has returned to educational leadership after retiring. She was the Vice-Principal of BCHS for eleven years prior to her retirement in 2005. The 2012-2013 school year will be her second year at BCHS since returning to work.

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	Andrea Smith	B.A. Special Education and English; M.Ed. in Special Education; Teacher Certification in English, Elem. Ed., SLD, EH, and VE with Reading and ESOL Endorsements	5	4	2011-2012: 48% of BCHS students assessed by the FCAT were proficient. 2010-2011: According to original results published by the FLDOE, 46% of BCHS students assessed by the FCAT were proficient. In 2008, 39% of the students at BCHS were proficient in reading. This is an 18% increase in the number of proficient readers at BCHS during her time as reading coach. 2009-2010: 43% of BCHS students assessed by the FCAT are proficient. 2008-2009: 46% of students taught in her Intensive Reading class made learning gains. Co-coordinated FCAT Tutoring program where students who participated regularly showed average gains 31 (9th gr.) to 108 (10th gr.) points higher than their class average. 2007-2008: 47% of students she taught in Intensive Reading showed one year's growth. 2003-2007: Administered a charter school in Alachua County for students with reading disabilities. Students at this school generally showed greater DSS gains than

					their peers in the district and state.

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	1. Teacher Cadet Academy – This program is an effort to "grow our own" highly qualified instructors. This program provides the opportunity for students to have pre-internship experiences at all educational levels in our school system. Students have the chance to earn scholarships to pursue education as a career. This year students are keeping a portfolio that will be reviewed by Florida Gateway College Staff. Teacher cadets will have an opportunity to earn up to six credit hours of college coursework based on the review of their portfolios. Baker County is proud to have teacher cadet graduates teaching in our school system.	Kathy Adams and Patty Sands, Instructors	Ongoing	
2	2. North East Florida Educational Consortium Job Fair – Multiple interviews were conducted in the summer of 2012 at this job fair. BCHS looks forward to participating in this recruitment job fair in future years.	Educational Leaders	Ongoing	
3	3. BCHS assigns mentor teachers to new teachers that are not highly qualified. One of the most important goals for the mentor teacher is to assist the new teacher in meeting the requirements of the highly qualified status.	Carrie Dopson, Assistant Principal	Ongoing	
4	4. With the assistance of an educational leader, teachers create and complete Individual Professional Development Plans. If a teacher is not highly qualified, one of the goals must be to obtain the appropriate certification.	Principal	Ongoing	

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
There are fifteen educators at BCHS of the eighty-seven instructional staff that are teaching out-of-field. Of the fifteen instructors, seven are new hires.	Each out-of-field instructor must list the obtainment of appropriate certification as his/her first goal on their Individual Professional Development Plan. Accordingly, strategies must be listed and engaged in to complete the necessary steps to be certified in-field. The Baker County School District reimburses out-of-field teachers $300 for completing the in-field certification process. Instructors that are not in-field by the conclusion of the 2012-2013 school year will receive a developing or needs improvement related to that component of their instructional evaluation.

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

| 87 | 12.6%(11) | 37.9%(33) | 33.3%(29) | 16.1%(14) | 29.9%(26) | 82.8%(72) | 9.2%(8) | 1.1%(1) | 9.2%(8) |

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
Richard Yaracs	Jonathan Barrett	Both are science teachers.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Patricia Sands	Zachary Barrett	Both Mrs. Sands and Mr. Barrett teach courses that are unique to their teaching positions.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Tiffany Armoreda	Adam Brunner	Both are academic instructors.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Kathy Adams	Brittinie Johnson	Mrs. Johnson is expected to embed reading strategies into her instruction. Mrs. Adams is an English teacher and nationally board certified.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Dorman Landtroop	Robert Lambright	Both are math instructors.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Leigh Ann Hays	Emily Underwood	Both are math instructors.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Greg Johnson	Cacee Ford	Both are agriculture instructors.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Pam Bagley	Danyle Lewis	Ms. Lewis is expected to embed reading strategies into her instruction. Mrs. Bagley is an English teacher.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Jeffrey Horn	Kimberly Farley	Both are ESE instructors.	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
			Provide professional development related to

Thomas Boes	Howard Jeff Peacock	Both are Spanish instructors.	the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.
Kelley Norman	Richard Moore	Both are English instructors	Provide professional development related to the twelve accomplished practices as outlined in the Baker County School District Teacher Induction Program Training Manual.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Marykay Unkelbach, RtI Consultant
> Tom Hill, Principal
> Alice Fay Sinclair, Assistant Principal
> Nicole Smith, School Psychologist
> Pamela Taffie Mosley, Guidance Counselor
> Andrea Smith, Reading Coach
> Deanne Myer, Behavior Analyst

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 MTSS Leadership Team meets bi-weekly on Mondays at 9:00 AM. The team will focus its efforts to ensure the core academic program meets the needs of the majority (80%) of student body prior to identifying Tier II and Tier III student needs.

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?

> In August, the school leadership team met with the MTSS consultant to discuss trends in data and results of MTSS effort during the previous school year. As a result of that meeting, it was agreed that the school will focus on ensuring the academic integrity of Tier I programs and instruction. Many of the objectives and action steps in this plan were developed to address this focus. The MTSS Leadership Team will also address factors impacting student engagement at Baker County High School. The team has identified barriers associated with student engagement, and a formal plan of implementation is currently being developed to address the selected barriers.

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.

> BCHS uses the Skyward data management program to identify behavioral issues that require attention. The Progress Monitoring and Reporting Network (PMRN) is utilized to monitor student achievement and identify instructional trends. In addition, Nav+ is used to extract FCAT performance data to identify trends that need to be addressed.

Describe the plan to train staff on MTSS.

> The Baker County School District has hired a MTSS Consultant to assist the administration in implementing the school district's MTSS Plan. Professional development is key to implementing both the vision and associated interventions of the MTSS model. The high school is in the fourth year of the effort to implement RtI/MTSS.

Describe the plan to support MTSS.

> Principal Tom Hill and MTSS Consultant MaryKay Unkelbach are both members of the district MTSS and the high school MTSS teams. Baker County was selected as one of three districts in Florida to work with a team of educators from the University of South Florida to implement a District Action Planning and Problem Solving (DAPPS) process in the school system. The insight gained from this effort will be used to develop an effective MTSS team at BCHS. Superintendent Raulerson is in full support of this process and has committed both the financial and time resources to support this effort.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Tiffany Armoreda
> Sara Gerard
> Thomas Boes
> Carrie Dopson
> Bob Gerard
> Tom Hill
> Jeff Horn
> Kelley Norman
> Jennifer Payne
> Andrea Smith, Chairperson
> Diane Wells
> Allyson Dees
> Kelley Mathews
> Amanda Andrews
> Tammy Moore

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

> The Literacy Leadership Team meets on the third Monday of each month. The role of the team is to act as an advisory body for reading initiatives at BCHS. The team monitors the communication, accountability, and professional development related to reading to ensure effective implementation of the district reading plan.

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

> The LLT will be focusing on revamping the vocabulary instruction at BCHS. Both the ninth and tenth grades have teams of teachers that have begun teaching vocabulary in an interdisciplinary fashion. The team has decided to focus on developing an interdisciplinary approach to vocabulary instruction that will be vertically aligned within all BCHS grade levels.

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.

> According to State Statute 1003.413(2)(b), "Every teacher must contribute to every student's reading improvement." Most BCHS instructors will develop a reading goal for his/her Individual Professional Development Plan (IPDP). Each faculty member will participate in appropriate professional development to address the reading instruction needs of our students. In addition, teachers will document specific academic interventions on the BCHS Student Intervention Form. Efforts will also be documented in their lesson plan books.
>
> Implementation of the professional development and attainment of the IPDP goals will be monitored through classroom walkthroughs, review of lesson plans, and student performance on CIM assessments, SRI, FAIR, and the FCAT.

*High Schools Only

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

BCHS has multiple career academies and a ninth grade transition program that integrate both academic and CTE (Career and Technical Education) courses utilizing Project Based Learning (PBL) activities. These instructors typically share a common planning time as well as periodic curriculum development days to ensure the integration of their subject matters.

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?

During the 2012-2013 school year, BCHS Guidance Counselors will develop learning activities to implement through classroom visits that will assist students with academic and career planning. This information is used by the guidance counselors when meeting with individual students to plan the student's course schedule for the next school year. The guidance department visits many English, Information Technology, and World History classrooms to present the most updated information regarding graduation requirements, scholarships, and post-secondary opportunities to the students.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Preparing high school graduates to succeed at the post-secondary level is a priority for the staff of BCHS. During the 2011 – 2012 school year, BCHS had one of the highest percentage of students qualify for and complete dual-enrollment courses in the Florida Gateway College catchment area. Also, this year will be the third school year that BCHS has offered AP courses. This will have a profound and lasting positive impact on the college readiness of our graduates. This initiative has increased the rigor expected of current students. Increased expectations and more challenging course requirements will prepare our high school students for the demands of college in the coming years.

For the first time in school history, every eleventh grade student will have an opportunity to take the SAT during the school day at no charge to the student. On February 27, 2013, BCHS will administer the SAT to the junior class during the regular school day.

In an effort to address the immediate need to prepare our seniors, BCHS will offer Math for College Readiness and Reading for College Readiness during the coming school year for identified seniors. These courses are specifically designed to meet the needs of struggling students as they transition to college from high school.

BCHS will also offer intensive intervention sessions designed to prepare students for the ACT and PERT. A qualified teacher will organize and facilitate a program for career and technical education students that have yet to earn a passing score on the FCAT. She will prepare students for both the ACT and FCAT in an effort to see these students earn the scores necessary to earn their high school diploma. A minimum of two teachers will work with students after school during the second term of the school year to provide instruction related to the PERT.

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:	Baker County High School students continue to lag behind state averages in reading; however, during the 2011-2012 school year, student performance increased in this category by two percentage points from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% of ninth and tenth grade students assessed were proficient in reading.	53% of ninth and tenth grade students will score a level 3 or higher on the 2013 FCAT 2.0 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	Appropriate instruction in the Next Generation Sunshine State Standards (NGSSS) to ensure academic achievement	Teachers in all subject areas will create, implement, and modify Content Focus Calendars (CFCs) to facilitate instruction.	Educational Leaders	Lesson plan review, classroom walkthroughs, and teacher observations will be used to determine effectiveness of the Content Focus Calendars.	Data from the lesson plan reviews, classroom walkthroughs, and teacher observations will be reported to the school-based leadership team which will determine the effectiveness of this strategy. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
2	Below grade level performance on state assessments	The FAIR will be utilized to identify students in need of intervention.	Andrea Smith, Reading Coach	Review of testing logs to ensure testing of students.	FAIR
3	Making data-informed decisions related to classroom instruction	SRI data will be used to progress monitor student achievement in preparation for the FCAT.	Intensive Reading Teachers and BCHS Educational Leaders	The Data Driven Instructional Model will be utilized to direct the data review process.	The final process to determine the effectiveness of this intervention will be student performance on the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
4	Additional time for reading interventions	After-school tutoring will be offered to students needing intervention.	Tom Hill, Principal	Parent and student surveys will be conducted, and FCAT scores of participating students will be compared to students that do not participate in	Surveys and applicable state assessment

					the after-school tutoring effort.	
5	Student motivation as it impacts academic performance	Positive Behavior Support will be revamped and reward students with outstanding classroom performance and behavior.	PBS Team	Student behavior will be analyzed at both the instructor and school-wide level.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
6	Student motivation as it impacts academic performance	The Multi-Tiered System of Supports Team will develop, implement, and evaluate the effectiveness of a plan addressing this barrier.	MTSS Team	The MTSS Team will follow the model provided by the District Action Planning and Problem Solving Team to identify the expected outcomes of the developed plan.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
7	Having enough textbooks for students	Each English, Science, Math, and Social Studies student will be assigned an appropriate text.	Fay Sinclair, Assistant Principal	Parents and students will be polled to determine stakeholder perceptions related to this action.	Parent and student surveys
8	A school culture of academic excellence to increase student performance	Classroom walkthroughs will be utilized to support instructors in effective implementation of the Next Generation Sunshine State Standards, student engagement, and critical thinking skills.	BCHS Educational Leaders and County Level Administrators	Classroom walkthrough data will be compiled and analyzed to identify trends in instructional delivery. The final process to determine the effectiveness of this intervention will be student performance on the 2013 FCAT, EOCs, and FCAT Writing+.	Classroom Walkthrough data and the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
9	Professional development that will improve reading instruction	Teachers will create and complete Individual Professional Development Plans.	BCHS Educational Leaders	Individual instructors will meet with their designated educational leaders to determine the effectiveness of the professional development. In addition, IPDP goals must incorporate measurable goals related to student FCAT performance.	FLDOE's Professional Development System Evaluation Protocol and the FCAT 2.0 Reading
10	Below grade level performance on state assessments	The District Reading Plan will be implemented with fidelity.	Andrea Smith, Reading Coach, and Diane Wells, Guidance Department Head	Review of 2013 FCAT performance to determine the effectiveness of the intervention courses.

In addition, district fidelity checks and the MTSS team will be utilized to evaluate the effectiveness of the reading plan and its implementation. | FCAT 2.0 Reading |
| 11 | Test-taking skill sets for success on the FCAT and end-of-course assessments | Students will receive direct instruction related to test-taking strategies within their English, Reading, and Math | Educational leaders, department heads, and classroom instructors | Student performance on the FCAT will be disaggregated to determine effectiveness of intervention. | The applicable state assessment will be used as a general benchmark for the |

		classes.			effectiveness of this strategy.
12	Implementation of the Common Core State Standards	BCHS faculty and staff will receive professional development related to the implementation of the Common Core State Standards (CCSS). This professional development will begin with two separate teams attending professional development provided by the Florida Department of Education and the Northeast Florida Educational Consortium. These two teams will then work together to implement a train-the-trainer model to implement the CCSS in all classroom instruction at BCHS.	Tom Hill, Principal	Lesson plan review, classroom walkthroughs, and teacher observations will be used to determine effectiveness of the CCSS implementation.	Data from the lesson plan reviews, classroom walkthroughs, and teacher observations will be reported to the school based leadership team which will determine the effectiveness of this strategy.
13	Vertical alignment of instructional strategies and expectations	Faculty from BCHS and Baker County Middle School will meet by departments periodically during the 2012-2013 school year to align instructional strategies and expectations.	Tom Hill, BCHS Principal, and Sherry Barrett, BCMS Principal	The school principals will promote, attend, and document meetings of the departments	The result of the department meetings will outline procedures of instructional strategies and expectations. These will be reviewed by the school principals.
14	Additional support for academic instruction	Teachers will utilize Study Island to provide additional, differentiated instructional support.	BCHS Educational Leaders	Lesson plan review, classroom walkthroughs, Study Island data, teacher observations, and state assessment results will be used to determine effectiveness of Study Island.	The applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.

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:

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:

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:	Every student should make learning gains. While this reporting category increased by five percentage points from the previous school year, much work is to be done to facilitate all students making learning gains.

2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of ninth and tenth grade students assessed on the FCAT made learning gains during the 2011-2012 school year. This is the highest percentage in this category since the inception of Florida's A+ Accountability Plan.	63% of ninth and tenth grade students will make learning gains on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Test-taking skill sets that prepare students to be successful on the FCAT	Students will receive direct instruction related to test-taking strategies within their English, Reading, and Math classes.	Educational leaders, department heads, and classroom instructors	Teacher documentation and student performance on the FCAT will be disaggregated to determine effectiveness of intervention.	Lesson plan review and 2013 FCAT 2.0 Reading Assessment
2	Teachers' knowledge of the academic weaknesses of invididual students	Teachers will conduct ongoing student data analyses to identify and provide intervention to academically deficient students. This process will be documented on the BCHS Student Intervention Form.	Educational leaders	Educational leaders will review the student intervention forms quarterly.	2013 FCAT 2.0 Reading Assessment
3	The time students spend reading	English Language Arts teachers will continue to implement the Accelerated Reader Program at BCHS.	Kelley Norman, English Language Arts Department Head	Ms. Norman will provide a quarterly report to the MTSS Team related to the effective implementation of AR at BCHS.	2013 FCAT 2.0 Reading Assessment
4	Student vocabulary acquisition	The Literacy Leadership Team (LLT) will review the current vocabulary instructional program and develop a new vertically aligned, interdisciplinary vocabulary program.	Andrea Smith, LLT Chairperson	The LLT will create and provide professional development to BCHS Staff prior to the end of the 2012 - 2013 school year.	Student performance on the following year's FCAT, 2014 FCAT 2.0 Reading Assessment, will be the most appropriate measure of this strategy.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Student performance in this category improved dramatically from the previous school year. In 2011, 48% of students made learning gains in the bottom quartile in reading. This last year's results best that performance by 11 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	59% of students in the bottom quartile made learning gains on the 2012 FCAT 2.0 Reading .		65% of ninth and tenth grade students in the bottom quartile will make learning gains on the 2013 FCAT 2.0 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	Differentiation of instruction for students in the bottom quartile	FAIR and SRI data will be used to progress monitor student achievement and preparation for the FCAT.	Classroom teachers, department heads, and BCHS Educational Leaders	The Data Driven Instructional Model will be utilized to direct the data review process. Teacher documentation, including lesson plans and intervention forms, will be reviewed.	The final process to determine the effectiveness of this intervention will be student performance on the 2013 FCAT.
2	Student apathy related to state assessments	Students, teachers, and administrators will formally commit to do their best on the FCAT via the signing of FCAT contracts.	Positive Behavior Support Team	Student contracts will be reviewed at the conclusion of the school year to assess the learning gains of the students in the bottom quartile.	2013 FCAT 2.0 Reading
3	Lack of intensive instruction in reading	Students performing below grade level will be placed in intensive reading class(es) and/or a next generation content area reading professional development (NG CAR-PD) trained teacher's class.	Andrea Smith, Reading Coach, and Tom Hill, Principal	Student learning gains will be used to determine the effectiveness of this strategy.	2013 FCAT 2.0 Reading
4	Barriers identified in previous reading goals apply to this goal as well.	Strategies identified in previous reading goals apply to this goal as well.	Responsibile persons identified in previous reading goals apply to this goal as well.	Processes used to determine effectiveness of strategies identified in previous reading goals apply to this goal as well.	Evaluation tools identified in previous reading goals apply to this goal as well.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	

Reading Goal #5E:	
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
Vocabulary Instruction	All grades	Literacy Leadership Team	All teachers and staff	June 5, 2013 (post-planning)	Teachers will document implementation of vocabulary program in lesson plans.	BCHS Educational Leaders
Individual Professional Development Plan	All grades	Tom Hill, Principal	All teachers	September 26, 2012 (early release)	Teachers will meet with their designated educational leaders to discuss and sign-off on their Individual Professional Development Plans (IPDPs).	BCHS Educational Leaders
Multi-Tiered System of Supports (MTSS) and District Action Planning and Problem Solving (DAPPS)	All grades	Tom Hill, Principal	All teachers and staff	October 24, 2012 (early release)	Teachers will participate in both MTSS meetings and complete problem analyses using the DAPPS eight-step problem solving model.	BCHS Educational Leaders
Common Core State Standards (CCSS)	All grades	BRIDGES PLC	All teachers	March 6, 2013 (early release)	Teachers will complete at least one unit of instruction that incorporates the CCSS and PBL.	BCHS Educational Leaders
Deeper Reading, Author Kelly Gallagher, Book Study	English Language Arts	Kelley Norman, English Language Arts Department Head	All English Language Arts Teachers	September 2012 through December 2012 (department meetings)	Teachers will document utilization of learned instructional strategies in their lesson plans	BCHS Educational Leaders
Common Core State Standards (CCSS)	All Grades	FLDOE	Team of core academic teachers and career and technical education instructors	October 2 - 3, 2012	Teachers will complete at least one unit of instruction that incorporates the CCSS and PBL.	BCHS Educational Leaders

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader classroom libraries	AR books will be purchased for individual teacher classroom libraries.	Textbook	$5,643.88
Prestwick House	Supplemental reading materials	Textbook	$456.42
Florida Gateway College	Student texts for dual-enrollment courses	Textbook	$3,735.00
Adams Book Company	Supplemental reading materials	Textbook	$113.50
Amazon	Supplemental reading materials	Textbook	$1,463.79
Scholastic	Supplemental reading materials	Textbook	$1,106.30
Ebsco	Supplemental reading materials	Media (1033)	$665.00
Barnes and Noble	Supplemental reading materials	Media (1033)	$290.19
Study Island	Online standards-based assessment, instruction, and test preparation e-learning program	Internal Accounts	$1,434.38
USA TestPrep	Online assessment and test preparation program	Title I	$433.33
		Subtotal: $15,341.79	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
New School-wide Computer Lab	Portion of the expenditure per core subject area	County-wide Equipment (3018)	$5,250.00
		Subtotal: $5,250.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Introduction and implementation planning for the Common Core State Standards	This was a four-day training conducted by the Florida Department of Education. The school principal, one assistant principal, and English Language Arts teacher attended the training	General	$1,800.00
Broadening Regional Impact by Developing and Growing Excellent Schools (BRIDGES)	This is an on-going professional development that impacts reading instruction as well as most other academic areas.	General	$300.00
Deeper Reading Book Study	Books purchased from Amazon	Textbook	$258.96
Common Core State Standards Professional Development	Training provided by the FLDOE on October 2 - 3, 2012	General	$1,040.00
		Subtotal: $3,398.96	

Other

Strategy	Description of Resources	Funding Source	Available Amount
FCAT Rewards - Reading	Rewarding students that met their reading goals	Internal Accounts	$900.00
PBS Rewards/Supplies	Rewarding of student behavior	Internal Accounts	$388.75
		Subtotal: $1,288.75	
		Grand Total: $25,279.50	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

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

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

| 2. Students scoring proficient in reading.

CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

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

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

| 3. Students scoring proficient in writing.

CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	This category represented the greatest decline from the previous school year. In 2011, this reporting category was the result of student performance on the Grade 9 FCAT 2.0 Math. In 2012, this category was the result of student performance on the Algebra I End-of-Course (EOC) Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of Algebra I EOC students achieved a level 3 or higher on the 2012 assessment.	72% of Algebra I EOC students will achieve a level of 3 or higher on the 2013 Algebra I EOC.

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	Appropriate instruction in the Next Generation Sunshine State Standards (NGSSS) to ensure academic achievement	Teachers in all subject areas will create, implement, and modify Content Focus Calendars (CFCs) to facilitate instruction.	Educational Leaders	Lesson plan review, classroom walkthroughs, and teacher observations will be used to determine effectiveness of the Content Focus Calendars.	Data from the lesson plan reviews, classroom walkthroughs, and teacher observations will be reported to the school-based leadership team which will determine the effectiveness of this strategy. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
2	Student motivation as it impacts academic performance	Positive Behavior Support will be revamped and reward students with outstanding classroom performance and behavior.	PBS Team	Student behavior will be analyzed at both the instructor and school-wide level.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized.

					Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
3	Student motivation as it impacts academic performance	The Multi-Tiered System of Supports Team will develop, implement, and evaluate the effectiveness of a plan addressing this barrier.	MTSS Team	The MTSS Team will follow the model provided by the District Action Planning and Problem Solving Team to identify the expected outcomes of the developed plan.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
4	Having enough textbooks for students	Each English, Science, Math, and Social Studies student will be assigned an appropriate text.	Fay Sinclair, Assistant Principal	Parents and students will be polled to determine stakeholder perceptions related to this action.	Parent and student surveys
5	A school culture of academic excellence to increase student performance	Classroom walkthroughs will be utilized to support instructors in effective implementation of the Next Generation Sunshine State Standards, student engagement, and critical thinking skills.	BCHS Educational Leaders and County Level Administrators	Classroom walkthrough data will be compiled and analyzed to identify trends in instructional delivery. The final process to determine the effectiveness of this intervention will be student performance on the 2013 FCAT, EOCs, and FCAT Writing+.	Classroom Walkthrough data and the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
6	Test-taking skill sets for success on the FCAT and end-of-course assessments	Students will receive direct instruction related to test-taking strategies within their English, Reading, and Math classes.	Educational leaders, department heads, and classroom instructors	Student performance on the FCAT will be disaggregated to determine effectiveness of intervention.	The applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
7	Differentiation of instruction of students to ensure appropriate performance on end-of-course assessments	USA TestPrep data will be used to progress monitor student achievement and preparation for the 2013 EOCs.	Classroom Instructors, Department Heads, and BCHS Educational Leaders	The Data Driven Instructional Model will be utilized to direct the data review process. A copy of this model is available at the front office for review. The final process to determine the effectiveness of this intervention will be student performance on the 2013 EOCs.	Student performance on the four subject end-of-course assessments will be used as a general benchmark for the effectiveness of this strategy.
8	Implementation of the Common Core State Standards	BCHS faculty and staff will receive professional development related to the implementation of the Common Core State Standards (CCSS). This professional development will begin with two separate teams attending professional development provided by the Florida Department of Education and the Northeast Florida Educational Consortium. These two teams will then work together to implement a train-the-trainer model to	Tom Hill, Principal	Lesson plan review, classroom walkthroughs, and teacher observations will be used to determine effectiveness of the CCSS implementation.	Data from the lesson plan reviews, classroom walkthroughs, and teacher observations will be reported to the school based leadership team which will determine the effectiveness of this strategy.

		implement the CCSS in all classroom instruction at BCHS.			
9	Vertical alignment of instructional strategies and expectations	Faculty from BCHS and Baker County Middle School will meet by departments periodically during the 2012-2013 school year to align instructional strategies and expectations.	Tom Hill, BCHS Principal, and Sherry Barrett, BCMS Principal	The school principals will promote, attend, and document meetings of the departments	The result of the department meetings will outline procedures of instructional strategies and expectations. These will be reviewed by the school principals.
10	Additional support for academic instruction	Teachers will utilize Study Island to provide additional, differentiated instructional support.	BCHS Educational Leaders	Lesson plan review, classroom walkthroughs, Study Island data, teacher observations, and state assessment results will be used to determine effectiveness of Study Island.	The applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
11	Students who are not successful in passing the Algebra I EOC	BCHS will investigate the effectiveness of a new core curriculum. Dr. Landtroop will instruct a small group of students (approximately 30) using the Carnegie Learning text and online curriculum.	Dr. Dorman Landtroop, Mathematics Department Head	Student performance on the Algebra I EOCs will be used to determine the effectiveness of the program.	2013 Algebra I EOC

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	2012 - 2013 will be the first year that the Geometry EOC Assessment will be used in the calculation of the BCHS school grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Last year, the mean scale score for ninth grade Geometry students was 59 (state average - 55). For tenth grade students, the mean scale score was 46 (state average - 46).	72% of Geometry EOC students will achieve a level of 3 or higher on the 2013 Geometry EOC.

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
	Appropriate instruction in the Next Generation Sunshine State Standards (NGSSS) to ensure academic	Teachers in all subject areas will create, implement, and modify Content Focus Calendars (CFCs) to	Educational Leaders	Lesson plan review, classroom walkthroughs, and teacher observations will be used to	Data from the lesson plan reviews, classroom walkthroughs,

1	achievement	facilitate instruction.		determine effectiveness of the Content Focus Calendars.	and teacher observations will be reported to the school-based leadership team which will determine the effectiveness of this strategy. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
2	Student motivation as it impacts academic performance	Positive Behavior Support will be revamped and reward students with outstanding classroom performance and behavior.	PBS Team	Student behavior will be analyzed at both the instructor and school-wide level.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
3	Student motivation as it impacts academic performance	The Multi-Tiered System of Supports Team will develop, implement, and evaluate the effectiveness of a plan addressing this barrier.	MTSS Team	The MTSS Team will follow the model provided by the District Action Planning and Problem Solving Team to identify the expected outcomes of the developed plan.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
4	Having enough textbooks for students	Each English, Science, Math, and Social Studies student will be assigned an appropriate text.	Fay Sinclair, Assistant Principal	Parents and students will be polled to determine stakeholder perceptions related to this action.	Parent and student surveys
5	A school culture of academic excellence to increase student performance	Classroom walkthroughs will be utilized to support instructors in effective implementation of the Next Generation Sunshine State Standards, student engagement, and critical thinking skills.	BCHS Educational Leaders and County Level Administrators	Classroom walkthrough data will be compiled and analyzed to identify trends in instructional delivery. The final process to determine the effectiveness of this intervention will be student performance on the 2013 FCAT, EOCs, and FCAT Writing+.	Classroom Walkthrough data and the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
6	Test-taking skill sets for success on the FCAT and end-of-course assessments	Students will receive direct instruction related to test-taking strategies within their English, Reading, and Math classes.	Educational leaders, department heads, and classroom instructors	Student performance on the FCAT will be disaggregated to determine effectiveness of intervention.	The applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
	Differentiation of instruction of students to ensure appropriate	USA TestPrep data will be used to progress monitor student	Classroom Instructors, Department	The Data Driven Instructional Model will be utilized to direct the	Student performance on the four subject

7	performance on end-of-course assessments	achievement and preparation for the 2013 EOCs.	Heads, and BCHS Educational Leaders	data review process. A copy of this model is available at the front office for review. The final process to determine the effectiveness of this intervention will be student performance on the 2013 EOCs.	end-of-course assessments will be used as a general benchmark for the effectiveness of this strategy.
8	Implementation of the Common Core State Standards	BCHS faculty and staff will receive professional development related to the implementation of the Common Core State Standards (CCSS). This professional development will begin with two separate teams attending professional development provided by the Florida Department of Education and the Northeast Florida Educational Consortium. These two teams will then work together to implement a train-the-trainer model to implement the CCSS in all classroom instruction at BCHS.	Tom Hill, Principal	Lesson plan review, classroom walkthroughs, and teacher observations will be used to determine effectiveness of the CCSS implementation.	Data from the lesson plan reviews, classroom walkthroughs, and teacher observations will be reported to the school based leadership team which will determine the effectiveness of this strategy.
9	Vertical alignment of instructional strategies and expectations	Faculty from BCHS and Baker County Middle School will meet by departments periodically during the 2012-2013 school year to align instructional strategies and expectations.	Tom Hill, BCHS Principal, and Sherry Barrett, BCMS Principal	The school principals will promote, attend, and document meetings of the departments	The result of the department meetings will outline procedures of instructional strategies and expectations. These will be reviewed by the school principals.
10	Additional support for academic instruction	Teachers will utilize Study Island to provide additional, differentiated instructional support.	BCHS Educational Leaders	Lesson plan review, classroom walkthroughs, Study Island data, teacher observations, and state assessment results will be used to determine effectiveness of Study Island.	The applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
11	Some students struggle to successfully pass the Geometry EOC.	BCHS will invesitage the effectiveness of a new core curriculum. Dr. Landtroop will instruct a small group of students (approximately 30) using the Carnegie Learning text and online curriculum.	Dr. Dorman Landtroop, Mathematics Department Head Student	Performance on the Geometry EOC will be used to determine the effectiveness of the program.	2013 Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

		Problem-Solving Process to Increase Student Achievement		

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

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

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

		Problem-Solving Process to Increase Student Achievement		

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

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

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

		Problem-Solving Process to Increase Student Achievement		

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards (CCSS)	All grades	BRIDGES PLC	All teachers	March 6, 2013 (early release)	Teachers will complete at least one unit of instruction that incorporates the CCSS, STEM, and PBL.	BCHS Educational Leaders
Science, Technology, Engineering, and Mathematics (STEM)	All Grades	Northeast Florida Educational Consortium (NEFEC)	BRIDGES PLC	July 25 - 26, 2012 (Teacher Evaluation) September 25, 2012 September 27 - 28, 2012 (NEFEC Fall Summit) November 9, 2012 (CCSS) January 23, 2013 (STEM) March 12, 2013 (BRIDGES) May 22, 2013 (STEM)	Teachers will train other BCHS faculty members on March 6, 2013	BCHS Educational Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson textbooks	Teacher and student textbooks along with supplemental materials	Textbook	$8,478.35
Carnegie Learning	Online and text core instructional materials	Textbook	$3,003.48
Buckle Down Workbooks	These consumable materials are for the Algebra I and Geometry EOCs.	Textbook	$9,138.20
Florida Gateway College Teacher's Edition	Teacher's textbook for new college course	Textbook	$190.00
Study Island	Online standards-based assessment, instruction, and test preparation e-learning program	Internal Account	$1,434.38
USA TestPrep	Online assessment and test preparation program	Title I	$758.34
			Subtotal: $23,002.75

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New School-wide Computer Lab	Portion of the expenditure per core subject area	County-wide Equipment (3018)	$5,250.00
			Subtotal: $5,250.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM and BRIDGES Training	Substitute, travel, and other associated expenses	General	$1,500.00
			Subtotal: $1,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Rewards/Supplies	Rewarding of student behavior	Internal Accounts	$388.75
			Subtotal: $388.75

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	2012 - 2013 will be the first year that the Biology I EOC Assessment will be used in the calculation of the BCHS school grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Last year, the mean scale score for ninth grade Biology I students was 53 (state average - 53). For tenth grade students, the mean scale score was 45 (state average - 46). For eleventh grade students, the mean scale score was 42 (state average - 43). For twelfth grade students, the mean scale score was 46 (state average - 43).	43% of Biology I EOC students will achieve a level of 3 or higher on the 2013 Biology I EOC.

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	Appropriate instruction in the Next Generation Sunshine State Standards (NGSSS) to ensure academic achievement	Teachers in all subject areas will create, implement, and modify Content Focus Calendars (CFCs) to facilitate instruction.	Educational Leaders	Lesson plan review, classroom walkthroughs, and teacher observations will be used to determine effectiveness of the Content Focus Calendars.	Data from the lesson plan reviews, classroom walkthroughs, and teacher observations will be reported to the school-based leadership team which will determine the effectiveness of this strategy. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
2	Student motivation as it impacts academic performance	Positive Behavior Support will be revamped and reward students with outstanding classroom performance and behavior.	PBS Team	Student behavior will be analyzed at both the instructor and school-wide level.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized. Additionally, the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
3	Student motivation as it impacts academic performance	The Multi-Tiered System of Supports Team will develop, implement, and evaluate the effectiveness of a plan addressing this barrier.	MTSS Team	The MTSS Team will follow the model provided by the District Action Planning and Problem Solving Team to identify the expected outcomes of the developed plan.	Data Analysis of student behavior provided by the district office and the Northeast Educational Consortium will be utilized. Additionally, the

					applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
4	Having enough textbooks for students	Each English, Science, Math, and Social Studies student will be assigned an appropriate text.	Fay Sinclair, Assistant Principal	Parents and students will be polled to determine stakeholder perceptions related to this action.	Parent and student surveys
5	A school culture of academic excellence to increase student performance	Classroom walkthroughs will be utilized to support instructors in effective implementation of the Next Generation Sunshine State Standards, student engagement, and critical thinking skills.	BCHS Educational Leaders and County Level Administrators	Classroom walkthrough data will be compiled and analyzed to identify trends in instructional delivery. The final process to determine the effectiveness of this intervention will be student performance on the 2013 FCAT, EOCs, and FCAT Writing+.	Classroom Walkthrough data and the applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
6	Test-taking skill sets for success on the FCAT and end-of-course assessments	Students will receive direct instruction related to test-taking strategies within their English, Reading, and Math classes.	Educational leaders, department heads, and classroom instructors	Student performance on the FCAT will be disaggregated to determine effectiveness of intervention.	The applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.
7	Differentiation of instruction of students to ensure appropriate performance on end-of-course assessments	USA TestPrep data will be used to progress monitor student achievement and preparation for the 2013 EOCs.	Classroom Instructors, Department Heads, and BCHS Educational Leaders	The Data Driven Instructional Model will be utilized to direct the data review process. A copy of this model is available at the front office for review. The final process to determine the effectiveness of this intervention will be student performance on the 2013 EOCs.	Student performance on the four subject end-of-course assessments will be used as a general benchmark for the effectiveness of this strategy.
8	Implementation of the Common Core State Standards	BCHS faculty and staff will receive professional development related to the implementation of the Common Core State Standards (CCSS). This professional development will begin with two separate teams attending professional development provided by the Florida Department of Education and the Northeast Florida Educational Consortium. These two teams will then work together to implement a train-the-trainer model to implement the CCSS in all classroom instruction at BCHS.	Tom Hill, Principal	Lesson plan review, classroom walkthroughs, and teacher observations will be used to determine effectiveness of the CCSS implementation.	Data from the lesson plan reviews, classroom walkthroughs, and teacher observations will be reported to the school based leadership team which will determine the effectiveness of this strategy.
	Vertical alignment of instructional strategies and expectations	Faculty from BCHS and Baker County Middle School will meet by	Tom Hill, BCHS Principal, and Sherry Barrett,	The school principals will promote, attend, and document	The result of the department meetings will

9		departments periodically during the 2012-2013 school year to align instructional strategies and expectations.	BCMS Principal	meetings of the departments	outline procedures of instructional strategies and expectations. These will be reviewed by the school principals.
10	Additional support for academic instruction	Teachers will utilize Study Island to provide additional, differentiated instructional support.	BCHS Educational Leaders	Lesson plan review, classroom walkthroughs, Study Island data, teacher observations, and state assessment results will be used to determine effectiveness of Study Island.	The applicable state assessment will be used as a general benchmark for the effectiveness of this strategy.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards (CCSS)	All grades	BRIDGES PLC	All teachers	March 6, 2013 (early release)	Teachers will complete at least one unit of instruction that incorporates the CCSS, STEM, and PBL.	BCHS Educational Leaders
				July 25 - 26, 2012 (Teacher Evaluation) September 25, 2012 September		

| Science, Technology, Engineering, and Mathematics (STEM) | All Grades | Northeast Florida Educational Consortium (NEFEC) | BRIDGES PLC | 27 - 28, 2012 (NEFEC Fall Summit) November 9, 2012 (CCSS) January 23, 2013 (STEM) March 12, 2013 (BRIDGES) May 22, 2013 (STEM) | Teachers will train other BCHS faculty members on March 6, 2013 | BCHS Educational Leaders |
| AP Chemistry Summer Institute | Grades 11 and 12 | College Board | Elizabeth Lenhart | July 2012 | Completion and approval of course syllabus | Tom Hill, Principal |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida School Book Depository	Textbook adoption	Textbook	$15,519.13
Scientific American	Supplemental science materials	Textbook	$34.97
Study Island	Online standards-based assessment, instruction, and test preparation e-learning program	Internal Accounts	$1,434.38
USA TestPrep	Online assessment and test preparation program	Title I	$433.33
			Subtotal: $17,421.81
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New School-wide Computer Lab	Portion of the expenditure per core subject area	County-wide Equipment (3018)	$5,250.00
			Subtotal: $5,250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AP Chemistry Summer Professional Development	Training provided at the Bolles School	In-Service	$700.00
			Subtotal: $700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Rewards/Supplies	Rewarding of student behavior	Internal Accounts	$388.75
			Subtotal: $388.75
			Grand Total: $23,760.56

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:	This goal represents a tremendous challenge for the tenth grade students and their instructors. Last year, the FLDOE only required students to obtain a score of 3.0 or higher to be considered proficient. This year, it is expected that students will need to score a 4.0 or higher to be considered proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Last year, 82% of the assessed students scored at a level of proficiency as measured by the 2012 FCAT Writing.	90% of tenth grade students will achieve a level of 4 or higher on the 2013 FCAT Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge regarding new expectations for student writing	An English Language Arts teacher will be identified to be trained in the new assessment. This teacher will then facilitate the training of other members of the department and school.	Tom Hill, Principal	Student performance on the FCAT will be used to determine the effectiveness of this strategy.	2013 FCAT Writing
2	Sufficient practice writing with the new testing expectations and conditions	BCHS will implement a school-wide writing prompt program for tenth grade students to prepare them for the assessment.	Andrea Smith, Reading Coach	Teachers will assess student essays produced during school-wide writing program.	2013 FCAT Writing
3	Teacher effectiveness in providing writing instruction	A core group of tenth grade teachers will complete the 6+1 Traits of Writing Book Study.	Andrea Smith, Reading Coach	Educational leader reviews of lesson plans, classroom walkthroughs, and teacher artifacts will be used to determine the effectiveness of this strategy.	Lesson plans and teacher artifacts
4	Student motivation to pass the writing portion of the FCAT (High school diploma is not contingent on passing the FCAT Writing.)	Specific rewards will be given to students for scoring at a level of proficiency or higher on the 2013 FCAT Writing.	PBS Team	Student performance will be compared from the 2011 FCAT (eighth grade) to the 2013 FCAT (tenth grade).	2011 FCAT and 2013 FCAT Writing 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:	This goal represents a tremendous challenge for the tenth grade students and their instructors. Last year, the FLDOE only required students to obtain a score of 3.0 or higher to be considered proficient. This year, it is expected that students will need to score a 4.0 or higher to be considered proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Last year, 82% of the assessed students scored at a level of proficiency as measured by the 2012 FCAT Writing+.	90% of tenth grade students will achieve a level of 4 or higher on the 2013 FCAT 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		

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
Common Core State Standards (CCSS)	All grades	BRIDGES PLC	All teachers	March 6, 2013 (early release)	Teachers will complete at least one unit of instruction that incorporates the CCSS, STEM, and PBL.	BCHS Educational Leaders
6+1 Traits of Writing	Grade 10	Andrea Smith, Reading Coach	English Language Arts, science, social science and career and technical education tenth grade instructors	November 5, 2012 through January 18, 2013	Teachers will implement learned strategies and document those strategies in their lesson plans	BCHS Educational Leaders

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
6+1 Traits of Writing Book Study	Purchase of Books	Textbooks	$250.00
		Subtotal: $250.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Rewards - Writing	Rewarding students that met their reading goals	Internal Accounts	$1,480.00
		Subtotal: $1,480.00	
		Grand Total: $1,730.00	

End of Writing Goals

U.S. History End-of-Cource (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
			Grand Total: $0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate of BCHS students increased dramatically during the previous school year. During the 2010 - 2011 school year, the average daily attendance rate was near 86 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for BCHS during the 2011 - 2012 school year was approximately 90.3 percent. (This is a revised estimate provided by NEFEC.)	The attendance rate at BCHS will improve to 94 percent.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
481	433
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
357	321

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	Consistent implementation of district policies related to attendance	Students and parents will be active participants in the process of ensuring student attendance.	Carrie Dopson, Assistant Principal	Review of student attendance data from the previous school year to the current year.	Attendance rates
2	Accurate recording of attendance by teachers	Teacher attendance keeping performance will be closely monitored to maintain accurate records. This	Carrie Dopson, Assistant Principal	Teacher and student records will be reviewed.	Percentage of overall discrepancies

		will be done through the continued implementation of "cut sheets" and "pink slips."			
3	Student apathy related to poor attendance	Students will receive rewards based on attendance via hallway and grade level competitions.	PBS Team	Review of student attendance data from the previous school year to the current year.	Attendance rates
4	Active participation of instructors in the effort to encourage student attendance	Teachers will receive professional development related to the PBS philosophy for BCHS: Three A's that lead to success - Attendance, Attitude, and Achievement. Teacher implementation of PBS initiatives is important to improving school culture and student attendance.	PBS Team	Review of student attendance data from the previous school year to the current year.	Attendance rates

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
PBS Initiatives	All grades	PBS Team	All Teachers	August 14, 2012 and August 16, 2012	Teachers will submit PBS lessons to a box in the front office. Submission will earn the teacher a chance to win a gift certificate.	PBS Team

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

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:	While PBS initiatives continue to be implemented, too many students are receiving in-school and out-of-school suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2371	2134
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
990	891
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
323	291
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
217	195

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers resorting to writing a referral prior to taking other actions	Classroom management professional development will be provided to these instructors.	John Staples, Assistant Principal	A comparison of referral data from the previous and current school year will show at least a ten percent reduction in referrals, in-school detentions, and out-of-school suspensions.	2011 - 2012 school year and 2012 - 2013 school year referral data

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: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Due to the use of new graduation and dropout calculation methods, this goal is difficult to determine appropriate expectations for the new school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
The official dropout rate for the 2011-2012 school year has yet to be released; therefore, data for the 2010-2011 school year will be used. In 2010-2011, 2.5 percent of BCHS students dropped out.	The expected dropout rate for the 2012-2013 school year will be 3.0 percent or less.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
The official graduation rate for the 2011-2012 school year has yet to be released; therefore, data for the	The expected graduation rate for the 2012-2013 school

	2010-2011 school year will be used. In 2010-2011, 80.2 percent of senior students graduated from BCHS.	year will be 80.0 percent or higher.		

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	Identification of students in danger of dropping out	The BCHS guidance department and front office will create procedures to identify students in danger of not graduating.	Principal and Guidance Department Head	Strategies will be created for each grade level to assist students. Retention and dropout rates should be expected to decrease as a result of the implemented strategies.	2012-2013 dropout and graduation rates as well as retention lists
2	Retention rate of over-age and/or under-prepared students	The School Advisory Council will take an active role in researching and reviewing possible transition and intervention programs to be implemented at BCHS.	Principal and School Advisory Council Chairperson	By the conclusion of the 2012-2013 school year, the SAC will have identified and reported on an intervention program to pursue.	2012-2013 SAC Survey and Report
3	Providing appropriate interventions for potential dropout students	Teachers will mentor students that are identified as being in danger of dropping out of school. Teachers will implement a check-in/check-out intervention with these students in grades nine through twelve.	Fay Sinclair, Assistant Principal	Success of this strategy will be determined by the percentage of the identified students attaining a high school diploma in either their fourth or fifth year of high school.	Graduation rate data

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
Bullying and Harrassment Prevention	All grades	John Staples	All teachers and staff	February 13, 2013 (early release)	Teachers and staff will complete appropriate prcesses and paperwork associated with potential incidents of bullying and/or harrassment.	John Staples, Assistant Principal
Vision/Mission Statement Revisions	All grades	Tom Hill	All teachers and staf	May 1, 2013 (early release)	Teachers and staff will partipate in the revision of the school vision and mission statements.	Tom Hill, Principal

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement is a crucial element to student success at BCHS.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Number of volunteers in 2011-2012: 347 (ages 21 - 61) Number of volunteer hours in 2011-2012: 10733	BCHS will develop programs and initiatives to foster the necessary parent involvement to increase student achievement. Number of volunteers in 2012-2013: 350 Number of volunteer hours in 2012-2013: 8000

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of communication between parents and the school	BCHS will use ALERTNOW to notify parents of school-wide activities.	Tom Hill, Principal	Parents and students will be surveyed to determine stakeholder perceptions related to communication.	Parent and student surveys
2	Limited use of school website by parents	BCHS will continue to refine and improve the website through School Fusion.	Stephanie Wheeler and the BCHS Technology Team	Parents and students will be surveyed to determine stakeholder perceptions related to the website.	Parent and student surveys
3	Limited participation using the Skyward Parent Portal	BCHS staff and administration will more effectively publicize the availability of the Skyward Parent Portal Program.	Tom Hill, Principal	Analysis of parent utilization of Skyward.	Skyward access data
	Apprehension of potential volunteers	BCHS staff will visit community centers and churches in local Baker County communities to	Tom Hill, Principal	Parents and students will be surveyed to determine stakeholder perceptions related to	Parent and student surveys

| 4 | | share school information and encourage parental involvement. The effort to encourage volunteerism at BCHS is called "The Dream Team." | | the receptivity of school administration and teachers to parent volunteers. | |
| 5 | Lack of contact from the school after a parent has completed a volunteer form | A volunteer coordinator will be named to organize, contact, and follow-up with potential volunteers | BCHS School Advisory Council | Parents and students will be surveyed to determine stakeholder perceptions related to the receptivity of school administration and teachers to parent volunteers. | Parent and student surveys |

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	BCHS will participate in the NEFEC initiative BRIDGES (Broadening Regional Impact by Developing and Growing Excellent Schools). BRIDGES incorporates STEM, teacher evaluation, implementation of Common Core State Standards, increasing of rigor and relevance, lesson study professional development, effective Professional Learning Community planning, vertical alignment, and Project-Based Learning.
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	Preparation of students for success in science, technology, engineering, and mathematics.	BCHS will partner with NEFEC to promote a greater academic focus on STEM subjects.	Tom Hill, Principal	The principal will work with a team of school and community stakeholders to develop and implement the NEFEC's Board of Directors Leadership Development Plan related to STEM and BRIDGES.	Criteria will be listed in the Board of Directors Leadership Development Plan.

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
Broadening Regional Impact by Developing and Growing Excellent Schools (BRIDGES)	All grades	NEFEC	BRIDGES PLC (Sherrie Raulerson, Ann Watts, Tom Hill, Andrea Smith, Jonathan Barrett, Amanda Andrews, Steve Cannon, Shelli Rhoden, and David Davis)	July 25 - 26, 2012 (Teacher Evaluation) September 25, 2012 September 27 - 28, 2012 (NEFEC Fall Summit) November 9, 2012 (CCSS) January 23, 2013 (STEM) March 12, 2013 (BRIDGES) May 22, 2013 (STEM)	NEFEC's Board of Directors Leadership Development Plan	Tom Hill, Principal David Davis, Director of Teaching and Learning
Common Core State Standards (CCSS)	All grades	BRIDGES PLC	All teachers	March 6, 2013 (early release)	Teachers will complete at least one unit of instruction that incorporates the CCSS, STEM, and PBL.	BCHS Educational Leaders

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
Reading	Accelerated Reader classroom libraries	AR books will be purchased for individual teacher classroom libraries.	Textbook	$5,643.88
Reading	Prestwick House	Supplemental reading materials	Textbook	$456.42
Reading	Florida Gateway College	Student texts for dual-enrollment courses	Textbook	$3,735.00
Reading	Adams Book Company	Supplemental reading materials	Textbook	$113.50
Reading	Amazon	Supplemental reading materials	Textbook	$1,463.79
Reading	Scholastic	Supplemental reading materials	Textbook	$1,106.30
Reading	Ebsco	Supplemental reading materials	Media (1033)	$665.00
Reading	Barnes and Noble	Supplemental reading materials	Media (1033)	$290.19
Reading	Study Island	Online standards-based assessment, instruction, and test preparation e-learning program	Internal Accounts	$1,434.38
Reading	USA TestPrep	Online assessment and test preparation program	Title I	$433.33
Mathematics	Pearson textbooks	Teacher and student textbooks along with supplemental materials	Textbook	$8,478.35
Mathematics	Carnegie Learning	Online and text core instructional materials	Textbook	$3,003.48
Mathematics	Buckle Down Workbooks	These consumable materials are for the Algebra I and Geometry EOCs.	Textbook	$9,138.20
Mathematics	Florida Gateway College Teacher's Edition	Teacher's textbook for new college course	Textbook	$190.00
Mathematics	Study Island	Online standards-based assessment, instruction, and test preparation e-learning program	Internal Account	$1,434.38
Mathematics	USA TestPrep	Online assessment and test preparation program	Title I	$758.34
Science	Florida School Book Depository	Textbook adoption	Textbook	$15,519.13
Science	Scientific American	Supplemental science materials	Textbook	$34.97
Science	Study Island	Online standards-based assessment, instruction, and test preparation e-learning program	Internal Accounts	$1,434.38
Science	USA TestPrep	Online assessment and test preparation program	Title I	$433.33
				Subtotal: $55,766.35

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	New School-wide Computer Lab	Portion of the expenditure per core subject area	County-wide Equipment (3018)	$5,250.00
Mathematics	New School-wide Computer Lab	Portion of the expenditure per core subject area	County-wide Equipment (3018)	$5,250.00

Science	New School-wide Computer Lab	Portion of the expenditure per core subject area	County-wide Equipment (3018)	$5,250.00
				Subtotal: $15,750.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Introduction and implementation planning for the Common Core State Standards	This was a four-day training conducted by the Florida Department of Education. The school principal, one assistant principal, and English Language Arts teacher attended the training	General	$1,800.00
Reading	Broadening Regional Impact by Developing and Growing Excellent Schools (BRIDGES)	This is an on-going professional development that impacts reading instruction as well as most other academic areas.	General	$300.00
Reading	Deeper Reading Book Study	Books purchased from Amazon	Textbook	$258.96
Reading	Common Core State Standards Professional Development	Training provided by the FLDOE on October 2 - 3, 2012	General	$1,040.00
Mathematics	STEM and BRIDGES Training	Substitute, travel, and other associated expenses	General	$1,500.00
Science	AP Chemistry Summer Professional Development	Training provided at the Bolles School	In-Service	$700.00
Writing	6+1 Traits of Writing Book Study	Purchase of Books	Textbooks	$250.00
				Subtotal: $5,848.96

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Rewards - Reading	Rewarding students that met their reading goals	Internal Accounts	$900.00
Reading	PBS Rewards/Supplies	Rewarding of student behavior	Internal Accounts	$388.75
Mathematics	PBS Rewards/Supplies	Rewarding of student behavior	Internal Accounts	$388.75
Science	PBS Rewards/Supplies	Rewarding of student behavior	Internal Accounts	$388.75
Writing	FCAT Rewards - Writing	Rewarding students that met their reading goals	Internal Accounts	$1,480.00
				Subtotal: $3,546.25
				Grand Total: $80,911.56

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʃ Priority	ʃ Focus	ʃ Prevent	ʃ NA

Are you a reward school: ʃ Yes ʃ No

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

No Attachment (Uploaded on 10/3/2012)

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 will actively pursue a source of revenue that will allow it to become a group with influence in the culture of BCHS. The alumni association must be cultivated by the SAC in an effort to raise funds for classroom and school-wide efforts. As always, the SAC will continue to provide feedback and suggestions for improvement of this document; however, it is the expectation of many involved that the committee will continue to be a group that has a positive impact on teaching and learning at the school.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Baker School District
BAKER COUNTY SENIOR HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	81%	82%	37%	246	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	72%			124	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	57% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					475	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Baker School District
BAKER COUNTY SENIOR HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	77%	81%	39%	240	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	75%			124	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	38% (NO)	60% (YES)			98	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					462	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested