

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: BLOUNTSTOWN MIDDLE SCHOOL

District Name: Calhoun

Principal: Mrs. Neva Miller

SAC Chair: Mrs. Larea Boone

Superintendent: Mr. Tommy McClellan

Date of School Board Approval: October 11, 2012

Last Modified on: 11/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Blountstown Middle School - 2011-2012: Grade B, Reading Mastery 61%, Math Mastery 57%, Writing Mastery 77%, and Science Mastery 47%, 63% Made Learning Gains in Reading, 65% Made Learning Gains in Math, 64% of the Lowest 25% Made Learning Gains in Reading, 47% of the Lowest 25% Made Learning Gains in Math Principal of Blountstown Middle School -

Principal	Mrs. Neva Miller	B.S. Physical Education Florida State University Certified Pre-K-8 Physical Education; Certified 6-8 Physical Education; Masters Degree Educational Leadership, Florida Agricultural and Mechanical University	13	13	2010-2011: Grade A, Reading Mastery 83%, Math Mastery 76%, Writing Mastery 83%, and Science Mastery 70%, 65% Made Learning Gains in Reading, 70% Made Learning Gains in Math, 66% of Lowest 25% Made Learning Gains in Reading, 69% of Lowest 25% made Learning Gains in Math, AYP - No Principal of Blountstown Middle School - 2009-2010: Grade A, Reading Mastery 85%, Math Mastery 81%, Writing Mastery 91%, and Science Mastery 60%, 68% Made Learning Gains in Reading, 63% Made Learning Gains in Math, 67% of Lowest 25% Made Learning Gains in Reading, 55% of Lowest 25% made Learning Gains in Math, AYP - No Principal of Blountstown Middle School - 2008-2009: Grade A, Reading Mastery 83%, Math Mastery 79%, Writing Mastery 94%, and Science Mastery 47%, 73% Made Learning Gains in Reading, 68% Made Learning Gains in Math, 75% of Lowest 25% Made Learning Gains in Reading, 66% of Lowest 25% made Learning Gains in Math, AYP - No
Assis Principal	Mr. Keith Summers	B.S. Physical Education Florida State University; Certified Pre-K-8 Physical Education; Certified 6-12 Physical Education Master Degree Educational Leadership	24	24	Assistant Principal of Blountstown Middle School - 2011-2012: Grade B, Reading Mastery 61%, Math Mastery 57%, Writing Mastery 77%, and Science Mastery 47%, 63% Made Learning Gains in Reading, 65% Made Learning Gains in Math, 64% of the Lowest 25% Made Learning Gains in Reading, 47% of the Lowest 25% Made Learning Gains in Math Assistant Principal of Blountstown Middle School - 2010-2011: Grade A, Reading Mastery 83%, Math Mastery 76%, Writing Mastery 83%, and Science Mastery 70%, 65% Made Learning Gains in Reading, 70% Made Learning Gains in Math, 66% of Lowest 25% Made Learning Gains in Reading, 69% of Lowest 25% made Learning Gains in Math, AYP - No Assistant Principal of Blountstown Middle School - 2009-2010: Grade A, Reading Mastery 85%, Math Mastery 81%, Writing Mastery 91%, and Science Mastery 60%, 68% Made Learning Gains in Reading, 63% Made Learning Gains in Math, 67% of Lowest 25% Made Learning Gains in Reading, 55% of Lowest 25% made Learning Gains in Math, AYP - No Assistant Principal of Blountstown Middle School - 2008-2009: Grade A, Reading Mastery 83%, Math Mastery 79%, Writing Mastery 94%, and Science Mastery 47%, 73% Made Learning Gains in Reading, 68% Made Learning Gains in Math, 75% of Lowest 25% Made Learning Gains in Reading, 66% of Lowest 25% made Learning Gains in Math, AYP - No

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)
RtI	Mrs. Paulette Bryant	B.S. Elementary Education, Florida State University; Masters Degree, Learning Disabilities/Emotional Disturbances, Florida State	1	1	Teacher at Blountstown Elementary School- 2011-2012: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72%, Science Mastery 67%, AYP-No Teacher at Blountstown Elementary School- 2010-2011: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82%, Science Mastery 65%, AYP-No Teacher at Blountstown Elementary School- 2009-2010: Grade B, Reading Mastery 84%, Math Mastery 84%, Writing Mastery 82%, Science Mastery 59%, AYP-No

		University			Teacher at Blountstown Elementary School-2008-2009: Grade A, Reading Mastery 90%, Math Mastery 89%, Writing Mastery 79%, Science Mastery 57% AYP- 100% of criteria satisfied.
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. A teacher who is hired and not considered highly qualified must sign a letter of intent to become highly qualified within three academic years.	Teacher	On-going	
2	2. The district and school will recruit and retain highly qualified reading teachers by advertising for available positions, providing reading endorsement training, providing reading professional development to all teachers, and providing support through reading coaches.	Wilson T. McClellan, Superintendent Vicki Davis, Assistant Superintendent Kay Tipton, Director of Curriculum and Instruction Robin Richards, District Reading Coach	On-going	
3	New teachers will be partnered with veteran staff.	Principal	On-going	
4	Utilize district support to assist with experienced teachers needing further assistance.	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
23	8.7%(2)	30.4%(7)	26.1%(6)	34.8%(8)	30.4%(7)	100.0%(23)	34.8%(8)	0.0%(0)	34.8%(8)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		The mentor is	

Nicole Purvis	Jordan Coley	an experienced math teacher at the middle school level.	Participate in the district's beginning teacher program.
Paulette Bryant	Jamie McCalvin	The mentor is the RtI Ccach Blountstown Middle School.	Participate in the district's beginning teacher program.
Paulette Bryant	Carla Payne	The mentor is the RtI Ccach Blountstown Middle School.	Participate in the district's beginning teacher program.
Nicole Purvis	Jay McClellan	The mentor is an experienced math teacher as well as the Guidance Counselor at the school.	Participate in the district's beginning teacher program.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation and required hardware. Before-school remediation, after-school tutoring programs, and summer school are also provided to students who meet the qualifications.

Title I, Part C- Migrant

Region I/PAEC Migrant Education Program's goal is to link migrant families to services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The District does not receive these funds.

Title II

Funds are used to provide professional development activities for teachers, principals, and paraprofessionals to meet the mandates of becoming highly qualified under NCLB. Funds are used to provide and upgrade technology in classrooms. Professional development activities include the implementation of new software products and integration of technology products into the classroom to enhance student engagement and motivation.

Title III

The District does not receive these funds.

Title X- Homeless

The District Homeless Liasion provides school supplies and social services referrals for students identified as homeless under the McKinney-Vento act to eliminated barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide remediation as needed during the regular school year.

Violence Prevention Programs

The District receives funds for programs that support prevention of violence in and around the school. Programs include Too Good for Drugs and Life Skills Trainin. Bullying prevention activities are also provided. These programs help to prevent the use of alcohol, tobacco, drugs, while fostering a safe, drug free learning environment supporting students.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Head Start funds will be blended with VPK funds to provide additional educational services for preschool students.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Neva Miller, Keith Summers, Nicole Purvis, Paulette Bryant, Wendy Eubanks, Larea Boone, Tessa Shuler, Dottie Wiltse, and Jenn Alday

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

The team will meet twice a month. Once it is determined that all school wide and targeted supports, which have been implemented with integrity and fidelity, have been exhausted and data indicate insufficient response to intervention, the PST will meet and will focus on 4 steps:

Problem Identification (What is the problem?)

Analyze the Problem (Why is it occurring?)

Intervention Design and Implementation (What can we do about it?)

Response to Intervention (Is the plan working?)

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.

Principal/Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Problem Solving Team Chair/Facilitator (RtI Coach or Guidance Counselor): Ensure that appropriate data are provided by the classroom teacher before proceeding with PST (Problem Solving Team) meeting, schedule the PST meeting and invite all relevant professionals, send letter inviting the parent to the PST meeting, manage the case file throughout the PST process, provide referral packet, log relevant dates, schedule future meetings as appropriate, call meeting to order, introduce team members, review purpose of meeting, summarize problem areas, support referring teacher throughout the process, follow-up within the first week to ensure the intervention implementation, record problem solving process, note contributions made by all members, allot specified amount of time per agenda item, monitor team progress, re-direct discussion, as necessary.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, advise/deliver Tier 1 instruction, and collaborate with other staff to implement Tier 2/3 interventions.

Select Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers.

Instructional Coaches: Provide guidance on scientifically based curriculum/behavior assessment and intervention approaches, identify patterns of student need, assist with whole school screening programs, assist in design and implementation of progress monitoring, data collection, and data analysis, participate in design and delivery of professional development, provide guidance on K-12 reading plan, support the implementation of Tier 1, 2, and 3 intervention plans.

Invited Specialists: provide expertise in specific areas of concern-academics, health, and behavior and collaborate with team

to solve problems.

Referring Teacher: initiate contact with parent, collaborate with other professionals to clarify the nature of the problem and to seek solutions, implement Tier 1 and 2 interventions and possibly Tier 3 if needed, collect data through frequent progress monitoring, state concerns in observable and measurable terms, state expected behavior, collaborate with team to problem solve solutions.

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 Leadership Team provided the RtI Plan to the SAC to help develop the SIP. The plan outlines expectations for achievement and the process for addressing the areas which are not meeting expectations. This process includes data collection, parent contacts and resource consultations, staff input and observations, and a decision making rubric for school-wide screening.

MTSS Implementation

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

Baseline data: When a teacher has a significant concern relating to academics or behavior, it is important to learn as much as possible about the student in order to determine possible causes of the difficulty. DashBoard, NWR, and/or the cumulative record should be reviewed to determine if there is a history of concerns in the following areas: attendance, enrollment history, vision, hearing, speech, language, health, academic deficits, behavior difficulties, limited English proficiency, etc. In addition the cumulative record will reveal if there is a history of assistance, whether a psychoeducational evaluation has been previously completed, whether the student has an IEP, or whether the student has a 504 plan. FAIR results can be accessed on the PMRN. FCAT results are on Performance Matters, and the teacher will have the beginning of the year progress monitoring assessments for reading, math, science, and Calhoun Writes!. Teachers will also have the data from the STAR Reading and the STAR Math tests to use when gathering data.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and on Early Release Days. County staff and the school-based RtI Coach or Guidance Counselor will deliver the professional development. Teachers will also receive emails from the RtI center or National Center on Response to Intervention.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Neva Miller, Paulette Bryant, Melissa O'Bryan, Carla Payne, Tessa Shuler, Dottie Wiltse, Wendy Eubanks, Janice Moore, and Marie Castaneda

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

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership Team will create a focus calendar for each month that will include high yield strategies in the area of teaching reading. The Literacy Leadership Team will meet once a month to discuss things that are going well in the area of reading as well as any weaknesses that may need addressing.

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

The major initiatives of the LLT this year will be to promote student reading through Reading Reanissance(AR). Students will take the STAR Reading test periodically throughout the year and reading ranges will be set accordingly. Point goals will also

be set according to testing. Each nine weeks, students will be rewarded for reading Classic books and for achieving their point and accuracy goals. Students will be encouraged to keep up with the total number of words read and will be recognized at Awards Day for their accomplishment.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Principal will collect and monitor lesson plans from teachers to ensure that all teachers are infusing appropriate reading instructional strategies into his or her lessons. The Principal will provide feedback to teachers as needed.

*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?

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?

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	At Blountstown Middle School, 61% of the students taking the FCAT scored at or above grade level in reading. 63% of the tested students made a years worth of progress in reading. At least 67% of students (grades 6-8) will be reading at or above grade level as evidenced by the 2013 Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level
2012 Current Level of Performance:	2013 Expected Level of Performance:
94 students in 6th, 7th, and 8th grade scored Level 3 in reading out of 298 students(32%)	106 students will score a Level 3 on the Spring FCAT test (36%)

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	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Host a parent orientation night after the first couple of weeks of school to give 6th grade parents a chance to ask questions and to identify strengths and weaknesses that may need to be addressed concerning the beginning of the school year. Utilize student notebooks in every class so that students can be more organized.	Principal, Guidance	Parent Sign-in Sheet	Student Planners
2	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on specific benchmarks as identified in the instructional focus calendar as being an academic need.	FCAT data, Formal and Informal Assessments
3	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support,	Administer FAIR three times a year for progress monitoring.	Teachers and RtI Coach	RtI Coach will review data with teachers.	FAIR Test Data

	effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics				
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Administer reading benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, Principal	Review reading assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data
5	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, District Reading RtI Coach, and RtI Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations
6	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, RtI Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.	STAR Reading Reports

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At Blountstown Middle School, 61% of the students taking the FCAT scored at or above grade level in reading. 63% of the tested students made a years worth of progress in reading. At least 67% of students (grades 6-8) will be reading at or above grade level as evidenced by the 2013 Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83 students in grades 6th, 7th, and 8th grade scored Level 4 and Level 5 in reading out of 298 students.(28%)	93 students will score Level 4 or Level 5 on the 2013 Spring FCAT Reading test(31%)

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	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, and the student's ability to balance extracurricular activities and academics	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students. FCAT data,	Teachers, RtI Coach, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on a specific benchmark.	Formal and Informal Assessments
2	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, and the student's ability to balance extracurricular activities and academics	Administer FAIR three times a year for progress monitoring.	RtI Coach will review data with teachers.	Teachers and RtI Coach	FAIR Test Data
3	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching	Administer reading benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, and Principal	Review reading assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data

	interventions with specific reading problems, and the student's ability to balance extracurricular activities and academics				
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, and the student's ability to balance extracurricular activities and academics	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, District Reading RtI Coach, and RtI Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations
5	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, and the student's ability to balance extracurricular activities and academics	Host a parent orientation night after the first couple of weeks of school to give 6th grade parents a chance to ask questions and to identify strengths and weaknesses that may need to be addressed concerning the beginning of the school year.	Principal, Guidance	Utilize student planners in every class so that students can be more organized.	Parent Sign-in Sheet Student Planners
6	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, RtI Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.	STAR Reading Reports

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	At Blountstown Middle School, 61% of the students taking the FCAT scored at or above grade level in reading. 63% of the tested students made a years worth of progress in reading. At least 67% of students (grades 6-8) will be reading at or above grade level as evidenced by the 2013 Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 63% of the students made learning gains in reading.	70% of the students will make learning gains in reading on the 2013 FCAT Reading Test

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	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on a specific benchmark.	FCAT data, Formal and Informal Assessments
2	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Administer FAIR three times a year for progress monitoring.	Teachers and RtI Coach	RtI Coach will review data with teachers.	FAIR Test Data
	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic	Administer reading benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, Principal	Review reading assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data

3	population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics				
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics .	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, District Reading RtI Coach, and RtI Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction	Formal and Informal Assessments, Classroom Observations
5	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics .	Host a parent orientation night after the first couple of weeks of school to give 6th grade parents a chance to ask questions and to identify strengths and weaknesses that may need to be addressed concerning the beginning of the school year.	Principal, Guidance	Utilize student planners in every class so that students can be more organized.	Parent Sign-in Sheet Student Planners
6	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, RtI Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.	STAR Reading Reports

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At Blountstown Middle School, 61% of the students taking the FCAT scored at or above grade level in reading. 63% of the tested students made a years worth of progress in reading. At least 67% of students (grades 6-8) will be reading at or above grade level as evidenced by the 2013 Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 64% of the lowest 25% made learning gains in reading.	68% of the lowest 25% will make learning gains in 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include but are not limited to: low socioeconomic population, lack of parental support, low self-esteem and student motivation for learning, and the student's ability to successfully balance extracurricular activities with academics	Reward students with prizes or parties for reading above and beyond what is expected in the classroom	Teachers, RtI Coach, and the librarian	Compare the progress monitoring scores in September and December to identify the correlation between the students who read more and those who only read what was expected in class	Reading Progress Monitoring results, Accelerated Reader Reports/Book Logs
2	Barriers include but are not limited to: low socioeconomic population, lack of parental support, low self-esteem and student motivation for learning, and the student's ability to successfully balance extracurricular activities with academics	Implement System 44 with struggling students	Teacher, RtI Coach, Principal	Teachers and the RtI coach will review System 44 data	System 44 results
3	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and	Host a parent orientation night after the first couple of weeks of school to give 6th grade parents a chance to ask questions and to identify strengths and weaknesses that may need to be addressed concerning the beginning of the school year.	Principal, Guidance	Utilize student planners in every class so that students can be more organized.	Parent Sign-in Sheet Student Planners

	the student's ability to balance extracurricular activities and academics				
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on a specific benchmark.	FCAT data, Formal and Informal Assessments
5	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Administer FAIR three times a year for progress monitoring.	Teachers and RtI Coach	RtI Coach will review data with teachers.	FAIR Test Data
6	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, District Reading Coach, and RtI Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations
7	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, RtI Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.	STAR Reading Reports

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

Reading Goal #

Within 6 years, Blountstown Middle School will reduce their achievement gap by 50%.

by 50%.			5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	67%	70%	73%	77%	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>At Blountstown Middle School, 61% of the students taking the FCAT scored at or above grade level in reading. 63% of the tested students made a years worth of progress in reading. At least 67% of students (grades 6-8) will be reading at or above grade level as evidenced by the 2013 Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>69% of the white students in 6th, 7th, and 8th grades scored satisfactory in reading. 37% of the African American students in 6th, 7th, and 8th grades scored satisfactory in reading. 68% of the Hispanic students in 6th, 7th, and 8th grades scored satisfactory in reading.</p>	<p>According to the Target AMO, 73% of white students will score satisfactory in reading. 38% of African American students will score satisfactory in reading. 73% of Hispanic students will score satisfactory in reading.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include but are not limited to: low socioeconomic population, lack of parental support, low self esteem and low motivation, and the student's ability to balance extracurricular activities with academics	Students will be placed in the appropriate intensive reading class according to the district reading plan	Guidance Counselor	Progress Monitoring data will be analyzed throughout the school year to identify strengths and weaknesses of the students. Fidelity checks will also be conducted regularly to maintain the effectiveness of the reading program.	Data Notebook
2	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on a specific benchmark.	FCAT data, Formal and Informal Assessments
3	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular	Administer FAIR three times a year for progress monitoring.	Teachers and RtI Coach	RtI Coach will review data with teachers.	FAIR Test Data

	activities and academics				
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Administer reading benchmark assessments 3 times a year to show growth. class	Teachers, RtI Coach, Principal	Review reading assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire	Benchmark Assessment Data
5	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, District Reading RtI Coach, and RtI Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations
6	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, RtI Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.	STAR Reading Reports

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:

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
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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 reading. Reading Goal #5D:	At Blountstown Middle School, 61% of the students taking the FCAT scored at or above grade level in reading. 63% of the tested students made a years worth of progress in reading. At least 67% of students (grades 6-8) will be reading at or above grade level as evidenced by the 2013 Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 37% of Students with Disabilities scored Level 3 and above in reading.	According to the AMO report, 33% of the Students with Disabilities will score Level 3 and above in reading on the 2013 FCAT Reading Test. The 2012 percentage surpassed this target, therefore, our expected level is to increase the percentage of students with disabilities by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include but are not limited to: low socioeconomic population, lack of parental support, and the student's ability to balance extracurricular activities and academics	Students will be placed in the appropriate intensive reading class according to the district reading plan.	Guidance Counselor and RtI Coach	Reading Progress Monitoring results will be analyzed in order to provide ongoing differentiation in the classroom	Data Notebook
2	Barriers include but are not limited to: low socioeconomic population, lack of parental support, and the student's ability to balance extracurricular activities and academics	Graphic organizers will be used to help students organize information and focus on certain skills	Teachers and RtI Coach	Classroom teachers and the RtI Coach will monitor the effectiveness of graphic organizers by analyzing test grades	Lesson plans with student created graphic organizers attached
3	Barriers include but are not limited to: low socioeconomic population, lack of parental support, and the student's ability to balance extracurricular activities and academics	Reward students with prizes or parties for reading above and beyond what is expected in the classroom	Teachers, RtI Coach, and the Librarian	Compare the progress monitoring scores in September and December to identify the correlation between the students who read more and those who only read what was expected in class	Reading Progress Monitoring results, Accelerated Reader Reports/Book Logs
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on a specific benchmark.	FCAT data, Formal and Informal Assessments
	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to	Administer FAIR three times a year for progress monitoring.	Teachers and RtI Coach	RtI Coach will review data with teachers and principal.	FAIR Test Data

5	middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics				
6	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Administer reading benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, Principal	Review reading assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data
7	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, RtI Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.	STAR Reading Reports

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At Blountstown Middle School, 83% of the students taking the FCAT scored at or above grade level in reading. 65% of the tested students made a years worth of progress in reading. At least 67% of students (grades 6-8) will be reading at or above grade level as evidenced by the 2013 Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the Economically Disadvantaged students, 56% scored a level 3 or higher on the 2011-2012 FCAT Reading Test.	61% of the Economically Disadvantaged students will score Level 3 or higher in reading on the 2013 FCAT 2.0 Reading Test.

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
	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these	Teachers, RtI Coach, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on a specific benchmark.	FCAT data, Formal and Informal Assessments

1	socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	students.			
2	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	Administer FAIR three times a year for progress monitoring.	Teachers and RtI Coach	RtI Coach will review data with teachers and principal.	FAIR Test Data
3	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities	Hire a reading consultant to provide reading strategies and ways to differentiate small group instruction.	Principal, Reading Consultant, District Reading RtI Coach, and RtI Coach	The reading consultant will visit classrooms each nine weeks to ensure that teachers are implementing the reading strategies and differentiating instruction.	Formal and Informal Assessments, Classroom Observations
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Reading Assessment will be given three times a year to determine growth in reading.	Teachers, RtI Coach, and Principal	The STAR Reading data will be reviewed to determine if progress is being made in the area of reading. Teachers will also review the diagnostic report to determine the strengths and weaknesses of each child.	STAR Reading Reports

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

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

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

Reading Coach will create FOCUS calendars based on Progress Monitoring assessments related to NGSSS	Reading-Grades 6-8	District Reading Coach	Reading Teachers in grades 6-8	Meetings will be held throughout the school year.	Classroom Walkthroughs, Lesson Plans, and Progress Monitoring Data	Curriculum Coach, Principal
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a reading consultant to assist in the development of an instructional sequence of Sunshine State Standards and guide the transition to Common Core lessons.	Reading Consultant	Title I/Title II	\$6,103.00
			Subtotal: \$6,103.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Assist in the progression on the curriculum, monitor instructional sequence of state standards, provide guidance in instructional materials to enhance student growth and provide assistance in classrooms as needed.	Curriculum Coach	Title I	\$52,986.00
Review and analyze data, determine instructional strategies for interventions, monitor student growth through various testing, and provide for intervention instruction for at risk students.	Reading Coach	Title I	\$14,713.00
			Subtotal: \$67,699.00
			Grand Total: \$73,802.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	
CELLA Goal #1:	

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

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:	At Blountstown Middle School, 57% of the students taking the FCAT scored at or above grade level in math, 65% of the students tested made a years worth of progress in math and 47% of struggling students made a years worth of progress in math. At least 62% of students (grades 6-8) will score at or above grade level as evidenced by the Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74 students in grades 6th, 7th, and 8th scored Level 3 in math out of 295 students. (25%)	94 students will score a Level 3 on the 2011-2012 FCAT test. (32%)

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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RtI Coach, and Principal	Review FCAT data to determine if teachers have identified students at risk and the strands/clusters that the student is weak in	Data Notebook with students names and a printout of weaknesses
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the students ability to balance extracurricular activities with academics	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered	Weekly Math assessments will determine effectiveness
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the	Administer math benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, and Principal	Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data

	needs of all students, lack of parental support, low socioeconomic population, and the students ability to balance extracurricular activities with academics				
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RtI Coach, Guidance, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine the strengths and weaknesses in math.	STAR Math Reports
5	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the students ability to balance extracurricular activities with academics	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instruction in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Teachers	Math teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	At Blountstown Middle School, 57% of the students taking the FCAT scored at or above grade level in math, 65% of the students tested made a years worth of progress in math and 47% of struggling students made a years worth of progress
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Mathematics Goal #2a:			in math. At least 62% of students (grades 6-8) will score at or above grade level as evidenced by the Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
81 students in grades 6th, 7th, and 8th scored Level 4 or Level 5 in math out of 295 students.(27%)			90 students will score a Level 4 or Level 5 on the 2012-2013 spring FCAT test.		
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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RTI Coach, and Principal	Review FCAT data to determine if teachers have identified students at-risk and the strands/clusters where the student is not proficient	Data Notebook with students names and the list of strands/clusters where the student needs to show progress
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer math benchmark assessments 3 times a year to show growth.	Teachers, RTI Coach, and Principal	Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered	Weekly Math assessments will determine effectiveness
	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school. low	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RTI Coach, Guidance, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for	STAR Math Reports

4	socioeconomic population, lack of parental support, student motivation, and the student's ability to balance extracurricular activities and academics			each child to determine the strengths and weaknesses in math.	
5	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instruction in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Teachers	Math teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names and test scores

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	At Blountstown Middle School, 57% of the students taking the FCAT scored at or above grade level in math, 65% of the students tested made a years worth of progress in math and 47% of struggling students made a years worth of progress in math. At least 62% of students (grades 6-8) will score at or above grade level as evidenced by the Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of the students made learning gains in math on the 2012 FCAT Math test.	68% of the students will make learning gains in math on the 2013 FCAT Math Test.
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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RtI Coach, and Principal	Review FCAT data to determine if teachers have identified students at-risk and the strands/clusters where the student is not proficient	Data Notebook with students names and the list of strands/clusters where the student needs to show progress
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer math benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, and Principal	Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered	Weekly Math assessments will determine effectiveness
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, , student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RtI Coach, Guidance, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine the strengths and weaknesses in math.	STAR Math Reports
	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific	Principal, Math Teachers	Math teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question	FOCUS reports with students names and test scores.

5	standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	benchmarks. Instruction in the classroom will be determined based on the outcome of the mini-assessments.		benchmark mini-assessment test.	
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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 mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:			At Blountstown Middle School, 57% of the students taking the FCAT scored at or above grade level in math, 65% of the students tested made a years worth of progress in math and 47% of struggling students made a years worth of progress in math. At least 62% of students (grades 6-8) will score at or above grade level as evidenced by the Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In the 2011-2012 school year, 47% of the lowest 25% made learning gains in math.			55% of the lowest 25% will make learning gains in math on the 2013 FCAT Math Test		
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
	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RtI Coach, and Principal	Review FCAT data to determine if teachers have identified students at risk and the strands/clusters that the student is weak in	Data Notebook with students names and a printout of weaknesses

1	differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics				
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered	Weekly Math assessments will determine effectiveness
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer math benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, and Principal	Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RtI Coach, Guidance, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine the strengths and weaknesses in math.	STAR Math Report
5	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instruction in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Math Teachers	Math teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students' names and scores.

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 #

Within six years, Blountstown Middle School will reduce their achievement gap by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	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 mathematics.

Mathematics Goal #5B:

At Blountstown Middle School, 57% of the students taking the FCAT scored at or above grade level in math, 65% of the students tested made a years worth of progress in math and 47% of struggling students made a years worth of progress in math. At least 62% of students (grades 6-8) will score at or above grade level as evidenced by the Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.

2012 Current Level of Performance:

2013 Expected Level of Performance:

61% of the white students in 6th, 7th, and 8th grade math scored satisfactory. 37% of the African American students in 6th, 7th, and 8th grades scored satisfactory in math. 74% of the Hispanic students scored satisfactory on the math portion of FCAT.

According to the Target AMO, 66% of white students will score satisfactory in math. 37% of African American students will score satisfactory math. 82% of Hispanic students will score satisfactory in math.

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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RtI Coach, and Principal	Review FCAT data to determine if teachers have identified students at-risk and the strands/clusters where the student is not proficient	Data Notebook with students names and the list of strands/clusters where the student needs to show progress
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer math benchmark assessments 3 times a year to show growth. Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Teachers, RtI Coach, and Principal	Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data

3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered	Weekly Math assessments will determine effectiveness
4	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Provide professional development for teachers on FCAT test item specifications and how the item specifications correlate with the benchmark	Math Consultant	The math consultant will review math tests at each grade level to ensure that the item specifications are being covered and that the benchmark has been taught	Chapter Tests
5	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RtI Coach, Guidance, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine the strengths and weaknesses in math.	STAR Math Report
6	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instruction in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Math Teachers	Math teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names and test scores.

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	At Blountstown Middle School, 57% of the students taking the FCAT scored at or above grade level in math, 65% of the students tested made a years worth of progress in math and 47% of struggling students made a years worth of progress in math. At least 62% of students (grades 6-8) will score at or above grade level as evidenced by the Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% of Students with Disabilities scored Level 3 and above on the 2011 FCAT math test.	32% of Students with Disabilities will score Level 3 or higher on the spring 2012 FCAT Math Test

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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RtI Coach, and Principal	Review FCAT data to determine if teachers have identified students at-risk and the strands/clusters where the student is not proficient	Data Notebook with students names and the list of strands/clusters where the student needs to show progress
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to	Administer math benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, and Principal	Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data

	balance extracurricular activities with academics				
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered	Weekly Math assessments will determine effectiveness
4	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Utilize inclusion teachers to provide assistance to ESE students in regular classrooms	Principal, Assistant Principal, and Teachers	Review inclusion teachers' schedules and lesson plans to ensure they are assisting ESE students.	Lesson plans, ESE schedule, and Classroom Observations
5	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Teachers will provide accommodations and modifications as written in the students' IEP	Teachers, Guidance Counselor, Principal, and Assistant Principal	When visiting classrooms the principal, and the assistant principal will focus their attention to the frequency that accommodations and modifications are made for students.	Lesson Plans and Classroom Observations
6	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RtI Coach, Guidance, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine the strengths and weaknesses in math.	STAR Math Report
7	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instruction in the classroom will be determined based on the	Principal, Math Teachers	Math teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names and test scores

curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	outcome of the mini-assessments.			
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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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	At Blountstown Middle School, 57% of the students taking the FCAT scored at or above grade level in math, 65% of the students tested made a years worth of progress in math and 47% of struggling students made a years worth of progress in math. At least 62% of students (grades 6-8) will score at or above grade level as evidenced by the Florida School Accountability Report or show at least a 10% decrease in the number of students scoring below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012 51% of Economically Disadvantaged students scored Level 3 or above in math.	58% of Economically Disadvantaged students will score Level 3 or higher in math.

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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RtI Coach, Guidance Counselor, and Principal	Review FCAT data to determine if teachers have identified students at-risk and the strands/clusters where the student is not proficient	Data Notebook with students names and the list of strands/clusters where the student needs to show progress
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer math benchmark assessments 3 times a year to assess mastery of tested benchmarks.	Teachers, RtI Coach, Guidance Counselor, and Principal	Review math assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data
	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of	Provide a math consultant to create a pacing guide that incorporates the new math textbooks and the new math benchmarks	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide so that the benchmarks are covered	Weekly Math assessments will determine effectiveness

3	instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics				
4	Anticipated Barriers include but are not limited to: 6th grade transition from elementary school to middle school, low socioeconomic population, lack of parental support, student motivation, and the student's ability to balance extracurricular activities and academics	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RtI Coach, Guidance, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine the strengths and weaknesses in math.	STAR Math Report
5	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instruction in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Math Teachers	Math teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names and test scores

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:			The state mean score for 8th grade Algebra was 421 with 86%of the students scoring a level 3 or higher. At least 87% of Blountstown Middle School Algebra students will score a level 3 or higher on the 2013 EOC exam.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
n/a			27 out of 31 will score a level 3 or higher on the 2012-2013 Algebra EOC exam.(87%)		
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
	Barriers may include but are not limited to: 6th grade transition from	Analyze FCAT Math data to determine students who are at-	Teachers, RtI Coach, and Principal	Review FCAT data to determine if teachers have identified students	Data Notebook with students names and a

1	elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	risk and identify their weaknesses		at risk and the strands/clusters that the student is weak in	printout of weaknesses
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	Administer math assessments three times a year in order to determine student growth.	Teachers, Rtl coach, and Principal	Review math assessment results to ensure that progress is being made in the areas of concern with individual students as well as an entire class.	Math Benchmark Assessment Data
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	STAR Math Assessment will be given three times a year to determine progress in math.	Principal, Rtl Coach, Teachers, and Guidance.	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine strengths/weaknesses.	STAR Math reports
4	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	Provide a math consultant to create a pacing guide that incorporates the algebra standards/benchmarks.	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide and covering benchmarks.	Weekly Math Assessments will determine effectiveness.
	Barriers may include but are not limited to: 6th grade transition from	Math teachers will use the FOCUS tool created by the state of Florida	Principal, Teachers	Math FOCUS data will be reviewed by teachers and identify	FOCUS reports with student names

5	elementary school to middle school, new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	to assess students' strengths and weaknesses on specific benchmarks. Mini-assessments will be used to measure effectiveness of instruction and student understanding.		students' strengths/weaknesses based on how they perform on the 5 question benchmark mini-assessments.	
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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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The state mean score for 8th grade Algebra was 421 with 86% of the students scoring a level 3 or higher. At least 87% of Blountstown Middle School Algebra students will score a level 3 or higher on the 2013 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	16 out of 31 will score a level 4 or higher on the 2012-2013 Algebra EOC exam. (52%)

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	Barriers may include but are not limited to: new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	Analyze FCAT Math data to determine students who are at-risk and identify their weaknesses	Teachers, RtI Coach, and Principal	Review FCAT data to determine if teachers have identified students at risk and the strands/clusters that the student is weak in	Data Notebook with students names and a printout of weaknesses
2	Barriers may include but are not limited to: new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	Administer math assessments three times a year in order to determine student growth.	Teachers, RtI Coach, and Principal	Review math assessment results to ensure that progress is being made in the areas of concern with individual students as well as an entire class.	Math Benchmark Assessment Data
	Barriers may include but are not limited to: new math textbooks, new	STAR Math Assessment will be given three times a year to	Principal, RtI coach, Teachers, and Guidance.	The STAR Math data will be reviewed to determine if progress is	STAR Math

3	math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	determine progress in math.		being made in the area of math. Teachers will also review diagnostic reports for each child to determine strengths and weaknesses in math.	
4	Barriers may include but are not limited to: new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	Provide a math consultant to create a pacing guide that incorporates the algebra standards/benchmarks.	Principal, Math Consultant	The math consultant will visit classrooms each nine weeks to ensure that teachers are following the pacing guide and covering benchmarks.	Weekly math assessments will determine effectiveness.
5	Barriers may include but are not limited to: new math textbooks, new math standards, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics.	Math teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Mini-assessments will be used to measure effectiveness of instruction and students understanding.	Principal, Teachers	Math FOCUS data will be reviewed by teachers and identify students' strengths/weaknesses based on how they perform on the 5 question benchmark mini-assessments.	FOCUS reports with student names

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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 Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Consultant will provide guidance in the implementation of Algebra 1. Consultant will monitor instruction of Algebra I benchmarks.	Math (Algebra1)-8th Grade	Math Consultant- Ms. Walker	Algebra 1 Teachers	Meetings were held at the beginning of the school year in conjunction with other schools teaching Algebra 1 to develop a plan for teaching benchmarks. Meetings will continue throughout the school year to make sure benchmarks are being taught.	Classroom Walkthroughs, Lesson Plans, Benchmark Assessments	Principal and Curriculum Coach
Math Consultant will provide guidance for instruction of the lowest 25% in 6th-8th grades.	Math- Grades 6-8	Math Consultant- Ms. Walker	Math Teachers Grades 6-8	Meetings will be held throughout the school year to make sure pacing is appropriate.	Classroom Walkthroughs, Lesson Plans, and Benchmark Assessments	Principal, Curriculum Coach, Guidance

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a math consultant to provide guidance for 6th-8th grade teachers in analyzing data and to assist in the instructional sequence of Sunshine State Standards.	Math Consultant	Title I/Title II	\$5,500.00
			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			At Blountstown Middle School, 47% of the students taking the FCAT scored at or above grade level in science. The scale score for Blountstown Middle School was 319 which was above the state scale score average of 316 on the 2012 FCAT Science. The science scale score will remain at or above the state scale score average as evidenced on the 2013 FCAT Science test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
47% (41 students out of 87) of the students in 8th grade scored Level 3 or higher on the 2012 FCAT Science test			60% of students in the 8th grade will score Level 3 or above on the 2013 FCAT Science test		
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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all	Analyze FCAT Science data to determine possible weaknesses in the curriculum	Science Teachers, Principal, and Assistant Principal	Review FCAT science data to determine if teachers have adjusted the curriculum to allow for remediation in the areas identified as possible weaknesses	Lesson Plans

	students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics				
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Provide a Science Consultant to train and assist teachers with creating an instructional focus calendar, and experiments and activities that go along with the focus calendar	Science Consultant, Science Teachers	The Science Consultant will visit classrooms each nine weeks to ensure that the instructional focus calendar is being followed. The Principal and Assistant Principal will also be conducting classroom observations to monitor the implementation of the focus calendar.	Lesson Plans, Classroom Observations
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer science benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, and Principal	Review science assessment results each time to ensure that progress is being made in the areas of concern.	Benchmark Assessment Data
4	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Science teachers will provide opportunities for students to conduct lab experiments for scientific investigations that focus on the tested benchmarks.	Science Teachers, Principal, and Assistant Principal	The Principal and Assistant Principal monitor implementation of experiments through classroom walkthroughs.	Formal and Informal Assessments
5	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Science teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instructional planning in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Science Teachers	Science teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names and test scores

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.		At Blountstown Middle School, 47% of the students taking the FCAT scored at or above grade level in science. The scale score for Blountstown Middle School was 319 which was above the state scale score average of 316 on the 2012 FCAT Science. The science scale score will remain at or above the state scale score average as evidenced on the 2013 FCAT Science test.			
Science Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
10% (9 students out of 87)) of the students in the 8th grade scored Level 4 or Level 5 in science		20% of the students in the 8th grade will score Level 4 or Level 5 on the 2013 FCAT Science test(approx. 19 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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Analyze FCAT Science data to determine possible weaknesses in the curriculum	Science Teachers, Principal, and Assistant Principal	Review FCAT science data to determine if teachers have adjusted the curriculum to allow for remediation in the areas identified as possible weaknesses	Lesson Plans
	Barriers may include but are not limited to: 6th grade transition	Provide a Science Consultant to train and assist teachers with	Science Consultant, Science	The Science Consultant will visit classrooms each nine	Lesson Plans, Classroom Observations

2	from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	creating an instructional focus calendar, and experiments and activities that go along with the focus calendar	Teachers	weeks to ensure that the instructional focus calendar is being followed. The Principal and Assistant Principal will also be conducting classroom observations to monitor the implementation of the focus calendar.	
3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer science benchmark assessments 3 times a year to show growth.	Teachers, RtI Coach, and Principal	Review science assessment results each time to ensure that progress is being made in the areas of concern.	Benchmark Assessment Data
4	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Science teachers will provide opportunities for students to conduct lab experiments for scientific investigations that focus on the tested benchmarks.	Science Teachers, Principal, and Assistant Principal	The Principal and Assistant Principal monitor implementation of experiments through classroom walkthroughs.	Formal and Informal Assessments
5	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Science teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instructional planning in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Science Teachers	Science teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students' names and test scores

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

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

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
Science Consultant will provide science teachers with a plan to follow to make sure that all benchmarks are addressed.	Science, Grades 6-8	Science Consultant- Dr. Szpyrka	Science Teachers- Grades 6-8	Meetings were held during preschool to make teachers aware of the plan. Meetings will continue throughout the school year to make sure benchmarks are being taught.	Classroom Walkthroughs, Lesson Plans, Benchmark Assessments	Principal, Curriculum Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a science consultant to provide teachers with a curriculum map focused on the sequence of instruction of Sunshine State Standards. The consultant will also provide progress monitoring assessments for each grade level.	Science Consultant	Title I/II	\$5,500.00

			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

End of 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:			76% of Blountstown Middle School students are meeting state standards in writing. Based on the 2012-2013 FCAT Writing Test scores, students scores will remain at or above the state average as evidenced on the School Accountability Report or have a 5% increase in the number of students scoring at or above grade level.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
76% of Blountstown Middle School eighth grade students met high standards in writing on the 2011 spring FCAT Writes. Eighth grade students scored an average of 3.3, equivalent to the state average of 3.3			Blountstown Middle School eighth graders will have an average scale score at or above the state average on the 2013 FCAT Writes.		
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	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	The Curriculum Coach will provide inservice on how papers are scored holistically using the 6 point scoring rubric.	Curriculum coach, Principal, and teachers	The principal and the Curriculum Coach will conduct classroom walkthroughs to make sure that the implementation of the writing strategies taught during the professional development training are being implemented.	Writing Portfolios, Classroom Walkthroughs, and Lesson Plans
2	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Utilize the Performance Task CD to provide students examples of holistic grading.	Teachers	The principal will be aware of the FCAT Preformance Task CD and monitor implementation through classroom walkthroughs.	Formal and informal assessments

3	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Administer Calhoun County Writes Upon Request! three times a year.	Teachers, RtI Coach	The writing tests will be scored and teachers will provide feedback as well as writing strategies to students through individual conferences so that scores may improve the next time.	Calhoun County Writes Upon Request! papers
4	Barriers may include but are not limited to: 6th grade transition from elementary school to middle school, lack of instruction time to differentiate the curriculum to satisfy the needs of all students, lack of parental support, low socioeconomic population, and the student's ability to balance extracurricular activities with academics	Teachers will follow curriculum map for writing that was developed by the district.	Curriculum Coach, Principal, and Assistant Principal	Writing Portfolios will be monitored by the Writing Coach and the teachers.	Portfolios

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.				
Writing Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Coach will explain to teachers how to score papers.	Writing- Grades 6-8	Curriculum Coach- Mrs. Bryant	Grade 6-8 Writing Teachers	September 2012- May 2013	Student Sample Writing Papers	Principal and Assistant Principal

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.

Civics Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:			The attendance for the 2011-2012 school year at Blountstown Middle School was 93.6%. 137 Blountstown Middle School students had excessive absences (10 or more) during the 2011-2012 school year.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
The average daily attendance rate at Blountstown Middle School for the 2011-2012 school year was 93.6%.			The attendance rate for Blountstown Middle School for the 2012-2013 school year will increase by 1% as compared to the attendance rate for the 2011-2012 school year.		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
137 Blountstown Middle School students had excessive absences (10 or more) during the 2011-2012 school year.			During the 2012-2013 school year there will be a 10% (13 students)decrease in students who have excessive absences as compared to the 2011-2012 school year.		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
At Blountstown Middle School, 46 students in grades 6-8 had excessive tardies (3 or more) during the 2011-2012 school year.			During the 2012-2013 school year, Blountstown Middle School will show a 10% (4 students) decrease in excessive tardies.		
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	Anticipated barriers include but are not limited to: illness, reliability of parents to make sure that the student attends school, and parents taking students on vacation during the school year	The data entry clerk will make a courtesy call home when students are absent to check on why they are not at school.	Data Entry Clerk	The Data Entry Clerk and the Principal will review the records to identify if the calls are working as well as to analyze absentee patterns.	Data Entry phone log
2	Anticipated barriers include but are not limited to: illness, reliability of parents to make sure that the student attends school, and parents taking students on vacation during the school year	Implement the Calhoun County Attendance Policy in which students will receive a 59 in all classes that he or she has missed 5 days without a doctor's note.	Principal, Assistant Principal, and Resource Officer	The Principal, Assistant Principal, and the Resource Officer will review attendance records periodically to determine if attendance is improving or declining.	Attendance Records

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

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

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

Attendance Budget:

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

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:	The total number of in-school suspensions for the 2011-2012 school year was 167. The total number of students suspended in school for the 2011-2012 school year was 88. The total number of students suspended out-of-school for the 2011-2012 school year was 7.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions was 167.	The total number of in-school suspensions for 2012-2013 school year will decrease by 10%(16 students)as compared to the in-school suspension for the 2011-2012 school year.

2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
The total number of students suspended in school for the 2011-2012 school year was 88.			The total number of in school suspensions for 2012-2013 school year will decrease by 10%(8 students)as compared to the in school suspension rate for the 2011-2012 school year.		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
The total number of out-of school for the 2011-2012 school year was 12.			The total number of out-of-school suspensions for 2012-2013 school year will decrease by 10%(1 student)as compared to the out-of-school suspension rate for the 2011-2012 school year.		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
The total number of students suspended out- of-school for the 2011-2012 school year was 7.			The total number of out of school suspensions for 2012-2013 school year will decrease by 10%(1 student)as compared to the out of school suspension rate for the 2011-2012 school year		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers inculde but are not limited to: lack of parental involvement, lack of social problem solving skills, lack of respect for rules and procedures	Administraction and the Resource Officer will be visible on campus in an effort to control discipline problems.	Principal, Assistant Principal, and Resource Officer	The principal and the assistant principal will review the suspension records to determine if the suspension rates have decreased.	Suspension records
2	Anticipated barriers inculde but are not limited to: lack of parental involvement, lack of social problem solving skills, lack of respect for rules and procedures	During the first week of school teachers will review the Calhoun County Code of Conduct handbook, and Blountstown Middle School's Student Policies	Teachers	The principal and the assistant principal will review the suspension records to determine if the suspension rates have decreased.	Suspension records
3	Anticipated barriers inculde but are not limited to: lack of parental involvement, lack of social problem solving skills, lack of respect for rules and procedures	During the first week of school teachers will go over the Positive Behavior Plan(PBS) used at Blountstown Middle School in an effort to control discipline issues before they start. Rewards and consequences will be explained throughly each day for one week.	Teachers	Principal and Assistant Principal will review suspension data to determine if the suspension rates have decreased.	Suspension Data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	On the 2011-2012 Blountstown Middle School Parent Climate Survey, 55% of the parents surveyed strongly agree or agree that parent activities have helped their child succeed academically. Blountstown Middle School believes in the importance of parental involvement and student achievement. Therefore, by May 2013, Blountstown Middle School will provide at least 5 opportunities for parents to become actively involved in school activities and/or a 5% increase in the number of parents that either strongly agree or agree that parent activities have helped their child succeed academically.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
55% of parents either strongly agree or agree that parent activities have helped their child succeed academically.	By May 2013, there will be at least 5 opportunities for parents to become actively involved in school activities and/or a 5% increase in the number of parents who strongly agree or agree that parent activities have helped their child succeed academically.
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	The anticipated barrier that prevents parental involvement in school activities is work conflicts	Host an additional Open House for 6th grade students and parents only after school has started to ease the transition by allowing them time to ask questions if needed	Teachers, Principal, and Guidance Counselor	The Assistant Principal will monitor the number of parents who attended open house.	Sign-in sheets
2	The anticipated barrier that prevents parental involvement in school activities is work conflicts	Update the school's web page with current information such as: calendars, pictures of school events, athletic event schedules, and monthly newsletters.	Librarian	Involvement of parents in school activities	Sign-in sheets at school activities
3	The anticipated barrier that prevents parental involvement in school activities is work conflicts	Continue to recruit parent volunteers to help with various school activities.	Principal, Assistant Principal	The assistant principal will keep a record of the number of parent volunteer hours.	Sign-in sheets will show an increase in volunteer hours.
4	The anticipated barrier that prevents parental involvement in school activities is work conflicts	Host an Open House prior to the start of school in which parents are taught how to use Edline, the district's online portal that allows them to keep up-to-date information on their child's academic progress. Parents will also be taught how to access Accelerated Reader, a program which allows them to monitor their child's progress in reading.	Technology Coordinator, RtI Coach	The assistant principal will keep a record of attendance of parents who were taught how to use the online programs.	Sign-in sheets
5	The anticipated barrier that prevents parental involvement in school activities is work conflicts	Parents will receive monthly Connect-ed calls to keep them current on school events as well as study tips.	RtI Coach, Guidance	Involvement in parental activities	Connect-ed phone records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will view a powerpoint on the importance of Parental Involvement and the correlation with academic	6th-8th Grades	Principal and Curriculum Coach	6th-8th Grade teachers, special area teachers, co-teachers, and paraprofessionals	By May 2013	Lesson Plans and/or parent contact logs with dates, times, and reasons for contact.	Principal, Assistant Principal, and Curriculum Coach

achievement						
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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
Provide academic strategies and resources for parents to use with their children at home.	Teachers will provide academic and instructional strategies that will assist students when working at home.	Title I	\$1,931.00
			Subtotal: \$1,931.00
			Grand Total: \$1,931.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Technology Goal Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:					
1. Technology Goal Goal Technology Goal Goal #1:			Blountstown Middle School classrooms have been retrofitted with interactive whiteboards, document cameras, and multimedia projectors. By the end of the 2012- 2013 school year, teachers will be proficient in the use of these technological tools to enhance classroom instruction. The implementation of Perfmance Matters will be used for analysis of data.		
2012 Current level:			2013 Expected level:		
Blountstown Middle School classrooms have interactive boards, document cameras, and mulitmedia projectors and teachers need to be proficient with the use os this technology to enhance classroom instruction and analysis of data.			By the end of 2012-2013 school year, 100% of the teachers at Blountstown Middle School will be proficient with the use of 21st Century Technology within the classroom for teaching and will be able to use Performance Matters for evaluating data.		
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	Anticipated barriers are lack of available funds, Title II, Part D funds not available, and installation of technology tools.	Provide technology resources to better engage students in the learning process for math, science, and reading.	Principal, Assistant Principal	Assessment data to determine mastery of benchmarks.	Benchmark Assesments, FAIR Data
2	Anticipated barriers are lack of available funds, Title II, Part D funds not available, and installation of technology tools.	Provide training for teachers to use technology in their classrooms to differentiate instruction.	Principal, Assistant Principal Technology Specialist	The Principal and Assistant Principal will conduct classroom walkthroughs to ensure that teachers are using the new technology to differentiate instruction.	Classroom Walkthroughs
3	Anticipated barriers are lack of available funds, Title II, Part D funds not available, and installation of technology tools.	Provide training on the STAR Reading and STAR Math assessment programs and how they will be used to monitor student progress.	RtI Coach	STAR Reading and STAR Math assessment results will be reviewed and placed in a data notebook so that teachers have another tool to use when differentiating instruction.	Data Notebook
4	Anticipated barriers are lack of available funds, Title II, Part D funds not available, and installation of technology tools.	Provide training on the new on Perfomance Matters in order for teachers to better monitor the progress of their students.	Principal, Assistant Principal, Technology Specialist	Teachers will use to review benchmark results and FCAT data to determine strengths and weakness.	Training sign-in sheets.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Specialist will provide training on how to use Performance Matters.	All Subject Area Teachers	Technology Specialist-Mrs. Hall	School-wide	Teachers will meet throughout the school year during their planning time or on early release days for training. The Technology Specialist will be available to assist with troubleshooting.	Classroom Walkthroughs	Principal and RtI Coach
Technology Specialist will provide as needed training on the use of new 21st Century classroom technology to enhance instruction.	All Teachers	Technology Specialist-Mrs. Hall	School-wide	Teachers will meet on an as needed basis for training/implementation of technology (interactive WhiteBoards, Document Cameras, Multimedia Projectors).	Classroom Walkthroughs, Inservice sign-in sheets.	Principal and RtI Coach

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 Technology Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire a reading consultant to assist in the development of an instructional sequence of Sunshine State Standards and guide the transition to Common Core lessons.	Reading Consultant	Title I/Title II	\$6,103.00
Mathematics	Hire a math consultant to provide guidance for 6th-8th grade teachers in analyzing data and to assist in the instructional sequence of Sunshine State Standards.	Math Consultant	Title I/Title II	\$5,500.00
Science	Hire a science consultant to provide teachers with a curriculum map focused on the sequence of instruction of Sunshine State Standards. The consultant will also provide progress monitoring assessments for each grade level.	Science Consultant	Title I/II	\$5,500.00
Parent Involvement	No Data	No Data	No Data	\$0.00
				Subtotal: \$17,103.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assist in the progression on the curriculum, monitor instructional sequence of state standards, provide guidance in instructional materials to enhance student growth and provide assistance in classrooms as needed.	Curriculum Coach	Title I	\$52,986.00
	Review and analyze data, determine instructional strategies for interventions,			

Reading	monitor student growth through various testing, and provide for intervention instruction for at risk students.	Reading Coach	Title I	\$14,713.00
Parent Involvement	Provide academic strategies and resources for parents to use with their children at home.	Teachers will provide academic and instructional strategies that will assist students when working at home.	Title I	\$1,931.00
Subtotal: \$69,630.00				
Grand Total: \$86,733.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐
Priority

☐
Focus

☐
Prevent

☐
NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment (Uploaded on 11/1/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council (SAC) has an important function in the success of Blountstown Middle School. SAC members act as liasions between the school and the community. They also provide suggestions and ideas for ways to improve the school based on their communication with other parents within the community. The SAC members assist the school in reviewing data in order to develop the School Improvement Plan. Meetings are held quarterly the ensure that the SIP goals are being implemented.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Calhoun School District BLOUNTSTOWN MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	76%	83%	70%	312	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	65%	70%			135	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	66% (YES)	69% (YES)			135	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					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Calhoun School District BLOUNTSTOWN MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	81%	91%	60%	317	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	68%	63%			131	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	67% (YES)	55% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					570	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested