FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GRACEVILLE HIGH SCHOOL

District Name: Jackson

Principal: Chris Franklin

SAC Chair: Kathaleen Nolin

Superintendent: Lee Miller

Date of School Board Approval: October 16, 2012

Last Modified on: 11/8/2012

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	Chris Franklin	BS-Agriculture Education Master of Science-Educational Leadership Specialist-School Principal	7.5	7.5	2011-2012 No grade yet 2010-2011 Grade B No AYP 2009-2010 Grade A No AYP 2008-2009 Grade A No AYP
Assis Principal	Julie Burdeshaw	BA-Social Studies Education, University of Florida Master of Science-Educational Leadership, University of West Florida Specialist-Curriculum, University of West Florida	23	5	2011-2012 No grade yet 2010-2011 Grade B 2009-2010 Grade A No AYP 2008-2009 Grade A No AYP

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)
n/a	n/a	n/a			Graceville High School has no instructional coaches due to budget constraints.

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. Regular grade level/subject area faculty/staff meetings 2. Mentor/Mentee partnerships 3. Current employees make recommendations/referrals 4. Implementation of the Jackson County New Teacher Program 5. Individual Professional Development Plan 6. Administrative walk-throughs	Principal, Chris Franklin AP, Julie Burdeshaw	1. on going 2. on going 3. on going 4. June 2013 5. June 2013 6. June 2013	
2	1. Recruit- Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.	Deputy Superintendent- Larry Moore; Director of Elementary and Early Education- Cheryl McDaniel; Principal-Chris Franklin	August 2012- June 2013	
3	2. Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.	Director of Elementary and Early Education- Cheryl McDaniel; Principal-Chris Franklin	July 2012- June-2013	
4	3. Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge.	Director of Elementary and Early Education- Cheryl McDaniel; Principal-Chris Franklin ; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
5	4. Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certificates for veteran teachers.	Director of Elementary and Early Education- Cheryl McDaniel; Principal- Chris Franklin; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
6	5. Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.	Director of Elementary Education- Cheryl McDaniel; Teacher Evaluation Manager- Don Wilson; Principal-Chris Franklin	September 2012-June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1. Instructional staff teaching out of field: 5/26 (19%)	1. Teachers are working towards certification in their respective classes and content area.
2. Less than effective rating 1/26 (4%)	2. 90 day improvement plan implemented and teacher transferred

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
26	3.8%(1)	23.1%(6)	34.6%(9)	38.5%(10)	46.2%(12)	100.0%(26)	23.1%(6)	0.0%(0)	19.2%(5)

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
Amity Britt	Levester Ramsey	Mr. Ramsey has been assigned Social Studies classes and Business Technology classes to teach. Mrs. Britt has 6 years of experience teaching Social Studies. Mrs. Britt has demonstrated superior classroom instruction with multiple differentiated interventions over MS and HS curriculum.	Jackson County Beginning Teacher Program
		Mrs. Schneider is teaching 3 classes of band. Mrs. Long is experienced in music and	

Stephanie Long	Alexandria Schneider	productions. She has 21 years teaching experience. Mrs. Long created our show choir program and has demonstrated success since its inception.	Jackson County Beginning Teacher Program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

We are not a Title I school

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.

Instructional Leader: Chris Franklin
Team Leader, Data Mentor, Record Keeper: Julie Burdeshaw
Content Specialist: Judy Cox
Staff Liason: Nancianne Watson
Behavior specialist: Richard Wheatley
SLP: Richard Wheatlely

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 Student Support Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team will plan to meet regularly to engage in the following activities:
Review universal screening data and link the data to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will function as a support and resource for the classroom teachers as they carry out the responsibility for educating each student.

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?

Members of the Student Support Team met with the School Improvement Committee to help develop the SIP. The members provided information needed to align processes and procedures regarding RtI and the SIP.

MTSS Implementation

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

Baseline data: Florida Assessments for Instruction in Reading (FAIR)-Level 1 and 2, Jackson Writes, Thinklink, Behavior Tracking Charts (BTC) -an inhouse tracking system of student behavior used to monitor daily/weekly behavior improvements, Functioning Behavior Assessment (FBA), and Behavior Intervention Plan (BIP)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Jackson Writes, Thinklink, Behavior Tracking Charts (BTC), Functioning Behavior Assessment (FBA), and Behavior Intervention Plan (BIP), Discipline Referrals, Report Cards

End of Year: Florida Assessments for Instruction in Reading (FAIR), Jackson Writes, Thinklink, Behavior Tracking Charts (BTC), Functioning Behavior Assessment (FBA), Behavior Intervention Plan (BIP), FCAT, Report Cards

T1, T2, T3
PMRN/FAIR reports (reading), ThinkLinklink (math), Performance Matters (reading, math, science, writing, discipline) Pinnacle (reading, math, science), District Writing, Office Discipline Referrals/TERMS

Describe the plan to train staff on MTSS.

> The Staff Liaison on the SST will continue to collaborate with grade groups on the PS/RtI process.
> District PS/RtI Coordinator will continue to provide training and consultation with the school-based SST throughout the school year. New teachers will receive training on the PS/RtI process as needed.

Describe the plan to support MTSS.

> The MTSS is supported at our school with the help of district coordinator Tracy Stephens. Inservice is provided periodically to address new processes, interventions, requirements, etc. All schools in the district meet to share ideas. Each summer the data team along with RtI members access the RtI program at our school and make changes if needed.
>
> MTSS will be supported through district wide trainings, as well as onsite trainings and consultation, and through collaboration with all other school-based teams focusing to improve student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Principal-Chris Franklin
> Asst. Principal-Julie Burdeshaw
> ESE Specialist-Richard Wheatley
> Technology Coordinator-Joshua Graham
> Guidance-Rita Jones
> Reading Teachers-Amy Miller, Judy Cox, Phillip Jones, Nancianne Watson, Danny Kincaid, Jeff Edge, Wilson Ivey, JaJuan Clark

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

> The team implements the Jackson District Reading Plan into the school curriculum. GHS has developed a reading plan as well. Components of this plan are Accelerated Reader, disaggregating Fair, Classworks data for Reading Level 1 and 2 students and Thinklink data, differentiated curriculum, and vertical alignment of reading curriculum. The team meets as needed and dialogue is on going between reading teachers and other content area teachers.

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

> The major initiative of the LLT this year is expose students to increased AP reading material, both in reading classes and other content area classes. Accelerated Reader will continue to be used to encourage personal reading. An end of the year field trip is sponsored to reward readers who have achieved the targeted number of points.

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.

> We are not a Title I school.

*Grades 6-12 Only

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

All teachers in every class and content area will develop a curriculum that implements reading assignments and strategies for their specific content area. The 12 Powerful Words, Fair Assessements and/or word walls will be a part our curriculum. Reading teachers will take the lead in making suggestions for assignments and maintain dialogue with all teachers over this plan. AP reading material will be encouraged at all levels even if the teacher has to read it to the students at lower grade levels.

*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?

Students are given an opportunity to select a theme/major in high school. Although the choices are limited, (due to budget constraints i.e. not enough staff to man classes), students are able to streamline some classes to their interests. Advanced placement classes are available in grades 9-12. Vocational programs, Agriculture and Computer Classes,Career and Technical Education and STEM courses are offered, as well. Students are encouraged by all faculty to take the CPT(College Prepratory Testing) and ACT prep classes to improve their testing confidence and scores. Business representatives from the community speak to students about applying academics and work ethic to the workforce. Experiments in science classes, research projects, hands-on discovery learning activities, and cooperative group activities relate studies to the student's college or workforce goals.

GHS uses curriculum and teaching methods that help connect academic and vocational learning. The integration of academic and vocational concepts blend concepts in Math, Science, English and History classes with vocational skills in areas of agriculture and business. Vocational classes incorporate rigorous applied academic concepts and problem solving skills, as well as, emphasize higher order analytical skills. Academic classes integrate tasks and assignments that have a post-secondary college/career focus.

In the vocational department, students can earn a Certificate for Agriculture Technician through the biotechnology classes available. AP classes in Psychology, American History, American Government, and Literature and Composition. Our goal is to add more AP classes each year.

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?

Students meet with the school guidance counselor and a career specialist by grade level 8 to discuss academic planning. Students are given the opportunity to select the courses and curriculum track they would like to enroll in for the coming year. Each student's course selection is reviewed by guidance staff and students are placed in the appropriate classes. All 8th grade students must take a semester career planning course. The students will use CHOICES for exploration of careeer options and skills. This prepares the student for their high school course selections. All students in grades 8th through 12th will have a career education plan based on their individual goals and interests towards high school graduation. This plan must be reviewed and updated by students at least once a year. This past summer 2012 guidance met with upcoming 9th graders and parents to discuss graduation requirements and options. All upcoming 12th graders and parents met with guidance as well to discuss graduation on track requirements and scholarship information. The guidance department hosts a Senior Night with seniors and parents prior their senior year to review and discuss scholarship information. This includes scholarships on-line, community and business scholarships, and the Bright Future Scholarship. Students are encouraged to make early and continuing college goals and are mentored and encouraged through grades 6-12. Richie Wheatley, ESE teacher, coordinates a community based mentorship program that targets at risk students who may have trouble earning a regular diploma. Students will be encouraged to set goals for their future attending college. Career shadowing is offered to high school students at various times during the year.

College and military recruiters visit the school to give out information to students and answer any questions. Seniors attend a career fair and senior day at Chipola College and the Baptist College of Florida.

Postsecondary Transition

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

GHS offers AP classes in American English, American History, and Calculus. We also offer year long classes to help students improve ACT and SAT scores.

The guidance department hosts a College and Career night open to grades 6-12 students and their parents to review and discuss middle and high school educational plans, goals and scholarship information. This includes scholarships on-line, community and business scholarships, and the Bright Future Scholarship (Gold Seal). Colleges and vocational schools from the greater surrounding area (about 12)are available for questions and give information. Military recruiters are invited as well and visit several times during the year. Seniors attend a career fair and senior day Chipola College and the Baptist College of Florida. Executive Interships are available to students who want hands-on experience in a business or field of their choice. These interships allow students to use part of their school day to work off campus and receive a grade for their participation in that line of work. DCT is offered in the same manner except a student may get paid for the work. Career shadowing is offered to high school students at various times during the year.

Glenda Hartzog, Career Specialist at Graceville High School, coordinates a community based mentorship program that targets at risk students. These students will be encouraged to set goals for their future attending college. Career shadowing is offered to high school students at various times during the year. College and military recruiters visit the school through out the school year to give out information to students and answer any questions.

Over 20 major colleges are posted in student halls with Bachelor of Science/Arts Degrees posted per college to help students tie in the relevance of their middle/high school education to post secondary education.

At the extra-curricular level, strides are made at the onset of 6th grade and continue through the 12 grade to involve every student in some type of extra-curricular activity. Involvemment and participation in clubs, athletics, band, show choir, state and local contests give students opportunities to make decisions, offer community service and perform in real world, meaningful situations.

In addition to the usual data disaggregation on FCAT scores, every teacher on staff monitors the data wall located in the office and uses Performance Matters data program to track and stay abreast student progress.

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:	42% (84/200) will achieve proficiency (FCAT Level 3) on 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(70/200)	42% (84/200)

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					
2	Fluency: Students struggle through reading passages losing comprehension along the way.	1. Fluency testing in reading classes 2. Differentiated instruction 3. FCAT chats 4. 12 Powerful Words 5. AR program 6. After school tutoring 7. Students exposed Advanced Placement reading material	Reading Teachers , Principal and AP	1. Regular Departmental meetings to review/analyze improvement in fluency. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses. 3. Administrative walk throughs	1. Fair Testing 2. Data Wall monitoring 3. Thinklink 4. FCAT
3	Limited class time (only one 50 minute block of instruction)	1. Differentiated instruction to individual student benchmark weakness 2. FCAT chats 3. AR program 4. After school tutoring 5. Students exposed to Advanced Placement reading material	Reading Teachers, Principal and Assistant Principal	1. Teacher Assessments and use of Rubrics for projects 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses. 3. Administrative walk throughs	1. Fair Testing 2. Data Wall 3. Thinklink 4. FCAT
4					

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:	27% (54/200) will achieve above proficiency (FCAT Levels 4 and 5) on FCAT 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (45/227)	27% (54/200)

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	Limited class time for student and limited planning time for teacher	1. Differentiated instruction by teacher intervention 2. Gifted Venture program available 3. Accelerated Reading 4. Students exposed to AP reading material	Reading Teachers , Principal and Assistant Principal	1. Departmental meetings to review/analyze improvement in deficient skills. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses. 3. Accelerated Reading Monitoring	1. Fair Testing 2. Data Wall 3. Thinklink 4. Accelerated Reading Data 5. FCAT
2					

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:	64% (128/200) will make Learning Gains in reading on FCAT 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (118/200)	64% (128/200)

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	Fluency: Students struggle through reading passages losing comprehension along the way.	1. Fluency testing 2. Differentiated instruction 3. FCAT chats 4. 12 Powerful Words 5. AR program 6. After school tutoring 7. Students exposed to Advanced Placement reading material 8. Bellwork: Cold Reads	Reading Teachers, Principal and Assistant Principal	1. Departmental meetings, pre-planning inservice and individual subject area teachers disaggregating data to analyze improvement in fluency. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses. 3. Analyze Classworks and Thinklink data, Data Wall and FCAT supplemental materials	1. Fair Testing 2. 12 Powerful Words Strategy 3. Data Wall 4. FCAT 5. Thinklink 6. Florida Reads 7. AMSCO
2	Students are demonstrating low performance across all grade levels in Reading Application	1. Fluency testing 2. Differentiated instruction 3. FCAT chats 4. 12 Powerful Words 5. AR program 6. After school tutoring 7. Students exposed to Advanced Placement reading material 8. Bellwork: Cold Reads	Reading Teachers, Principal and Assistant Principal	1. Teacher Assessments and use of Rubrics for projects 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses. 3. Analyze Classworks and Thinklink data, Data Wall and FCAT supplemental materials.	1. Projects related to novels 2. FCAT 3. Data Wall 4. Thinklink 5. Florida Reads 6. 6 Way Paragraph 8. REA and AMSCO

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:	50% (19/39) of Lowest 25% will make learning gains in reading FCAT 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (7/39)	50% (19/39)

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	Fluency: Students struggle through reading passages losing comprehension along the way.	1. Fluency testing across the curriculum throughout the year 2. Differentiated instruction and teacher intervention 3. Word Walls 4. 2 Blocks of Reading 5. AIP's and student portfolios 6. Supplemental instruction with peer counselors and volunteer tutors. 7. After school tutoring 8. Bellwork: Cold Reads 9. Lexia	Reading Teachers, Principal, and AP	1. Regular Departmental meetings to discuss/analyze improvement in fluency. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses.	1. Fair Testing 2. 12 Powerful Words Strategy 3. Data Wall 4. FCAT 5. Thinklink 6. Florida Reads
2					
3	Students are demonstrating low performance across all grade levels in Reading Application	1. Fluency testing across the curriculum throughout the year. 2. Differentiated instruction 3. FCAT chats 4. 12 Powerful Words 5. AR program 6. After school tutoring 7. Students exposed Advanced Placement reading material	Reading Teachers, Principal and AP	1. Teacher Assessments and use of Rubrics for projects 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses. 3. Analyze Classworks and Thinklink data, Data Wall and FCAT	1. Fair Testing 2. 12 Powerful Words Strategy 3. Data Wall 4. FCAT 5. Thinklink 6. Florida Reads

	8. Bellwork: Cold Reads 9. Lexia		supplemental materials.	

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 # Target proficiency will be determined by FLDOE ▲ 5A : ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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:	Black: 60% (52/86) will make satisfactory progress in reading White: 65% (72/111) will make satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 55% (47/86) did not make satisfactory progress White: 39% (43/111) did not make satisfactory progress	Black: 60% (52/86) will make satisfactory progress White: 65% (72/111)will make satisfactory progress

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	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency: Students struggle through reading passages losing comprehension along the way.	1. Fluency testing in reading classes 2. Differentiated instruction and teacher intervention 3. Word walls 4. 2 Blocks of Reading 5. AIP's and student portfolios 6. SupplementalInstruction with Peer Counselors 7. Lexia	Reading Teachers, Principal and Assistant Principal	1. Regular Departmental meetings to review/analyze improvement in fluency. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses	1. Fair Testing 2. 12 Powerful Words Strategy 3. Data Wall monitoring 4. FCAT 5. Thinklink 6. Florida Reads
2	Students are demonstrating low performance across all grade levels in Reading Application	1. Fluency testing in reading classes 2. Differentiated instruction 3. FCAT chats 4. 12 Powerful Words 5. AR program 6. After school tutoring 7. Students exposed Advanced Placement reading material 8. Bellwork: Cold Reads 9. Lexia	Reading Teachers, Principal and Assistant Principal	1. Regular Departmental meetings to review/analyze improvement in fluency. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses	1. Fair Testing 2. 12 Powerful Words Strategy 3. Data Wall monitoring 4. FCAT 5. Thinklink 6. Florida Reads
3	Dialect differences between home/family and academic setting at school	Practice and encourage proper grammar in conversation and written papers	All teachers, Principal and Assistant Principal	1. Regular Departmental meetings to review/analyze improvement in written papers and student conversations	1. Fair Testing 2. 12 Powerful Words 3. Data Wall Monitoring 4. FCAT 5. Thinklink

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:	Our ELL subgroup is not large enough to generate a subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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	n/a	n/a	n/a	n/a	n/a

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:	Our SWD subgroup is not large enough to generate a subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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	n/a	n/a	n/a	n/a	n/a

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:	65% (95) of our Economically Disadvantaged subgroup will make AYP in reading FCAT 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(86)	65%(95)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		Fluency: Students struggle through reading passages losing comprehension along the way.	1. Fluency testing in reading classes 2. Differentiated instruction and teacher intervention 3. Word walls 4. 2 Blocks of Reading 5. AIP's and student portfolios 6. Supplemental Instruction with peer counselors and volunteer tutors 7. Bellwork: Cold Reads 8. Lexia	Reading Teachers, Principal and AP	1. Regular Departmental meetings to discuss/analyze improvement in fluency. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses. 3. Administrative walk throughs	1. Fair Testing 2. 12 Powerful Words Strategy 3. Data Wall 4. FCAT 6. Florida Reads 6. Thinklink
2		Students are demonstrating low performance across all grade levels in Reading Application	1. Fluency testing in reading classes 2. Differentiated instruction 3. FCAT chats 4. 12 Powerful Words 5. AR program 6. After school tutoring 7. Students exposed Advanced Placement reading material 8. Bellwork: Cold Reads 9. Lexia	Reading Teachers, Principal and AP	1. Regular Departmental meetings to review/analyze improvement in fluency. 2. Disseminate and discuss with students individually about their personal FCAT data and content area strengths and weaknesses	1. Fair Testing 2. 12 Powerful Words Strategy 3. Data Wall monitoring 4. FCAT 5. Florida Reads 6. Thinklink

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Jackson County District Wide Inservice August 10, 2012 (Common Core and Quality Lesson Plans)	6-12 Reading/Language Arts	District Facilitators	grades 6-12 Reading Teachers	on going	Departmental Meetings to continue dialogue	Principal, Assistant Principal, Reading and Language Arts Teachers
Esol training	Reading/Language Arts 6-12	District Level	Language Arts teacher, Jeff Edge and reading teacher, Nancianne Watson	Summer 2012 - summer 2013	will continue track to be ESOL endorsed by summer 2013	Language Arts teacher, Jeff Edge and reading teacher, Nancianne Watson
Common Core Standards and Reading/Language Arts plan (GHS-in house)	Reading/Language Arts teachers grades 6-12	Principal, Asst Principal, Reading/Language Arts teachers	All Language Arts and Reading teachers, Principal, Asst Principal	Summer 2012 and ongoing	Departmental meetings and collegial dialogue	Principal, Asst Principal, Reading Teachers and Language Arts Teachers
Just Read, Florida Next						

Generation Content Area Reading-Jackson District	6-12 Reading	District Level Consultant: Kathy Oropallo	3 Social Studies teachers	August 16, 2012 and ongoing	Departmental meetings	Principal and Asst Principal
GHS Data Team: 2012 Data Disaggregation and Strategies	6-12 Reading/Language Arts	Principal, Asst Principal, SIP chair	Reading/Language Arts grades 6-12	June 2012 and ongoing	Faculty meetings to continue dialogue	Principal, Asst Principal, Reading and Language Arts teachers
RtI Workshop	6-12 all subjects and content area	Asst Principal and RtI Content Specialist	Reading/Language Arts 6-12	July 2012 and ongoing	RtI meetings	Principal, Asst Principal, RtI Content Specialist
Common Core Institute-Panama City, FL	6-12, all subjects	FL DOE	Principal, ESE teacher, Social Studies teacher	July 9-12th, 2012 and ongoing meetings to share/correlate standards to instuction	Faculty meetings and departmental meetings throughout year	Principal, Asst Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Expose English College Readiness Classes and Advanced Placement Classes to more college type literature	50 Essays: a portable anthology	Parent Teacher Organization	$584.76
Students read classic literature as a class	(50) Where the Red Fern Grows	9508	$249.70
Expand student reading material	Books for Library	1339	$1,594.50
Expand reading material with relevance to student interest	Scholastic Magazine	5555	$218.90
Class sets of books	Bluford series	1336	$80.80
			Subtotal: $2,728.66
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: $2,728.66

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

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	42% (52/124) will achieve proficiency FCAT Level 3 in math FCAT 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (45/124)	42% (52/124)

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					
2	Students demonstrated deficient skills in Geometry/Measurement	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 for students in danger of falling back a level or working towards increasing a level. 3. Align and instruct remedial geometry/measurement skills in regular math classes 4. Spiraling geometry/measurement content area in Bellwork 5. Supplemental instruction with peer counselors and volunteer tutors	Principal, AP, and math teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Walk throughs by administration	1. Math FCAT 2013 2. Teacher assessments 3. Test Specs Mini assessments 4. Thinklink 5. Buckledown 6. Data Wall
3	Low student interest and motivatiotn towards deficient math content area.	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 for students between levels that may fall back a level or could go up a level 4. Spiraling deficient content area in Bellwork	Principal, AP, and math teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administrative walk throughs	1. Math FCAT 2013 2. Teacher assessments 3. Test Specs Mini assessments 4. Data Wall 5. Thinklink

		5. Supplemental instruction with peer counselors				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	20% (25/124) will achieve above proficiency Levels 4 and 5 on FCAT 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (16/124)	20% (25/124)

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	Limited instruction time (one period per day as opposed to 2 periods per day for Levels 1 and 2)	1. FCAT data chats to help student recognize and concentrate on deficient area either in regular class or enrichment activities 2. Differentiate whole class instruction as time and staff permits 3. Gifted program Venture available 4. Track select students to progress ahead of normal paced class and move at quicker individual pace with emphasis on	Principal, AP and math teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administrative walk throughs	1. Math FCAT 2013 2. Standardized assessements in class 3. Thinklink 4. Data Wall monitoring

problem solving.		

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	65% (81/124) will make Learning Gains in math FCAT 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (75/124)	65% (81/124)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low student interest and motivation towards deficient math content area.	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 3. Align and instruct remedial skills in accordance to regular math classes 5. Spiraling deficient content area in Bellwork	Principal, AP, math teachers, and intervention teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administratiave walk throughs	1. Math FCAT 2013 2. Teacher Assessments and standarized mini assessments 3. Data Wall 4. Thinklink

		6. AIP's and portfolios on students Level 1 and 2			
2	Geometry/Measurement content area was deficient	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 3. Align and instruct remedial geometry/measurement skills in regular math classes 4. Spiraling geometry/measurement content area in Bellwork 5. AIP's and student portfolios for Level 1 and 2 students	Principal, AP, math teachers, and intervention teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administrative walk throughs	1. Math FCAT 2013 2. Teacher assessments 3. Test Specs Mini assessments 4. Classworks 5. Data Wall 6. Thinklink

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	50% (13/25)of students in Lowest 25% will make learning gains in Math 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (9/25)	50% (13/25)

	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	Geometry/measurement content area was deficient	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 3. Align and instruct remedial skills in regular math classes 4. Spiraling geometry/measurement content area in Bellwork 6. Supplemental instruction with peer counselors and volunteer tutors. 7. AIP's and student portfolios for Level 1 and 2 students 8. Before and after school tutoring	Principal, AP, math teachers and interventions teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administrative walk throughs	1. Math FCAT 2013 2. Teacher assessments 3. Test Specs Mini assessments 4. Data Wall 5. Thinklink
2	Low student interest and motivation towards deficient math content area.	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 and high school retakes 3. Align and instruct remedial skills in regular math classes grades 9-10, and 11-12 retakes 4. Spiraling geometry/measurement content area in Bellwork 6. Supplemental instruction with peer counselors and volunteer tutors. 7. AIP's and student portfolios for Level 1 and 2 students 8. Before and after school tutoring	Principal, AP, math teachers and interventions teachers	Principal, AP, math teachers and interventions teachers	1. Math FCAT 2013 2. Teacher assessments 3. Test Specs Mini assessments 4. Data Wall 6. Thinklink

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Black: 32% (20/62) made satisfactory progress Black: 50% (31/62) will make satisfactory progress White: 61% (37/61) made satisfactory progress White 65% (42/61) will make satisfactory progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 68% (42/62)did not make satisfactory progress Black: 32% (20/62) did make satisfactory progress White: 39% (24/61) did not make satisfactory progress white: 61% (37/61) made satisfactory progress	Black: 50%(31/62)will make progress White: 65% (42/61) will make satisfactory progress

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	Low student interest and motivation on student part towards deficeint math content areas.	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 3. Spiraling geometry/measurement content area in Bellwork 6. Supplemental instruction with peer counselors and volunteer tutors. 7. AIP's and student portfolios for Level 1 and 2 students 8. Before and after school tutoring	Principal, AP, math teachers, and intervention teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administrative walk throughs	1. Math FCAT 2013 2. Teacher assessments 3. Standardized Mini assessments 4. Data Wall 5. Buckledown 5. Thinklink
	Geometry /measurement content area was deficient	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class	Principal, AP, math teachers, and intervention teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students	1. Math FCAT 2013 2. Teacher assessments 3. Standardized Mini assessments

		grades 6-8		deficient in content area	4. Data Wall
2		3. Spiraling geometry/measurement content area in Bellwork		3. Administrative walk throughs	5. Thinklink
					6. Buckledown
		4. Supplemental instruction with peer counselors and volunteer tutors.			
		5. AIP's and student portfolios for Level 1 and 2 students			
		6. Before and after school tutoring			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

	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	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

	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	n/a	n/a	n/a	n/a	n/a

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	58% (50/86) of Economically Disadvantaged did not make satisfactory progress in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(50/86)did not make satisfactory progress 42%(36/86)did make satisfactory progress	50% (43/86)will make satisfactory progress

| | | 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	Low student interest and motivation towards deficient math content area	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 3.Spiraling geometry content area in Bellwork 4. Supplemental instruction with peer counselors and volunteer tutors. 5. AIP's and student portfolios for Level 1 and 2 students 6. Before and after school tutoring	Principal, AP, math teachers, and intervention teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administrative walk throughs	1. Math FCAT 2012 2. Teacher Assessments and Mini Standardized Assessemtns 3. Data Wall 4. Thinklink 5. Buckledown
2	Geometry/measurement content area was deficient	1. Increase student awareness of low content area with FCAT data chats 2. Regularly scheduled remediation classes outside basic math class grades 6-8 3. Spiraling geometry content area in Bellwork 4. Supplemental instruction with peer counselors and volunteer tutors. 5. AIP's and student portfolios for Level 1 and	Principal, AP, math teachers and intervention teachers	1. Monthly math departmental meetings to review student assessments 2. Regular monitoring data wall and teacher data notebooks highlighting students deficient in content area 3. Administrative walk throughs	1. Math FCAT 2011 2. Teacher Assessments and Mini Standardized Assessemtns 3. Data Wall 4. Thinklink 5. Buckledown

| | | 2 students | | | |
| | | 6. Before and after school tutoring | | | |

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				

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 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 mathematics. Mathematics Goal #5B:	Black: 70% will make satisfactory progress White: 70% will make satisfactory progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 16/22 (73%) did not make satisfactory progress 6/22 (27%) did make satisfactory progress White: 7/21 (33%) did not make satisfactory progress 14/21(67%) did make satisfactory progress	Black: 70% will make satisfactory progress White: 70% will make satisfactory progress

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not fully realizing implications of failing EOC	1. Encourage mastery of skills throughout year. 2. Before and after school tutoring.	Principal, AP, math dept, tutors	Data Wall and year long class assessments, standardized test practices	Algebra EOC

		3. Remedial classes during regular schedule.			
2	1. Algebra EOC test specs and testing format not clear or readily accessible.	1. Teachers will continue to access FLDOE for test specs and testing format 2. Attend Algebra EOc inservices	Principal, AP, math dept,	Data Wall and year long class assessments, standardized test practices	Algebra 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	not enough numbers to comprise a subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a not enough numbers to comprise a subgroup	n/a

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	n/a not enough numbers to comprise a subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a not enough numbers to comprise a subgroup	n/a

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	77% (23/30) did not make satisfactory progress in Algebra

2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (23/30) did not make satisfactory progress in Algebra 23% (7/30) did make satisfactory progress in Algebra	35% (11/30) will make satisfactory progress in Algebra 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Test specs and test format are still being researched by teachers	Continue inservices, consultations, and personal research on better preparing students for EOC	Principal, AP, Algebra teachers	Standardized tests and teacher constructed tests	Algebra EOC

End of High School Mathematics Goals

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:	(70%)will pass the Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
20/54 (37%) passed the Algebra EOC	(70%) will pass the Algebra 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	Students are not fully realizing implications of failing Algebra EOC	Continue to stress the importance of learning Algebra skills as they are taught and asking for additional help as needed during class and before/after school tutoring.	Administration Classroom teachers	Skills tests teacher observation	Algebra 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:	10% (6/58) scored at or above Achievement Level 4 in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1/58)	10% (6/58)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack motivation to press towards rigor of reaching Level 4 and 5	Encourage mastery and fluency across skills	Principal, AP, math dept	Review standardized tests in class and Thinklink data	Algebra EOC

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:	70% will pass the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (5/37) scored at Achievement Level 3 in Geometry	70% will pass the 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
1	1. Retention of skills seems to be low	1. Before and after school tutoring 2. Remedial classes in main schedule	Principal, Asst Princ, Math teachers, tutors	Class assessments and standardized practice tests	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:	15% will score at or above Level 4 in Geometry EOc
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/37) students scored at or above Achievement Levels 4 and 5 in Geometry EOC	15% will score at or above Level 4 in 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
	Students often want to learn just enough to pass test and no more	1. Align and instruct remedial skills in regular math classes grades 9-	Principal, Asst. Principal, Math teachers	1. Data Wall monitoring 2. Departmental meetings discussions'	Geometry EOC 2013

		10 and grades 11-12 retakes 2. Remedial classes for students not passing Geometry EOC or for failing Geometry course		over progress and interventions. 3. Thinklink baseline and midyear data.	
1					

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 and Math 6-12 Plan 2012-2013 (GHS in house)	6-12 Math	Principal, Asst Principal, Math teachers	6-12 Math teachers	Summer 2012 and ongoing	Departmental meetings and ongoing dialogue	Principal, Asst Principal, Math teachers
GHS Data Team: 2012 FCAT/Performance Matters Data Disaggregation and Strategies	6-12 Math, Reading, Writing and Science	Principal, Asst Principal, SIP chair	6-12 all content	June 2012 and ongoing	Faculty meetings to continue dialogue	Principal, Asst Principal, Math teachers
Common Core Institute-Pananma City, FL	6-12 all content	FL DOE	Principal, ESE teacher, Social Studies teacher-shared information with faculty in pre-planning days August 2012	July 9-12th, 2012 and ongoing	Faculty meetings and departmental meetings throughout year	Principal, Asst Principal
Jackson County District Wide Inservice August 10, 2012 (Common Core and Quality Lesson Plans)	6-12 Math	District Facilitators	6-12 Math teachers	August 2012 and ongoing	Departmental Meetings in GHS to continue dialogue and across county schools dialogue between grade level teachers	Principal, Assistant Principal, Math teachers
AP Calculus summer institute in Fort Lauderdale, FL with college board	12th grade-Calculus	State Level	Calculus teacher, Bryant Hardy	Summer 2012 and Oct 2012	Departmental meetings	Principal, Asst Principal, Calculus teacher
District sponsored Algebra EOC workshop	Algebra teachers	Linda Walker, math consultant	Algebra teachers	August 13, 2012 and ongoing	Departmental meetings	Principal, Asst Principal,Algebra teachers
RtI Workshop	6-12 all					

	subjects and content area	District Level	RtI team members	July 2012 and ongoing	RtI meetings	Principal, Asst Principal, RtI Content Specialist

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Remediate Levels 1 and 2 in separate class from regular math	Buckledown math, Algebra I and Geometry	9508	$1,674.87
			Subtotal: $1,674.87
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: $1,674.87

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	8th grade: Increase the number of students who are at or above level 3 on 8th grade FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8th grade: 40% (16/40)	8th grade: 50% (23/46)
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
	Prior science knowledge/vocabulary is low.	1. Utilize 5E's lesson plan to enhance student learningas outlined in new textbooks. 2. Daily FCAT 2.0	Science teachers, Principal and Assistant Principal	1. Analyze data from baseline , mid-year and end of year county assessments 2. Monthly science departmental meetings	1. Baseline, mid-year and end of year assessment for 7th and 8th grade science provided by D.

1		bellwork activities. 3. Ag Biotech class wwill implement NGSSS in instruction.		to monitor student progress and analyze effectiveness of strategies used. 3. Administrative walk throughs 4. Dialogue and collaboration with science consultant D. Spzyrka.	Szpryka 2. FCAT Science 2.0
2					

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	3% (1/34) student achieved above proficiency at Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (1/34)	????

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>1. Prior science knowledge/vocabulary is low.

2. New FCAT 2.0 test item specs are implemented this year, and are not as familiar to teachers.</td><td>1. Utilize 5E's lesson plan to enhance student learning as outlined in new textbooks.

2. Daily FCAT 2.0 Bellwork activities.

3. Ag Biotech class will</td><td>Principal, AP, Science teachers</td><td>1. Analyze data from baseline, mid-year and end of year county science assessments.
2. Administrative walk-throughs.
3. Dialogue and collaboration with county science consultant D. Szpryka.</td><td>1. Baseline, mid-year and end of year assessment for 7th and 8th grade science provided by D. Szpryka.
2. FCAT Science 2.0</td></tr>
</table>

	utilize NGSSS in instruction.		4. Monthly science department meetings to monitor student progress.	

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

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

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

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

areas in need of improvement for the following group:

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

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Biology I: 60% of biology students will pass the EOC exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% of biology students (7/48)	60% (31/52)will pass Biology 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					
2					
3	Prior science vocabulary/knowledge is low	1. Daily FCAT bellwork activities. 2. Reducing required vocabulary to terms on course description.	Science teachers, principal and assistant principal	1. Monthly science department meetings to monitor student progress and analyze effectiveness of strategies used. 2. Administrative walk-throughs. 3. Dialogue and collaboration with Dr. Melanie Mitchell, science coach for Jackson Co.	Teacher created classroom assessments

| 4 | Student will often not keep pace with rigor of upper science curriculum | 1. Follow curriculum pacing guide provided by Dr. Melanie Mitchell.

2. Common planning of assignments/ lessons by biology teachers. | Principal, AP, biology teachers | 1. Weekly meetings with biology teachers to evaluate student performance on classroom assessments.
2. Administrative walk-throughs. | Biology EOC exam |

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:	5% (2/39) scored at or above Achievement Levels 4 and 5 in Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/39) scored at or above Achievement Levels 4 and 5 in Biology EOC	5% (2/39) will score at or above Achievement Levels 4 and 5 on Biology 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
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
Biology Partnership	Grades 6-12 Science	PAEC	Amanda Bloomer	8 monthly meetings September 2012-May 2013, summer sessions-June 2013	Principal, Asst Principal, Paula Wright, Amanda Bloomer	Principal, Asst Principal, Paula Wright, Amanda Bloomer
12 semester hours in biology content to complete Master's Degree and enhance content knowledge	6-12 Science	Troy University	Amanda Bloomer	Summer 2012	Addition of dual enrollment course offering for BSC 2010/BSC2010L and BSC2011/BSC2011L	Principal, Asst Principal, Paula Wright, Amanda Bloomer

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Dual Enrolled students/Advanced Placement	Campbell biology textbooks (14)	1336	$2,069.48
Advanced placement/Dual Enrollment	(11) textbooks Mastering Biology	1336	$715.00
Increase science lab experience	Science enzymes kit	1337	$124.30
Increase science lab experience	Science kit	1337	$429.95
Increase science lab experience	Science kit	1336	$51.68
			Subtotal: $3,390.41
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: $3,390.41

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:	77% (53/69) scored at Achievement Level 3.0 and higher in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (53/69) scored at Achievement Level 3.0 and higher in writing	90% (62/69) will score at Achievement Level 3.0 in writing FCAT 2013

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student thinks in terms of rote memorization and not higher level thinking and use of detail 2. Student motivation is low because FCAT writing does not count as a graduation requirement.	1. Include writing element on all major tests across curriculum (short and extended responses) 2. Continue AR program in order to increase exposure to complex vocabulary	Principal, AP, Writing Teachers	1. Reading Departmental meetings monthly or sooner as needs arise 2. Administrative walk throughs	1. Writing FCAT 2013 2. Jackson Writes 3. Extended response questions on teacher

| | 3. Low vocabulary and word choice due to many students being low level readers
4. Instant messaging via technology is a detriment to formal writing. | 3. Expand reading context towards more informational text
4. Implement "45 days to FCAT" plan | | | assessments
4. FCAT Explorer |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Speech class builds writing skills	textbooks	1336	$21.12
			Subtotal: $21.12
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: $21.12

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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

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

Civics Budget:

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

End of Civics 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 ADA for 2011-2012 was 320 95.41% The ADM for 2011-2012 was 335.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.41% 320/335	97% (325/335)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
41% (146)2011 35% (117)2012	35% (122)met goal for 2012 Expected number with excessive absences for 2013 30% (100/335)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
59%(125)2011 data not reported yet	45%(95)goal for 2012
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
	Students return to school after an absence without a written excuse from parent or doctor	1. Code of conduct signed by parent and student at beginning of school year. 2. Agenda Book with GHS rules discussed in homeroom at beginning	Principal, AP, parents, and teachers	Monitor attendance and tardy data in Pinncacle Program	1. Pinnacle Program 2. DEO reports

		of year and used all year long by student as reference/hall pass/homework 3. Attendance/tardy monitoring available to parent through Pinnacle Program 4. Parent contacts by administrators and teachers by phone, letter, agenda book, and e-mail 5. Administrative meetings with students to warn/encourage punctuality and atttendance.			
2	Students do not manage time well between classes	1. Parents access Pinnacle website for awareness of daily tardies for their child 2. Teachers monitoring halls between classes and routing students quickly to their classes 3. Teachers and administrators contact parents about tardies 4. GHS has added an extra minute between classes (now 5 minutes between classes)	Principal, AP, teachers, and parents	Monitor Pinnacle tardies and Administrators/teachers contact parents about infractions	1. Pinnacle program 2. DEO reports

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

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

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

Attendance Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	GHS will work toward decreasing ISS and OSS by 25%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
5% (19)2011 4% (14)2012	4% (15)goal met for 2012 2013 expected number of In-School Suspensions 3% (10/335)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4% (14/335)	4% (14/335)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18% (64)2011 19% (64) 2012	16% (55) 2012 16% (54) 2013
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
18% (64)	16% (55)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not possess intrinsic value of staying out of trouble	1. Conferences with student, parent, teacher, adminstration to identify negative behavior 2. Identify and intervene school level situations that may escalate into a suspension 3. Character First instruction	Principal, AP, SRO and teachers	1. Behavior contracts 2. Positive comments/praise when student models improved behavior 3. Behavior Tracking Charts for Middle School	DEO reports

4. School rules posted in every classroom	
5. Student has Agenda book with details of every school rule	
6. Student and parent sign Handbook/Code of Conduct Contract at beginning of year.	
7. Student Support Team	

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.*	N/A to Graceville High School
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
n/s	n/a
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
n/a	n/a

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					

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	50% of parents will be involved in their child's activities at school
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40% ((140)2011 40% (134/335)	50% (175)2012 50% (168/335)

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	Majority of parents do not actively seek ways to participate in school activities.	GHS will increase parent awareness and interest towards participation by: 1. Signed progress report and report cards for student credit or reward 2. Coordinate multiple activities on same night to allow parents to attend and save time 3. Phone calls and letters from teachers and administration 4. Agenda books used as means of communication 5. Marquis on campus highlights daily/weekly activities 6. Schedule AIP meetings on same day as Open House in August 7. PTO/SAC meetings 8. Parent Volunteer	Principal, AP, faculty and staff	Rosters for meetings, conferences, and parent volunteer and support	1. End of year parent survey 2. Volunteer documentation

Program 9. Parent Booster Clubs (Band, Show Choir, Athletic, Project Graduation) 10. Student Support Team meetings 11. School wide grades 6-12 College and Career night 12. District Parent/Community Advisory Council Meetings	

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

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:	Increase student enrollment in: BSC 2011/2011L dual enrollment Biology, Ag Biotech classes, and AP Calculus

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	1. Cost of certification exams place on student for Ag Biotech	1. Seek funding for exams for students	Principal, Asst Princ, Ag department	Class assessments and teacher observation	Ag Biotech: Industry certification exam
2	1. Dual enrollment Biology BSC 2011/2011L: student must qualify academically to enroll	1. Encourage students to take ACT and SAT to increase science score	Principal, Asst Princ, Biology Dept	Data Wall monitors standardized testing	Mid-Term and Final Exam

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
Biology Partnership	grades 6-12 science	PAEC	Amanda Bloomer	8 monthly meetings September 2012-May 2013, summer sessions-June 2013	Monitor student achievement on classroom assessments	Principal, Asst Princ, biology dept
12 semester hours in biology content to complete Master's Degree and enhance content knowledge	grades 6-12 science	Troy University	Amanda Bloomer	summer 2012	Addition of dual enrollment course offering for BSC 2010/BSC2010L and BSC2011/BSC2011L	Principal, AP, biology dept
AP Calculus	12th grade Calculus	Summer Institute College Board -Fort Lauderdale, FL	Bryant Hardy	summer 2012 and Oct 2012	Calculus Mid-term and Final Exam	Principal, Asst Principal,Bryant Hardy

| District sponsored Algebra EOC workshop | Algebra | Linda Walker, math consultant | Algebra teachers | August 13, 2012 and ongoing | Departmental Meetings and Algebra EOC | Principal, AP, Algebra teachers |

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:	Increase number of students to pass Industry Certification exam

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cost of industry certificate exam	Seek ways to cover cost of exam for student	Principal, Asst Principal, Ag Depart, District Level	Year long class assessments and teacher observation	Industry Certification Exam

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
Increase student enrollment in CTE classes	Certifications	5555	$1,259.30
			Subtotal: $1,259.30
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: $1,259.30

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	Expose English College Readiness Classes and Advanced Placement Classes to more college type literature	50 Essays: a portable anthology	Parent Teacher Organization	$584.76
Reading	Students read classic literature as a class	(50) Where the Red Fern Grows	9508	$249.70
Reading	Expand student reading material	Books for Library	1339	$1,594.50
Reading	Expand reading material with relevance to student interest	Scholastic Magazine	5555	$218.90
Reading	Class sets of books	Bluford series	1336	$80.80
Mathematics	Remediate Levels 1 and 2 in separate class from regular math	Buckledown math, Algebra I and Geometry	9508	$1,674.87
Science	Dual Enrolled students/Advanced Placement	Campbell biology textbooks (14)	1336	$2,069.48
Science	Advanced placement/Dual Enrollment	(11) textbooks Mastering Biology	1336	$715.00
Science	Increase science lab experience	Science enzymes kit	1337	$124.30
Science	Increase science lab experience	Science kit	1337	$429.95
Science	Increase science lab experience	Science kit	1336	$51.68
Writing	Speech class builds writing skills	textbooks	1336	$21.12
CTE	Increase student enrollment in CTE classes	Certifications	5555	$1,259.30
				Subtotal: $9,074.36
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $9,074.36

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority   ◌ Focus   ◌ Prevent   ◌ NA

Are you a reward school: ◌ Yes ◌ No

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

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 SAC will meet 4 times during the 2012-2013 school year. The SAC will continue to be a part of and approve updates to the SIP, be available for the upcoming district/school accreditation process and maintain dialogue between parents,community, students and faculty for suggestions to improve student academics and climate of school.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Jackson School District GRACEVILLE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	60%	76%	45%	241	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	62%	64%			126	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?	55% (YES)	59% (YES)			114	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					481	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Jackson School District GRACEVILLE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	71%	86%	55%	272	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	60%	77%			137	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?	60% (YES)	74% (YES)			134	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					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested