

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: BRANFORD HIGH SCHOOL

District Name: Suwannee

Principal: Mr. Jimmy Wilkerson

SAC Chair: Tim Walker

Superintendent: Mr. Jerry A. Scarborough

Date of School Board Approval:

Last Modified on: 10/24/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jimmy Wilkerson	Doctorate of Plant Medicine Certifications- Educational Leadership, Agriculture 6-12	8	1	Branford High School-  Reading a.The proficiency rate of students scoring a level 3 in reading is 60%. b.The proficiency rate of students making learning gains in reading will is 58%. c.The proficiency rate of students in the lowest 25% in reading will increase is 68%.  Math- a.The proficiency rate of students scoring a level 3 on FCAT 2.0 is 32%. b.The proficiency of students scoring a level 4 or 5 on FCAT is 38%. c.The proficiency rate of students in lowest 25% quartile will increase is 53%.  Algebra 1- a.The proficiency rate of students scoring a level 3 on the Algebra I EOC is 65%.  Geometry EOC-

					<p>b. The proficiency rate of students scoring in the top third component (level 3) on the Geometry EOC is 31%.</p> <p>Biology EOC- The proficiency rate of students scoring in the top third component (level 3) on the Biology I EOC is 32%.</p>
Assis Principal	Katrina Raulerson	M.Ed. In Educational Leadership Certifications- Educational Leadership, Biology 9-12, General Science 5-9, Middle Grades Integrated, Gifted Endorsement, ESOL for Administrators	14	1	None

### INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lynda McInnis	LA 6-12 PE k-12 Elem. k-6 Reading Endorsed ESOL Endorsed Certified Training for Reading Endorsed Certified Comprehensive CAR-PD Trainer	3	9	2010-2011 School Grade being determined. 60% meeting high standards. 55% students made learning gains in reading. 51% of the lowest quartile make learning gains in reading. 79% made adequate yearly progress in Writing.

### 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	Title I, Part A funds will provide professional development and support as needed, based on IPDP	Lila Udell, Director of Title I	Ongoing	
2	Highly qualified teachers will be sought out for the interview process to assure that the varied academic needs of the school and students are met.	Jimmy Wilkerson Principal	Ongoing	
3	Director of Curriculum will provide professional development and support as assessed through walk through evaluations and administrative referrals.	Dawn Lamb, Director of Curriculum, Suwannee County School Board	Ongoing	
4	Highly qualified teachers will be sought out for the interview process to assure that the varied academic needs of the school and students are met.	Jimmy Wilkerson, Principal	As needed for new and replacing positions	
5	1st year teachers in the county are assigned a mentor to help ensure success and job satisfaction	Katrina Raulerson, Assistant Principal	Ongoing	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	Teachers are preparing for certification exams that will make them highly qualified and effective.

## 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
41	7.3%(3)	4.9%(2)	53.7%(22)	34.1%(14)	14.6%(6)	95.1%(39)	7.3%(3)	17.1%(7)	12.2%(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
Nina (Suzie) Tuttle	Barbara Barker	English Department Chairperson with 7th grade Language Arts teacher.	District Level Beginning Teacher Log
Angel Hill	William Rains	Digital Journalism teacher paired with Middle School IT teacher.	District Level Beginning Teacher Log
Stefani Santos	Alex O'Quinn	Seasoned PE teacher paired with PE teacher.	District Level Beginning Teacher Log

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I Basic Part A, will be utilized to provide teachers with opportunities to participate and/or attend development workshops and conferences to enhance their teaching strategies. To provide Paraprofessionals and Academic Coaches in Title I schools. Title I, Basic pays for the administration of SES, which includes all subgroups. Title I also provides a district wide parent liaison who provides workshops and other services to parents and students. Title I provides progress monitoring through Thinkgate. Title I funds are used to provide Ed.Options, a credit retrieval program, as well as Fast ForWord Learning program which develops and strengthens memory, attention, processing rate, and sequencing the cognitive skills essential for reading intervention program success.

#### Title I, Part C- Migrant

Title I Part C-Migrant funds provide a classroom teacher, paraprofessional, dues and fess for 3&4 year old migrant students, Migrant recruiter, Coordinator, supplies and migrant tutor.

#### Title I, Part D

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district's secondary schools, including the residential juvenile facility and the district's opportunity program. The funds will also provide two paraprofessionals.

#### Title II

Title II Funds are used to provide Reading Coaches for professional development, data assistance, modeling best practices, and small group remediation. All activities funded by Title II will be supplementary and will not supplant existing State- and District-funded required services. Reading First and FRI strategies will be monitored by administrators and academic coaches to ensure successful opportunities for LEP (ELL) and Non-ELL students.

#### Title III

Title III Part A funds are used to provide paraprofessional, supplies, travel, stipends, and substitutes.

#### Title X- Homeless

Title X funds will provide supplies, club fees, field trip funds and other needs for homeless students.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction funds are used to provide teachers at Branford High School. Violence Prevention Programs.

#### Violence Prevention Programs

Title IV funds will be utilized to pay Resource Officers to teach Too Good for Drugs to K-5 and Too Good for Violence in grades 6-12. Computers were purchased with Title I, Part D funds.

#### Nutrition Programs

Branford High School participates in the USDA lunch program.

#### Housing Programs

Title 1, Part A and Title X provide assistance to homeless students.

#### Head Start

Head Start is provided in Live Oak.

#### Adult Education

Adult Education is provided by Suwannee-Hamilton Technical Center/Carl Perkins.

#### Career and Technical Education

Career and Technical Education is provided by Suwannee-Hamilton Technical Center/Carl Perkins.

#### Job Training

BHS is partnering with Workforce Development.

#### Other

21st CCLC provides an after school tutoring program, including enrichment and family involvement components.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI/MTSS is composed of the Principal - Jimmy Wilkerson, Assistant Principal- Katrina Raulerson, High School Guidance

Counselor- Cindy Wiggins, Middle School Guidance Counselor- Dawn Eakins, ESE Teacher-Angela Wood, Dean- Carl Manna.

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

The team meets regularly and a minimum of once a month to engage in the following activities but not limited to these: review data and link it to instructional decisions, monitor data at the grade levels, identify students who are meeting/exceeding benchmarks and are at moderate risk or high risk for not meeting benchmarks. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, practice new processes and skills. The team will facilitate the process of building consensus and making decisions about implementation.

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

The RtI/MTSS leadership team reviews, meets, discusses and develops the School Improvement Plan. The SIP is also reviewed and approved by the School Advisory Council. The RtI/MTSS leadership team will review data for Tier 1, 2, and 3. The targeted areas will address areas of weakness demonstrated in the FCAT assessment. It will target strategies that have worked, daily class instruction, social and emotional areas that need to be addressed, areas of explicit expectations for instruction, inclusive of rigor, relevance and relationship and provide students with essential questions, activating strategies, extending, refining and summarizing of material learned.

#### MTSS Implementation

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

The RtI leadership team meets, collaborates and makes recommendations to develop the School Improvement Plan. The SIP is also reviewed and approved by the School Advisory Council. The RtI leadership team will review data for Tier 1, 2, and 3 level students. The targeted areas of intervention will address areas of weakness demonstrated in the FCAT, FAIR, STAR and EOC assessments.

Describe the plan to train staff on MTSS.

The Principal and the MTSS committee will facilitate training of staff on RtI/MTSS. The training will be ongoing throughout the year with the goal to bring all staff on board with RtI/MTSS implementation. The MTSS leadership team will develop and provide professional development as needed.

Describe the plan to support MTSS.

The principal will oversee that the MTSS team will meet and implement strategies with fidelity.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The Literacy Leadership Team is composed of the Principal- Jimmy Wilkerson, Assistant Principal- Katrina Raulerson, Guidance Counselors- Cindy Wiggins and Dawn Eakins, Reading teachers- Emilee Rains, Peggy Frye, Melissa Ware.

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

The Literacy Team will meet to discuss, monitor data, identify students who are at risk, who are meeting or are exceeding benchmarks and to identify strategies that effectively support outstanding instruction. The purpose of the Literacy team is to help increase student literacy throughout Branford High School which includes professional development on Common Core Standards and CIS lesson plans.

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

To support teachers in implementing effective strategies that consistently impact student performance. To support data

driven instruction that assists students in meeting AYP in reading.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/3/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

All schools in the district are FRI schools, including BHS. Our teachers have been trained in FRI strategies, ReFRI, and DeepFRI. Fidelity checks are made using classroom walk-throughs and lesson plan reviews.

### \*High Schools Only

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

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

BHS provides the state-mandated college prep courses for math and science. Additionally, BHS promotes dual enrollment with multiple community colleges. Advanced placement tests are also offered. Branford High School has been selected by North Florida Educational Consortium as the Broadening Regional Impact by Developing and Implementing Excellent School to strengthen and implement STEM.

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 are provided with career academies and are supported with career planning by their counselors. In addition, the high school students are aware of the Bright Futures Gold Seal requirements so that fidelity in one branch of vocational courses may result in possible college funding if other requirements are met.

## Postsecondary Transition

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

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

BHS continues to promote dual enrollment with multiple community colleges. Advanced placement tests are also offered. BHS has improved the rigor and relevance for our curriculum so that our students not only meet but exceed state-mandated college preparedness. Model classrooms implement more technology in more of our classrooms. There are 5 Career Academies offered at BHS: Digital Design, Agritechnology, Culinary, Building Construction, Middle School IT.

## 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:	By the end of school year 2012-2013 35% of the students will achieve at FCAT Level 3. This is a 6% increase as compared to school year 2010-11.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(135)	35%(163)

#### 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	Ineffective strategies for increasing student achievement.	Teachers will meet a minimum of twice a month to analyze student data and develop instructional strategies that increase student achievement. 2. Teachers will use best practices for instructional strategies and classroom management. 3. Teachers will identify areas where students need to improve correlated to the NGSS and Common Core standards.	Principal	Formal progress monitoring assessments: Reading Coach will diagnose reading skills of each student through the use of diagnostic testing (FAIR). Teachers will Star testing and Thinkgate. FCAT will be utilized as a summative diagnosis of reading skills. 2. Grade level Data Chats 3. Incentives for positive reinforcements	Thinkgate, Star, and Fair testing will be used as evaluation tools. 2. Informal Classroom observations will be utilized to determine the effectiveness of strategies used by teachers.
2	Ineffective strategies for increasing student achievement.	1. Teachers will meet a minimum of twice a month to analyze student data and develop instructional strategies that increase student achievement. 2. Teachers will use best practices for instructional strategies and classroom management. 3. Teachers will identify areas where students need to improve correlated to the Sunshine standards and student proficiency FCAT levels.	Principal	1. Formal progress monitoring assessments: Teachers will diagnose reading skills of each student through the use of diagnostic testing (FAIR). Star testing and Thinkgate will be used as formative assessments for students' proficiencies. FCAT will be utilized as a summative diagnosis of reading skills. 2.Round-table discussions where teachers discuss student progress.	1. Thinkgate, Star, and Fair testing will be used as evaluation tools. 2. Informal Classroom observations will be utilized to determine the effectiveness of strategies used by teachers.

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:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Less than 5 students	NA				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A less than 10 students				

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:	By the end of the school year 2011 – 2012, 33% of students will achieve FCAT levels 4 and 5. This is a 6% increase as compared to the 2010 - 2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(126)	33%(153)

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. Effective data analysis on a regular basis. 2. Rigorous instructional practices. 3. Improving school culture.	1. Lead team meetings to implement and discuss strategies that increase student achievement. 2. Identify students within ten points of achievement and develop strategies that will cross them over to the next level.	Principal	1. Dialogue with students and teachers to critically evaluate effectiveness of strategies utilized. 2. Evaluate the success of strategies every 9 weeks by delineating the data and determining the effectiveness of the strategies used. 2. Lead team meeting minutes	1. Classroom assessments 2. Scripted teacher observations 3. Inventory of student reflections 4. Teacher self reflection
2	1. More effective data analysis are needed. 2. More rigor in instructional practices are needed.	1. Lead team meetings to implement and discuss strategies that increase student achievement. 2. Identify students within ten points of achievement and develop strategies that will cross them over to the next level.	Principal	1. Dialogue with students and teachers to critically evaluate effectiveness of strategies utilized. 2. Evaluate the success of strategies every 9 weeks by delineating the data and determining the effectiveness of the strategies used.	1. Classroom assessments 2. Scripted teacher observations 3. Inventory of student reflections 4. Teacher self reflection
	Ineffective strategies for increasing student achievement.	1. Teachers will meet a minimum of twice a month to analyze student data and development instructional strategies that increase student achievement. 2. Teacher will use best	Principal	1. Formal PMA's, STAR used as formative assessments for students' proficiencies. FCAT will be utilized as a summative assessment of reading skills. FAIR diagnostic testings.	1. PMA's, STAR, FAIR testings, used as evaluation tools. 2. Informal classroom observations will be utilized to



3	practices for instructional strategies and classroom management. 3. Teachers will identify areas where students need to improve correlated to the sunshine state standards and student proficiency FCAT levels.	Round table meetings, where discuss students progress.	determine the effectiveness of strategies used by teacher. 3. Increase fluency type assessments with dis-fluent students.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A less than 10 students				

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:	By the end of 2012-13 school year, 70% of students will make learning gains. This is a 12% increase from 2011-12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(250)	70%(307)

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	Ineffective instructional strategies Scale Score Changed Format and Rubric of test changes	Professional Development on effective instructional strategies. Common Core Training Great Books Readings Literacy Logs Comprehensive LA Notebooks with student data	Principal	Progress Monitoring Teacher antidotal notes Walk through evaluations to monitor instruction	Thinkgate FAIR SAR IObservation
	1. Lack of alignment of NGSSS taught and the state expectation of NGSSS mastered resulted	1. Teaching strategies will be developed and adjusted to meet and/or exceed the NGSSS.	Principal & Lead Teams	1. Informal test scores 2. Formal and Informal teacher relevant rubrics to evaluate student	1. Scores on informal assessments 2. Progress

2	in inadequate progress 2. Lack of engagement in the cross-curricular content areas readings.		responses and level of performance 4. Teacher and student dialogue regarding the use of rubrics 5. Evaluate higher level thinking and processing strategies utilized in the classroom	Monitoring Scores 3. Classroom walk throughs, Teacher Feedback to students 4. Rubric Student Engagement 5. Teacher Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 5 students	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A less than 10 students				

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:	By the end of the 2012-13 school year 60% of students in the lowest quartile (25%) will make learning gains in reading. This is a 9% increase from 2010-11 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(59)	60%(70)

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. Level 1 and 2 dis-fluent students need to develop and master fluency skills. 2. Level 1 and 2 students do not have reading sustainability skills. 3. Students need to strengthen their vocabulary repertoire. 4. Students need to strengthen their decoding skills.	1. Teachers will follow the district reading plan. 2. Students will be engrossed in repeated exposure to sight words lists and robust vocabulary practices. 3. Teachers will develop a reward system for students to stay encouraged in their reading programs.	Principal Reading Coach	1. Fair scores 2. Teachers will utilize CIS lesson plans and incorporate Common Core Standards into instruction. 3. Teachers will assess the robust vocabulary strategies on a weekly basis.	1.FOCUS Calendars 2.Fair 3.Timed Reading (informal classroom assessment) 4.Think Gate 5.Pretests and Post tests
	1. Level 1 and 2 dis-	1. Teachers will schedule	Principal,	1. FAIR scores	1. Fair

2	<p>fluent students need to develop and master fluency skills.</p> <p>2. Level 1 and 2 students do not have reading sustainability skills.</p> <p>3. Students need to strengthen their vocabulary repertoire.</p> <p>4. Students need to strengthen their decoding skills.</p>	<p>time for reading and Echo,Choral and partner reading in the content areas.</p> <p>2. Teachers will institute strategies to Build FCAT reading endurance in all intensive reading classes.</p> <p>3. Students will be engrossed in repeated exposure to sight words lists and robust vocabulary practices.</p> <p>4. Teachers will develop a reward system for students to stay encouraged in their reading programs.</p>	Lead Teams	<p>2. Teachers will develop incremental passages with varied questions and written answers to assess strategy effectiveness and strengthen student skills.</p> <p>3. Teachers will assess the robust vocabulary strategies on a weekly basis.</p>	<p>2. Timed Reading (informal classroom assessment)</p> <p>3. Think Gate</p> <p>4. Oral Reading Samples</p> <p>5. Pretests and Post tests</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	62	66	69	73	

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.	Students not making Adequate Yearly Progress will increase from 45% to 60%.
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
49	60

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 less than 10% of population are minority students				
2	<p>1. Lack of background knowledge</p> <p>2.Lack of reading background comprehension, vocabulary and book building strategies and endurance.</p> <p>3. Lack of effective study habits and organization skills.</p>	<p>1. Teacher will implement "Think Alouds" and "fix-it" strategies</p> <p>2. Book clubs, teaching vocabulary in the content areas, building book knowledge comprehension strategies.</p> <p>3. Teacher observes other teachers</p> <p>4. Teach students organization skills</p> <p>5. Parent nights for grade</p>	Principal, Literacy Coach	<p>1. Teacher Feedback</p> <p>2. Teacher reflection</p> <p>3. Student response</p>	<p>1. Classroom walk through</p> <p>2. Student and teacher dialogue</p>

levels.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Researched based instructional strategies that increase reading skills by ELL students.	District level support through ELL support facilitator  ESOL endorsed teachers to provide instruction and intervention.	Assistant Principal	Progress Monitoring  Pre and post assessments in regular educational classes	Cella  THinkgate  STAR
2	NA	NA	NA	NA	NA

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:	SWD not making satisfactory progress in reading will increase their performance according to their potential based on their IEPs with all the support that BHS can give them.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	30%

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	Ineffective instructional material  Staff turnover	Professional Development on Inclusion and Instructional Methods  Team Data Chats	Assistant Principal	Informal and Formal evaluations  Progress Monitoring	iObservation  STAR
2	NA	NA	NA	NA	NA

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.	Economically Disadvantaged students not making satisfactory progress in reading will increase their performance from 43%
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Reading Goal #5E:	to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(118)	50%(138)

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	Poor parental support and resources from home	Free and reduced price lunch programs Homeless Program Parent Liaison Community Programs	High School and Middle School Guidance Counselors	Observations Interviews Progress Monitoring	STAR THinkgate
2	Lack of students meeting or exceeding curriculum expectations in the classroom setting.	1. strategies will be developed to increase performance in all subject areas. 2. Parental support in the area of performance will be sought.	Principal	Effective strategies will be discussed at department meetings.	Fair, PMA, STAR

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
Ren Learn, STAR Reading	6-12	Reading Coach, Individual Teachers	Language Arts and Social Studies Teachers	Data Chats, Departmental Meetings	Follow up roosters	Assistant Principal
Common Core	6-12	DOE, District Level Admn, Reading Coach, Individual Teachers	All content areas grades 6-12 school-wide	Early Release, Teacher Workdays	Follow up through PD sign in roosters and Data Chats	Assistant Principal
Comprehensive Instructional Sequence, CIS	6-12	DOE, District Level Admn, Reading Coach, Individual Teachers	All content areas grades 6-12 school-wide	Early Release, Teacher Workdays	Follow up through PD sign in roosters and Data Chats	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Collaboration among Language Arts department to collaborate in the summer to create FOCUS calendars that included common core, CIS, pre and post assessments.	Time for Departmental Collaboration	Title 1 Corrective Action	\$556.00

			Subtotal: \$556.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Lab	Use of FAST ForWord	Migrant (District)	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach	Other Certified Personnel	Title II, Part A	\$52,000.00
			Subtotal: \$52,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$52,556.00</b>

*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:			NA		
2012 Current Percent of Students Proficient in listening/speaking:					
Less than 5 students					
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	BHS has less than 5 ELL students				

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:			NA		
2012 Current Percent of Students Proficient in reading:					
Less than 5 students					
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:		NA		
2012 Current Percent of Students Proficient in writing:				
Less than 5 students				
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





## 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:	Students will increase their proficiency level to meet state mandates of a level 3. 8th grade students will prepare for Biology I EOC with the state expectations of a passing score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade-26% at level 1, 17% at level 2, 31% at level 3, 19% at level 4, 8% at level 5 or above. 7th grade- 16% level 1, 18% at level 2, 32% at level 3, 22% at level 4, 12% at level 5 or above. 8th grade-15% at level 1, 24% at level 2, 40% at level 3, 18% at level 4, 3% at level 5 and above	6th grade- 50% at level 3 or above 7th grade- 40% at level 3 or above 8th grade- 50% at level 3 or above

### 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	Implementation of rigor for all students.	1. Teachers will implement mastery tests at the high school level to ensure basic skills have been acquired. Teachers develop lessons involving higher order thinking skills.	Principal	Formal observations, review of lesson plans.	Progress Monitoring assessments (PMA's) STAR Math, mastery tests, FCAT and end of course exams.
2	Lack of prerequisite skills	2. Review material from previous courses through spiral reviews and mastery tests.	Principal	Formal observations and review of lesson plans	STAR Math, Accelerated Math, mastery tests.

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:	BHS has less than 5 students who are assessed through Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
BHS has less than 5 students who are assessed through Florida Alternate Assessment.	BHS has less than 5 students who are assessed through Florida Alternate Assessment.

### 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	BHS has less than 5 students who are assessed through Florida Alternate Assessment.				

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:	Students will increase their proficiency level by 4%, from 31% in school year 2011 to 35% in school year 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (118)	45% (133)

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 adjusting to a higher standard and rigor.	Teachers will use differentiated instruction based on prior years data.	Principal	Review of lesson plans, formal observations. Departmental and lead team meetings and recommendations.	Progress Monitoring assessments (PMA), STAR math, mastery tests, FCAT, and End of Course exams.

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:	BHS has less than 5 students who are assessed through the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
BHS has less than 5 students who are assessed through the Florida Alternate Assessment.	BHS has less than 5 students who are assessed through the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students will increase their Learning Gains in mathematics by 4%, from 67% in 2011 to 71% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(254)	71%(269)

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 performing consistently in a rigorous curriculum.	1. Content area teachers will meet monthly to evaluate the effectiveness of strategies used.	Principal	1. Teacher feedback 2. Teacher/student dialogue	1. Classroom Walk Through 2. PMA's, STAR, FCAT

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 5 students	NA

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Students will increase their Learning Gains in mathematics by 5%, from 67% in 2011 to 72% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(64)	72%(102)

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. Lack of background knowledge in mathematics skills	1. Teachers will address student learning styles and differentiated instruction to effectively assist students in math solving strategies. 2. Review material from previous courses through spiral reviews and mastery tests.	Principal	Teacher Feedback, Departmental/Lead team meetings, review of lesson plans, formal observations, and recommendations.	PMA, STAR, Accelerated Math, Mastery test & FCAT

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 #					
	Students will increase their math proficiency by 8% in the 2012-13 year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	50	58	63	67	

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:	The number of students making AYP will increase by 10% from 65% in 2011 to 75% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (247)	75% (284)

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 performing consistently in a rigorous curriculum. Lack of background knowledge in math skills.	Content area teachers will meet monthly to evaluate the effectiveness of strategies used. Review materials from previous courses through spiral reviews and mastery tests.	Principal	Review of lesson plans, formal observations, departmental and lead team meetings and recommendations.	PMA, STAR, Accelerated Math, mastery test and FCAT.

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 5 students	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD not making satisfactory progress in mathematics will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%	70%

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	SWD not at performance level Lack of pre-requisite knowledge needed	Increased student assisted programs Tutoring Study Groups with ESE support facilitators	Principal, High School Guidance Counselor, Middle School Guidance Counselor, ESE Teachers	Progress Monitoring Evaluations Pre and post assessments Informal Assessments	STAR Thinkgate FAIR

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:	The number of ED not making satisfactory progress in mathematics will decrease to 45% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge in math skills.	Review materials from previous courses through spiral reviews and mastery tests. The content area teachers will meet monthly to evaluate the effectiveness of the strategies.	Principal	Review of lesson plans and formal observations and departmental and lead team meetings and recommendations.	PMA, STAR, Accelerated Math, mastery tests, and FCAT.

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Less than 5 students		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Less than 5 students		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Less than 5 students		NA		

Problem-Solving Process to Increase Student Achievement

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

## High School Mathematics AMO Goals

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on AMOs- 10% black, 52% Hispanic, 51% white, 20% SWD, 40% ED made proficiency in math. The AMOs do not provide this sub group data specific to Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on AMOs- 10% black, 52% Hispanic, 51% white, 20% SWD, 40% ED made proficiency in math. The AMOs do not provide this sub group data specific to Algebra 1.	53% of students will meet math (Algebra 1) proficiency

Problem-Solving Process to Increase Student Achievement

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

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

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

Less than 5 students	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 5 students	NA

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increased rigor and supplemental material will be provided to ED students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% of ED not making satisfactory progress in Algebra 1.	40%

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	Ineffective foundational skills	Increased rigor Supplemental materials and instruction to be provided to students	Principal, Asst.Principal, Math Department Chair, Algebra teachers	Progress Monitoring Data Pre and post teacher developed instruction	Thinkgate



## 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:	The level of performance for the Algebra I EOC will increase 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance of Algebra I EOC is 65%.	The expected level of performance for the Algebra I EOC for the 2013 year will increase to 70%.

### 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 inadequately prepared for Algebra I	Teachers will support students to help facilitate their adjustments to higher standards.	Principal, Asst Principal	Formal Observations, Informal Observations, Thinkgate assessments	Thinkgate

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:	In the 2012-2013 year students 15% of students will score a level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% of students scored a level 4 or above on the Algebra I EOC	15% level 4 or above

### 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	Ineffective review material Outdated review material Instructional sequence needs altering	Implement review material provided by FLDOE Common Core Training Math Department Collaboration Organized notebooks created across the district	Principal, Asst. Principal, Math Department Chair	Informal observations Formal observations and evaluations PM assessments Pre and post teacher assessments FCAT explorer	iObservations Thinkgate STAR Math FCAT Explorer

# 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:	19 students scored in the top third of the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (19)	40% (34)

### 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	Ineffective foundational skills Transitioning into EOC	Increase rigor Tutoring services provided before and after school	Principal, Assist. Principal, Math Department Chair, Geometry Teacher	Informal Observations Progress Monitoring Teacher made pre and post assessments	Walk throughs Thinkgate Teacher made assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Process not yet available to determine	NA

### Problem-Solving Process to Increase Student Achievement

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

*End of Geometry EOC Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chats Departmental FOCUS calendar PD Department Meetings	School wide	Principal, Asst. Principal, Math Department Chair	School wide	Summer Early Release Teacher Workday	District Wide PD Sign In	Asst.Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Summer-FOCUS Calendar Department PD	Title I- Corrective Actions Funds	Title 1	\$556.00
			Subtotal: \$556.00
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: \$556.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		By the end of school year 2012-2013 year 45% of the 8th grade students will achieve at FCAT level 3. This is a 8% increase as compared to school year 2011-2012.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37%(41)		45%(56)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1. Lack of student computers for use of FCAT Explorer and virtual labs (gizmo), FCAT and EOC reviews. 2. More effective data analysis are needed.	1. Implement use of PMA science test data to direct lessons. 2. Teachers will use differentiated instruction to ensure all students are learning the materials. 3. Use honor classes to improve rigor.	Principal	1. Data chats with students and other science teachers. 2. Continued evaluation of PMA's and gizmo's. 3. PMA's and EOC will be used by teachers as a guide to prepare for EOC, while FCAT will serve as the summative diagnosis of science levels.	1. Informal Classroom observations 2. PMA's, classroom assessments 3. Teacher self reflections.

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 5 students	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of 2012-2013 school year 20% of the 8th grade students will achieve at FCAT levels 4 and 5. This is a 5% increase as compared to school year 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%(8)	15%(12)

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. More rigor in instructional practices are needed.	1. Identify students within ten points of achievement and develop strategies that will cross them over to the next level. This will be based on PMA tests for current 8th	Principal	1. Evaluate the success of the strategies every 9 weeks and create new strategies to implement if needed. 2. Continuous monitoring of PMA's,	1. Classroom assessments. 2. Inventory of student reflections. 3. Teacher self reflection. 4. PMA results.

	graders. 2. Use differentiated instruction to provide more rigor for higher achieving students.		and use of gizmos.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:		Less then 5 students		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Less then 5 students		Less then 5 students		
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:		Less then 5 students		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Less then 5 students		Less then 5 students		
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:	Less than 5 students			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Less than 5 students	Less than 5 students			
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:		Science EOC scores will increase to meet the state's expectations on implementing a passing score as a graduation requirement.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
24% level 1 (lower third), 44% level 2 (middle 3rd), 32% level 3 (top third)		15% level 1, 30% level 2, 55% level 3			
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	Insufficient review material for new EOC  Transition from FCAT 8th grade Science to EOC	PD for Biology Teachers  Increase rigor  Implement review materials from FLDOE	Principi, Asst. Principal, Science Department Chair	Informal Observations, Formal Observations, Pre and Post evaluations of EOC, Organized notebooks with EOC review materials	Thinkgate  iObservations  Student Notebooks  Classroom Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	The state mean of 49% will set the bar for the expectation of a passing score on the Biology EOC.
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Biology Goal #2:	Students will increase their scores to meet these expectations.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
52% of students scored above the state mean of 49 Scale Score	65%of students will score above the sate mean of 49 scale score and pass the 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	Insufficient review material for EOC  Transition from FCAT 8th grade Science to EOC	PD for Biology Teachers  Increase rigor  Implement review materials from FLDOE	Principal, Asst. Principal	Informal Observations, Formal Observations, Pre and Post evaluations of EOC, Organized notebooks with EOC review materials	Thinkgate  iObservations  Student notebooks  Classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core  CIS  AP Environmental	School-wide	District Level  Alignment of science teachers  Re-assigned Science teachers	School-wide	Summer  Early Release  Teacher workdays	PD Sign-in  District PD Data base  Departmental notes	Asst. Principal, Science Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Summer-Department Collaboration on FOCUS calendars to include Common Core, CIS, Writing, Pre and Post Assessments	Departmental Collaboration	Title 1 Corrective Actions	\$556.00
AP Environmental Science	AP Funds	General Fund	\$1,846.00
Subtotal:			\$2,402.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Model Classroom for AP Class	Internal AP	General Fund	\$1,898.00
Subtotal:			\$1,898.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Common Core CIS	Time for Collaboration Training	District	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,300.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Students will increase their performance by 6% as compared to 2011 from 79% to 85% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(132)	85%(149)

### 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.BHS may need professional development related to writing data and instructional procedures.	District Level PD, Language Arts teachers to attend Mary Lewis training, In-house PD	Principal,Asst Principal, Department Chair	Reflective Responses from Teachers. Observation of Implementation in the classroom	Review of Reflective Responses Formal and informal
2	2. Student competency may be weak because of insufficient exposure to writing instruction.	1. 100% of all testing students will be instructed in FCAT 2012 scoring protocols. 2. All subject areas will implement a Writing Lessons Calendar. 3. Writing Focus Lessons will be implemented using FCAT Writing Calibration Guides. 4. Selected Grade Levels will also participate in Understanding Rubrics Focus Lessons.	Principal, Academic Coach,Department Heads.	1. Students will reflect and answer informal and formal evaluative tools. 2. Teachers will follow the Writing Lessons Calendar. 3. Focus Lesson will be created. 4.Understanding Rubrics Lessons will be created.	1. Rubric 2. Formal Assessments to evaluate student's understanding of writing techniques. 3. Consistent and Scaffolded Writing Assignments 4. Teacher Feedback

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.	NA
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Writing Goal #1b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Less than 5 students		NA	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
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 Training Mary Lewis Writing Training Common Core CIS	Language Arts and Reading Teachers  School Wide	District Level  Mary Lewis	School Wide	Early Release Teacher Workday	District Level PD Sign In	Asst. Principal District Level Trainer

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Language Arts Department Personnel were able to participate in a summer PD where they developed their FOCUS calendars for the year that included: Common Core, CIS, and Writing	Department Collaboration	Title 1- Corrective Action Funds	\$556.00
			Subtotal: \$556.00
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: \$556.00			

*End of Writing Goals*

## Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

U.S. History Budget:

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

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

End of U.S. History EOC Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Students will increase their attendance to 95% percent grades 6-12 as compared to 88% for school year 2010-11.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
88%(546)		95%(589)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
78		Less than 30			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
Less than 20 students		Less than 20 students			
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	Communication with parents related to student attendance.	1. Follow up absences with letters and daily phone calls of students who are absent.	Principal	Student attendance documentation will be reviewed weekly by administrators	Focus
2	Students lack motivation to come to school	MTSSS and PBS utilization	Principal & committee chairs	Attendance documentation will be evaluated for its' effectiveness	FOCUS

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
LEAD Team-Increasing student achievement through sustaining viable attendance	6-12	Principal	School-wide	Early Release	Monitoring attendance of students	Dean

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:	1. All students will be held to a high standard of appropriate behavior. 2. Students will focus on their educational goals rather than distracting inappropriate behaviors. 3. Administrative team and Dean will be highly visible and hold students accountable for inappropriate behavior.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

217	150
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
107	75
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
85	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
54	40

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. Students accepting a highly effective accountability system.	1. Administrators will be highly visible. 2. Regular classroom walk-throughs will encourage appropriate behavior from students.	Principal, Dean	informal feedback from teachers, staff, students and parents/guardians.	Focus & MTSS feedback.
2	Ineffective Classroom Management	CHAMPS Training	Principal, Dean	Reduced referrals in classroom	MTSS feedback and FOCUS

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
Classroom Management Strategies	6-12	Dean	School-wide	Early Release Teacher Work day	PD sign-in	Dean

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

*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:		1. Students who are at risk of not graduating will be provided intensive support with credit building or opportunities to take courses that support their graduation requirements.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
22%		15%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
78%		85%			
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. Attendance by seniors decrease due to credits not being enough for graduation.	1. Seniors will meet as often as necessary for encouragement, and determination of a an effective plan for graduation with the guidance counselor and/or MTSSS team member(s).	Guidance counselor, Principal	1. Seniors have been identified by the counselor to determine which students are at risk for graduation. 2. Students will be monitored for attendance and course success.	The MTSSS team will meet Weekly to assess students who are at risk for graduation.



(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
Data Chats Data Meetings	Departmental School Wide	Principal Asst.Principal	School wide	Summer Early Release Teacher Workday Departmental Meetings	District wide PD sign in	Principal, Asst.Principial

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal # 1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1. Parent meetings will be held for all grades four times a year. 2. Parents will participate in activities that encourage student achievement. 3. Parents will be part of the School Advisory with a representation of 51%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35%(224)	50% (320)

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	Set up times that parents can participate in various activities that relate to student achievement.	1. Parents will be invited to participate in organized activities that relate to student achievement. 2. Parents will participate in organized activities that help their students to stay focus on their graduation plans.	Principal, Guidance counselors.	Leadership meetings with teachers, parents, lead teams were held to determine needs of students and parents.	1. Documentation of improved student achievement as it relates to parent involvement (research has shown consistent parent involvement increases student achievement).

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
Open House Parent University	School wide	Principal, Asst. Principal, Guidance Counselors, Data Tech	Parents to learn how to utilize school website, FOCUS and Home Connect	4 times a year	Parent Sign In SACS meeting	Principal

Parent Involvement Budget:

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

# 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:		BHS has been selected as NEFEC's BRIDGE's school for Suwannee County School District. The school will develop a pilot program with an action plan that will be implemented with NEFEC.			
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	Time for Collaboration Funds for Pilot Program Technology Resources	Online Meetings Grant Proposals	Assistant Principal and BRIDGE's Committee.	Monthly STEM meetings, collaboration with NEFEC and BRIDGE's training events	Action Plan

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Committee Dissemination  Open House  Bridge's Program presented at SACs	School Wide	Principal, Asst. Principal	Parents-School wide	SACS meetings, last Monday of each month	Sign In Sheet	Principal

## STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEm Mini Grants	STEM Leadership Development Plan	North Florida Educational Consortium	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,000.00</b>

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:		BHS has 4 well grounded CTE programs where students are taking industry certification examinations to be career ready. The 2012-13 year has allowed BHS to expand with a Middle School IT CTE Academy that is in the beginning set up stages. These academies to work to certify as many students as possible to take and pass area industry certification examinations.			
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	Ineffective foundational knowledge as to developing new Middle School It CTE.	Attend DOE training Contact MS and receive ongoing support.	Asst. Principal Middle School IT Academy Teacher All Academy Teachers	The number of teachers and students to take and pass industry certifications	State Assessments in the areas of Agritechnology, Building Construction, Digital Design, Culinary Arts, Middle School IT

## 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
DOE CTE Training Data Chats Academy Meetings	Academy Participants	Asst. Principal	School wide for academy participants	One a month (Data Chats) Early Release Teacher Workday	District wide PD sign in Data Chat sign in	Asst. Principal

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Departmental Planning for			

Industry Certification requirements	Corrective Action Funds		\$556.00
			Subtotal: \$556.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$556.00

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Collaboration among Language Arts department to collaborate in the summer to create FOCUS calendars that included common core, CIS, pre and post assessments.	Time for Departmental Collaboration	Title 1 Corrective Action	\$556.00
Mathematics	Summer-FOCUS Calendar Department PD	Title I- Corrective Actions Funds	Title 1	\$556.00
Science	Summer-Department Collaboration on FOCUS calendars to include Common Core, CIS, Writing, Pre and Post Assessments	Departmental Collaboration	Title 1 Corrective Actions	\$556.00
Science	AP Environmental Science	AP Funds	General Fund	\$1,846.00
Writing	Language Arts Department Personnel were able to participate in a summer PD where they developed their FOCUS calendars for the year that included: Common Core, CIS, and Writing	Department Collaboration	Title 1- Corrective Action Funds	\$556.00
STEM	STEm Mini Grants	STEM Leadership Development Plan	North Florida Educational Consortium	\$4,000.00
CTE	Departmental Planning for Industry Certification requirements	Corrective Action Funds		\$556.00
				Subtotal: \$8,626.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer Lab	Use of FAST ForWord	Migrant (District)	\$0.00
Science	Model Classroom for AP Class	Internal AP	General Fund	\$1,898.00
				Subtotal: \$1,898.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Other Certified Personnel	Title II, Part A	\$52,000.00
Science	Common Core CIS	Time for Collaboration Training	District	\$0.00
				Subtotal: \$52,000.00
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: \$62,524.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/13/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC committee activities for the 2012-13 year include an Open House, a Parent University, and monthly SAC meetings held on the last Monday night of each month. The members of the SAC committee will be involved in all aspects of the parent involvement plan at Branford High School. Presentations on graduation requirements, the transition of EOC requirements, and overall student achievement will be the focus of concern to the staff members and SAC committee members of BHS. Activities include but are not limited to: Action Plan meeting, sports events, incentive programs, honor roll recognitions, FCCLA events, FFA events, FCA events, CTE planning, FOCUS and Home Connect utilization, Student Government, School Newspaper, Band and Arts programs, disciplinary issues, and attendance concerns.



# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Suwannee School District BRANFORD HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	69%	79%	50%	258	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	55%	70%			125	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?	51% (YES)	67% (YES)			118	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					501	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Suwannee School District BRANFORD HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	75%	89%	51%	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	54%	71%			125	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?	45% (NO)	63% (YES)			108	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					505	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested