FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WASHINGTON SENIOR HIGH SCHOOL

District Name: Escambia

Principal: Dr. Michael Roberts

SAC Chair: Dr. Drucilla Washington Thomas

Superintendent: Malcolm Thomas

Date of School Board Approval:

Last Modified on: 10/26/2012

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)
Assis Principal	Susan Soderlind	B.A. in Art and Home Economics education,and a M.Ed. in Educational Leadership.	4	17	Assistant Pripcal, Curriculum Washington High School Pensacola, Fl 2011-2012 Grade:Pending 53% Proficient in Reading 60% Students making Annual Learning Gains in Reading 58% Lowest 25% making Annual Learning Gains in Reading AYP Reading: yes 64% Proficient in Math 65% Students making Annual Learning Gains in Math 53% Lowest 25% making Annual Learning Gains in Math AYP Math: Yes Writing Proficiency: 79% Science Proficiency: n/a% 2010-2011 Grade:B Reading Proficiency: 49% Math Proficiency: 72% Writing Proficiency: 86%

					Science Proficiency: 46% AYP: Math yes. Reading no.
Assis Principal	Jeremy Tompkins	B.A. degree in History Education, with Broadfield certification in Social Studies. He also has a M.Ed in Educational leadership.	5	5	Assistant Pricipal, Facilities and Planning Washington High School Pensacola, Fl 2011-2012 Grade: Pending 53% Proficient in Reading 60% Students making Annual Learning Gains in Reading 58% Lowest 25% making Annual Learning Gains in Reading AYP Reading: yes 64% Proficient in Math 65% Students making Annual Learning Gains in Math 53% Lowest 25% making Annual Learning Gains in Math AYP Math: Yes Writing Proficiency: 79% Science Proficiency: n/a% 2010-2011 Grade: B Reading Proficiency: 49% Math Proficiency: 72% Writing Proficiency: 86% Science Proficiency: 46% AYP: Math yes. Reading no.
Principal	Dr. Michael Roberts	B.S. in Political Science & History, M.S. in Ed. Leadership, a Specialist Degree in Curriculum and Development, and a Doctorate in Ed. Leadership.	6	11	Pricipal Washington High School Pensacola, Fl 2011-2012 Grade: Pending 53% Proficient in Reading 60% Students making Annual Learning Gains in Reading 58% Lowest 25% making Annual Learning Gains in Reading AYP Reading: yes 64% Proficient in Math 65% Students making Annual Learning Gains in Math 53% Lowest 25% making Annual Learning Gains in Math AYP Math: Yes Writing Proficiency: 79% Science Proficiency: n/a% 2010-2011 Grade: B Reading Proficiency: 49% Math Proficiency: 72% Writing Proficiency: 86% Science Proficiency: 46% AYP: Math yes. Reading 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)
Reading	Latasha McGruder	BA in English; Masters in Curriculum and Instruction; FLDOE Certifications in English 6-12 and Reading Endorsement	7	3	Booker T. Washington High School Pensacola, Fl 2011-2012 Grade: Pending 53% Proficient in Reading 60% Students making Annual Learing Gains in Reading 58% Lowest 25% making Annual Learning Gains in Reading AYP Reading: yes

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)

		E3 Administrator (Dr. Michael Roberts, Susan Soderlind, Jeremy Tompkins)	On-going	
1	Regular meetings with new teachers	E3 Administrator (Dr. Michael Roberts, Susan Soderlind, Jeremy Tompkins)	On-going	
2	Partnering new teachers with veteran staff (mentoring)	E3 Administrator (Dr. Michael Roberts, Susan Soderlind, Jeremy Tompkins)	On-going	
3	Soliciting referrals from current employees	E3 Administrator (Dr. Michael Roberts, Susan Soderlind, Jeremy Tompkins)	On-going	
4	Recruiting through the University of West Florida	District Recruiter	On-going	
5	Providing and encouraging faculty to participate in endorsement training opportunities through the district	Escambia County School District	On-going	
6	Assign consulting teachers to first year teachers	Escambia County School District	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
10.1% [8]	Work with teachers to receive their ESOL endorsement through the district. Work with the teachers to receive their reading endorsement through the district. Work with teacher to receive proper subject area endorsement.

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
103	6.8%(7)	18.4%(19)	30.1%(31)	44.7%(46)	48.5%(50)	68.9%(71)	12.6%(13)	6.8%(7)	10.7%(11)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ann Copenhaver	Kelly Comerford		

Michel Henry-Slater

Sarah Kelly

Amy Renaud | Samantha Wilkerson

Janet Johnson

Janet Johnson | highly qualified instructor matched to a new teacher | One-on-one counseling; class observations. |

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

> N/A
> B.T. Washington High School does not receive Title I Funds.

Title I, Part C- Migrant

> N/A
> B.T. Washington High School does not receive Title I Funds.

Title I, Part D

> N/A
> B.T. Washington High School does not receive Title I Funds.

Title II

> N/A
> B.T. Washington High School does not receive Title I Funds.

Title III

> N/A
> B.T. Washington High School does not receive Title I Funds.

Title X- Homeless

> N/A
> B.T. Washington High School does not receive Title I Funds.

Supplemental Academic Instruction (SAI)

> N/A
> B.T. Washington High School does not receive Title I Funds.

Violence Prevention Programs

> N/A
> B.T. Washington High School does not receive Title I Funds.

Nutrition Programs

> N/A
> B.T. Washington High School does not receive Title I Funds.

Housing Programs

> N/A
> B.T. Washington High School does not receive Title I Funds.

Head Start

> N/A
> B.T. Washington High School does not receive Title I Funds.

Adult Education

> N/A
> B.T. Washington High School does not receive Title I Funds.

Career and Technical Education

> N/A
> B.T. Washington High School does not receive Title I Funds.

Job Training

> N/A
> B.T. Washington High School does not receive Title I Funds.

Other

> N/A
> B.T. Washington High School does not receive Title I Funds.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Dr. Michael Roberts, Principal
> Susan Soderlind, Assistant Principal, Curriculum
> Jeremy Tompkins, Assistant Principal, Facilities
> Rosie Cooper, ISS/PBS/RTI- B Coach
> Latasha McGruder, Reading Coach
> Eric Collins, Math Instructor
> Jaime McKinney, ESE Department Head, PBS Team Member
> Sarah Fox, English Instructor; PBS Team Member
> Joe Williams, Social Studies instructor, PBS Team Member
> Elaine Shores, Dean, PBS Team Member
> Pam Hicks, Science Department Head
> Shirley Bordelon, Guidance Counselor Department Chair
> Silvio Fina, School Psychologist

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 RtI Leadership Team meetings are held once a month, on every third Tuesday. Information is then disseminated to teachers through department heads, Administration, and/or RtI Leadership Team members. Member roles and functions are listed below:
>
> • School administrators
>
> Dr. Michael Roberts, Principal—Designated as the RtI Chairperson; oversees the school-wide RtI curriculum plan and positive behavior intervention plan; works collaboratively with the RtI Coach, PBS Coach, Leadership Team, and all teachers to assure proper implementation of all school-based RtI responsibilities.
>
> Susan Soderlind, Assistant Principal—Directs and supervises the school-wide RtI curriculum plan; directs, supervises, and works collaboratively with the RtI Coach and all teachers to assure proper implementation of curriculum plan, data management, student success, and faculty training.
>
> Jeremy Tompkins, Assistant Principal—Directs and supervises the school-wide RtI positive behavioral intervention plan; directs, supervises, and works collaboratively with the PBS Coach and all teachers to assure proper implementation of behavior programs, data management, student success, and faculty training.
>
> • School RtI Coach
>
> Jaime McKinney—Responsible for development and implementation of school-wide RtI curriculum plan (all content areas); data manager of curriculum outcomes; responsible for curriculum aspects of RtI faculty training.
>
> • School PBS/RTI-B Coach
>
> Rosie Cooper—Designated as the RtI Co-Chairperson; responsible for development and implementation of school-wide RtI

positive behavioral intervention plan through use of ISS, Ripple Effects, and Saturday Detention programs; data manager of behavior outcomes; responsible for training faculty on Ripple Effects behavior program.

• School reading, math, and behavior specialists

Latasha McGruder—Literacy Coach responsible for facilitating data-driven professional development to reading and content area teachers by sharing expertise through training and in-class support.

Eric Collins—Work collaboratively with Reading Coach and RtI team to facilitate data-driven professional development throughout math department by sharing expertise through training and in-class support.

Elaine Shores—Administrative Dean responsible for providing support and guidance to Administration, RtI Behavior Coach, students, and teachers with regard to behavioral issues.

• School general and special education personnel specialists

Jaime McKinney, ESE Department Head
Joe Williams, Social Studies Teacher, PBS Team Member
Sarah Fox, English Instructor and PBS support team member
Pam Hicks, Science Department Head

Works collaboratively with the PS/RtI Coach, PBS Coach, Leadership Team, and respective departments to assure proper implementation of all school-based RtI responsibilities within specific departments.

• School-based student services personnel

Shirley Bordelon, Guidance Counselor Department Chair
Silvio Fina, School Psychologist

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

In order to meet the school's academic goals and behavior goals outlined within the School Improvement Plan, school staff members will provide all students with scientifically-based instruction in general education settings. Students will be screened and provided with appropriate interventions to improve their academic and behavior weaknesses. Students will be monitored and data will be used to determine the effectiveness of interventions. Changes will be made if the data shows that adjustments are needed to better meet the needs of students. Specific Tiers are outlined below:

• Tier I—Core Curriculum—In order to meet the school's academic goals and behavior goals outlined within the School Improvement Plan, school staff members will provide all students with scientifically-based instruction in general education settings.

Lesson Plans—Lesson plans and instructional delivery exhibits the components of differentiated instruction and the fidelity required by RtI.

Assessments—Administers assessments to determine students' level of concepts and skills acquisition.

Data—Interprets both the data from these assessments and behaviors exhibited by the student to determine if referral for intervention is required.

• Tier II—Strategic Interventions--Teachers present struggling students who need more support in addition to the core curriculum to the Intervention Committee who, in turn, initiates the problem-solving process using data to:

Identify the struggling student's problem

Select an intervention appropriate for resolving the student's problem

Assess the effectiveness of the intervention

Using an established monitoring process, the Committee determines the effectiveness of the intervention deciding to continue with the established intervention, change the intervention, or refer the student for Tier III intervention

• Tier III—Comprehensive and Intensive--The Intervention Committee who initiates the problem solving process will be using the progress monitoring data to conduct individualized interventions:

Review of Tier II interventions

Select an appropriate Tier III intervention for resolving the student's problem

Using an established monitoring process, the committee will determine the effectiveness of the intervention and will decide whether to continue with the established intervention, change the intervention altogether, or refer the student for ESE evaluation

Parents are included in the decision process and continually informed about their child's progress.

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.

Tier I--Teachers will administer assessments to determine students' level of concepts and skills acquisition. Assessments will consist of teacher-made tests, FAIR data, and FCAT Simulation data. Teachers will interpret the data from these assessments and behaviors exhibited by the student to determine if referral for intervention is required. Referrals for intervention will be given to the Intervention Committees.

Tier II--The intervention referrals will be made to and managed through Intervention Committees.

Tier III--These committees will consist of one member from each curriculum area, one behavior specialist, and one guidance counselor. The committees will also have access to the district's social worker and psychiatrist. Each Committee will meet once a month and have no more than 1/4th of the students submitted for intervention. Additional Committees will be formed as needed. Tier II and Tier III interventions will be scheduled during the 4th/5th block during Fluency classes.

Describe the plan to train staff on MTSS.

The plan to train staff on RtI consists of:

1.) Assisting teachers with differentiated instruction and building automaticity of strategies. Although training teachers to use differentiated instruction is important, additional supports are needed to ensure success in the classroom: in depth training for teachers; reading strategies that have been standardized throughout the school; teachers have 2-3 different strategies for the same skill or concept; resources are available for most topics with several versions written at different reading levels.

2.) Each department has a highly qualified reading teacher assigned to them to assist in lesson plans, refresh or teacher new skills, and answer any questions that may arise.

3.) Reading and Behavior toolkits are provided to all teachers.

Describe the plan to support MTSS.

MTSS/RTI. Is supported by funding from outside donations and fund raising sources. Beyond this the administration clearly supports MTSS/RTI by providing highly qualified personnel to manage the program. This is evidenced by a RTI team that has received bronze level model school status and a RTI team that regularly meets to provide strategies for students that are struggling both academically and behaviorally.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team at B. T. Washington High School consists of:
Dr. Michael Roberts, Principal
Mrs. Susan Soderlind, Assistant Principal, Curriculum
Mr. Jeremy Tompkins, Assistant Principal, Facilities
Miss Latasha McGruder, Literacy Coach
Mrs. Jaime McKinney, RtI Curriculum Coach
Mrs. Betsy Woolley, Librarian
Mrs. Sherry Ponds, Business Ed Department Chair
Mrs. Pam Hicks, Science Department Chair
Mrs. Jeff Bishop, English Department Chair
Mr. Eric Collins, Math Department

Miss Renee Willis, Guidance Counselor

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

The Literacy Leadership Team meets monthly and is lead by Mrs. Pam Hicks, Science Department Chair.

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

Literacy is comprehension, communication, and problem-solving across all media. The goal (rationale) is to create a literacy-rich community that will enable all content areas to achieve their own literacy goals independent of "reading" goals, leading to long-term gains.

Literacy Rich Community - Literacy-Rich communities include movies, lyrics, posters, plays, the internet, recipes, graphs, speakers, maps, models, and magazines as well as all forms of text.

The goal of the Literacy Leadership Team is to create a literacy-rich community at Booker T. Washington High School.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/27/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Not applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers will receive differentiated instruction training to assure that reading strategies are being used across the content areas. The Literacy Coach will be going into classrooms to model reading strategies for content area teachers. Each teacher will receive a "Reading Toolkit" which will include reading strategies for use in all content areas.

*High Schools Only

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

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

B. T. Washington High School has a strong academy program that provides various opportunities for students (see academies section of SIP). The school has a comprehensive plan that combines academics with vocational skills to enhance student performance in the workforce. This integrated curriculum can be seen in the numerous workforce academies offered at B. T. Washington High School. Some of those applied and integrated courses associated with the academies include:

Culinary Operations - Level I, II, III
Culinary Operations—OJT
Early Childhood Education 1
Early Childhood Education 2/3
Early Childhood Education 4
FCS Cooperative Education OJT
FCS Directed Study
Suggested elective: Child Development
Medical Skills and Services
Health Science I (Anatomy & Physiology)
Health Science II (National Health Standards)
Allied Health Assisting III
Marketing Essentials

Marketing Applications
Marketing Management
Introduction to Information Technology
Introduction to Ecommerce
Ecommerce Systems Analysis and Design
Ecommerce Entrepreneurship Internship/DCT
Marine Science I and II
Intro to Oceanography
Fundamentals of Ecology
Physics Honors
Biology Honors
Trigonometry/Pre-Calculus

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?

Academic and career planning is available to students primarily through the efforts of the guidance department. Counselors meet formally with students in class size groups about three times each year. They schedule formal meetings with each student individually at least once each year. They also are available to meet with all students at any time during the school year. Many teachers, especially teachers of senior students, mentor students in academic and career planning. Administrators and other staff, particularly in guidance, attendance, and the dean's office, assist students in academic and career planning as well. Guidance also arranges for colleges to visit at various times throughout the school year. These colleges usually set up in the Atrium or Cafeteria where students are permitted to meet and seek advice from college representatives. The ROTC program operators also bring in military recruitment officers throughout the year to assist students interested in pursuing military careers.

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

B. T. Washington's strategies for improving student readiness for the public postsecondary level include:

Vocational training
Digital Design
Career Preparation in ESE
Curriculum options in off-campus dual enrollment program through Pensacola State College
Accelerated options

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:	Based on the 2011-2012 FCAT scores,52% of B.T. Washington's students were proficient in the area of reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAIR DATA	B. T. Washington will increase the percentage of all students attaining proficiency (Level 3) on the reading portion of the FCAT by 5% for the 2012-2013 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	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide literacy strategies across the curriculum to level 4 and 5 students; continue to provide advanced curriculum to ninth grade reading students; provide teachers with reading strategy toolkit to use in all content areas.	Principal; Assistant Principals; LaTasha McGruder, Literacy Coach	Administration, along with the Literacy Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline, mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.	FAIR data; District nine weeks assessments, teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist

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:	Based on the 2011-2012 FAA scores 38% of Booker T. Washington students who qualified to take the FAA scored a 4,5, or 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%	Booker T. Washington High school will increase the students making a level 4, 5 or 6 by 2%.

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

	Weak reading skills	Provide teacher PD and use system 44 to increase reading ability.	Teacher, ESE Department Chair, and the adminstration	System 44 data and other reading material	FAA
1					

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAIR DATA	B. T. Washington High School will increase the percentage of students achieving above proficiency (Level 4 and/or 5) on the reading portion of the FCAT by 2% in 2012-2013.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of funding; lack of parental support; school attendance; behavior issues.</td><td>Continue to provide literacy strategies across the curriculum to level 4 and 5 students; continue to provide advanced curriculum to ninth grade reading students; provide teachers with reading strategy toolkit to use in all content areas.</td><td>Principal; Assistant Principals; LaTasha McGruder, Literacy Coach</td><td>Administration, along with the Literacy Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline, mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.</td><td>FAIR data; 2013 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist.</td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Based on the 2011-2012 FAA scores 23% of Booker T. Washington students who qualified to take the FAA scored a 7 or above
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	Booker T. Washington High School will increase the number of students making a level 7 or above by 2%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Weak reading skills</td><td>Teacher PD on reading strategies and System 44</td><td>Teacher, ESE department chair,and the</td><td>increases in practice reading tests.</td><td>FAA</td></tr>
</table>

			administration		

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:	Based on 2012 FCAT data, 60% of B.T. Washington's students made learning gains on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAIR DATA	B. T. Washington High School will increase the percentage of students making learning gains on the reading section of the FCAT by 5% in 2012-2013.

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	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide literacy strategies across the curriculum to all students; provide teachers with reading strategy toolkit to use in all content areas; continue to provide intensive reading instruction and remediation for 9th and 10th graders scoring at Levels 1 and 2 on the reading section of the FCAT.	Principal; Assistant Principals; LaTasha McGruder, Literacy Coach	Administration, along with the Literacy Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline, mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.	FAIR data; 2013 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist.

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:	Based on the 2011-2012 FAA scores 18% of Booker T. Washington students who qualified to take the FAA made learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	Booker T. Washington students who qualify to take the FAA will increase their learning gains by 2%.

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	weak reading skills	System 44 and increased teacher PD	Teacher, ESE department chair, and the administration	practice reading tests.	FAA

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:	Based on the 2012 FCAT data, 58% of B.T. Washington's lowest 25% made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAIR DATA	B. T. Washington High School will increase the percentage of lower quartile students making learning gains on the reading section of the FCAT by 5% in 2012-2013.

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	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide literacy strategies across the curriculum to all students; provide teachers with reading strategy toolkit to use in all content areas; continue to provide intensive reading instruction and remediation for 9th and 10th graders scoring at Levels 1 and 2 on the reading section of the FCAT; continue to provide intervention instruction to lower quartile students through double-blocked reading classes.	Principal; Assistant Principals; LaTasha McGruder, Literacy Coach	Administration, along with the Literacy Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline, mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.	FAIR data; 2013 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist.

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	63	68	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	FAIR DATA
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAIR DATA	B. T. Washington will increase the percentage of all subgroups (White, Black, Hispanic, Asian, American Indian) making AYP in reading by 2% for the 2012-2013 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	The anticipated barrier, is that there is not enough parental encouragement, involvement, and support in the area of reading. Students are not being encouraged to read at home, and those that do, have parents who are not informed of ways in which they can support their struggling readers.	Inform the parents of how to assist their children at home.	Prinpal, Assistant Principals, Literacy Coach,	In order to assist with this problem, the school will host a Literacy Night that will provide valuable information on strategies that could be utilized at home, such as; testing strategies, types of materials, comprehension strategies and assessments, and also expert advice in for other subject areas. By integrating other subject areas, the parents will be able to see how reading is valuable in all subject areas. Booker T. Washington High School will also add a link to the school website with various websites that will provide at home practice opportunities.	FCAT scores, parent surveys, teacher surveys.
2	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide literacy strategies across the curriculum to all students; provide teachers with reading strategy toolkit to use in all content areas; continue to provide intensive reading instruction and remediation for 9th and 10th graders scoring at Levels 1 and 2 on the reading section of the FCAT; continue to provide intervention instruction to lower quartile students through double-blocked reading classes.	Principal; Assistant Principals; LaTasha McGruder,Literacy Coach	Administration, along with the Literacy Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline,mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.	FAIR data; 2013 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist.

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:	FAIR DATA
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAIR DATA	B. T. Washington will increase the percentage of ELL students making AYP in reading by 2% for the 2012-2013 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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide literacy strategies across the curriculum to all students; provide teachers with reading strategy toolkit to use in all content areas; continue to provide intensive reading instruction and remediation for 9th and 10th graders scoring at Levels 1 and 2 on the reading section of the FCAT; continue to provide intervention instruction to lower quartile students through double-blocked reading classes.	Principal; Assistant Principals; LaTasha McGruder, Literacy Coach	Administration, along with the Reading Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline, mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.	FAIR data; 2013 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist.

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:	FAIR DATA
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAIR DATA	B. T. Washington will increase the percentage of students with disabilities making AYP in reading by 2% for the 2012-2013 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	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide literacy strategies across the curriculum to all students; provide teachers with reading strategy toolkit to use in all content areas; continue to provide intensive reading instruction and remediation for 9th and 10th graders scoring at Levels 1 and 2 on the reading section of the FCAT; continue to provide intervention instruction to lower quartile students through double-blocked reading classes.	Principal; Assistant Principals; LaTasha McGruder, Literacy Coach	Administration, along with the Reading Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline, mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.	FAIR data; 2013 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist.

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

	FAIR DATA	B. T. Washington will increase the percentage of economically disadvantaged students making AYP in reading by 3% for the 2012-2013 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	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide literacy strategies across the curriculum to all students; provide teachers with reading strategy toolkit to use in all content areas; continue to provide intensive reading instruction and remediation for 9th and 10th graders scoring at Levels 1 and 2 on the reading section of the FCAT; continue to provide intervention instruction to lower quartile students through double-blocked reading classes.	Principal; Assistant Principals; Latasha McGruder, Literacy Coach	Administration, along with the Literacy Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Literacy Coach will provide mentoring to reading teachers and content area faculty members; the Administration and Literacy Coach will coordinate FAIR testing for baseline, mid, and end-of-year data; March 2013 FCAT data will be analyzed to determine if goal has been met.	FAIR data; 2013 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, Literacy Coach, and District Reading Specialist.

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
Pacing Guides/ Reading teacher leaders curriculum development	9-12 Reading teachers	All high school district literacy coaches	One teacher per grade level, for every Escambia County District High school.	Once every nine weeks.	District Assessment Test will be given to each student who has a reading course.	The district Read 180 representative, school literacy coach, and high school TSA.
Next Generations Read 180	9th grade Reading teachers	Virkeisha Palmer	All ninth grade Read 180 teachers	Beginning, middle, and end of the school year.	Class room walk-throughs will be conducted. Weekly and monthly data reports will be pulled and reviewed.	The district Read 180 representative, school literacy coach, and high school TSA.
Differentiated Instruction	All grade levels and subject area.	District-Level Presenters	All faculty, as applies.	Ongoing throughout 2012-2013 school year	IPDP/ETAS outcomes	Assistant Principal
Technology Integration; Reading PLC; FCAT Star data training	All grade levels and subject area.	District-Level Presenters	All faculty, as applies.	Ongoing throughout 2012-2013 school year	IPDP/ETAS outcomes	Principal and Assistant Principals
Increasing Rigor in the content area	All grade levels and subject area.	District-Level Presenters	All faculty, as applies.	Ongoing throughout 2012-2013 school year	IPDP/ETAS outcomes	Principal and Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Practice Workbooks, Plugged-Into-Reading Classroom Novels, and Next Generation Read 180	Computer Based Programs Supplemental Reading materials	District Based Cite Based	$90,000.00
			Subtotal: $90,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Read 180 Plugged-Into-Reading	Computer Based Programs	District Based Cite Based	$80,000.00
			Subtotal: $80,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Next Generations Read 180 training Plugged-Into-Reading training Differentiated Instruction Continue Staff Development as needed		District Based Cite Based	$45,000.00
			Subtotal: $45,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	n/a	n/a0	$0.00
			Subtotal: $0.00
			Grand Total: $215,000.00

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:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
n/a	

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

2012 Current Percent of Students Proficient in reading:

n/a

Problem-Solving Process to Increase Student Achievement

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

2012 Current Percent of Students Proficient in writing:

n/a

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Based on the 2011-2012 FAA scores 46% of Booker T. Washington students who qualified to take the FAA scored a 4,5, or 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
46	Booker T. Washington High School students who qualify to take the FAA will increase by 2%

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	Weak math skills, lack of parental support and behavior issues.	Continue to work with teachers to provide PD to assist with increasing student scores	Classroom teachers, ESE department chair and Administration.	Teacher strategies and teacher test designed to improve FAA scores	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Based on the 2011-2012 FAA scores 23% of Booker T. Washington students who qualified to take the FAA scored a 7 or above
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	Booker T. Washington High School Students who qualify for the FAA will increase by 2%

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	Weak math skille	provide PD to teachers so that new strategies can be used to increase learning.	Classroom teacher, ESE department chair, and administration.	Teacher strategies and teacher made tests to prepare students for the FAA	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Based on the 2011-2012 FAA scores 30% of Booker T. Washington students who qualified to take the FAA made learning gains

2012 Current Level of Performance:	2013 Expected Level of Performance:
30%	Booker T. Washington students who qualify for the FAA will increase learning gains by 2%

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	Weak math skills, lack of parent support, behavior issues	teacher PD to increase use of new math strategies to increase learning	Teacher, ESE department chair, and the administration	Teacher implementation of strategies and teacher made test to prepare students for the FAA	FAA

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:	Since this is a graduation requirement, improvement must be ongoing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Test data from 2012 reveals that 61% (107 of 174) of students taking the Algebra 1 EOC as a graduation requirement, scored Achievement Level 3 or higher.	Based on the AMO model, a goal of 65% has been set for the 2012-2013 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	Weak basic math skills; lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide math strategies to level 4 and 5 students; continue to provide test preparation sessions prior to EOC administration; provide math teachers with various strategies to use with all students.	Classroom teachers of Algebra 1, Algebra 1h and Algebra 1-b. Principal and Assistent Principals via walkthroughs.	Throughout the year tests must reflect EOC standards and rigor. Analyzing data provided by the results of these tests will indicate where achievement is lacking before the EOC, allowing the classroom teacher time to revisit any needed areas.	Algebra 1 EOC results. Teacher generated tests, observation by administration.

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:	Since this is a graduation requirement, improvement must be ongoing.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Test data from 2012 reveals that 11% (19 of 174) of students taking the Algebra 1 EOC as a graduation requirement, scored Achievement Level 4 or higher.	Based on the AMO model, a goal of 20% has been set for the 2012-2013 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	Weak basic math skills; lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide math strategies to level 3, 4 and 5 students; continue to provide test preparation sessions prior to EOC administration; provide math teachers with various strategies to use with all students.	Classroom teachers of Algebra 1 and Algebra 1h. Principal and Assistent Principals via walkthroughs.	Throughout the year tests must reflect EOC standards and rigor. Analyzing data provided by the results of these tests will indicate where achievement is lacking before the EOC, allowing the classroom teacher time to revisit any needed areas.	Algebra 1 EOC results. Teacher generated tests, observation by administration.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Percentage of all students who take the Algebra 1 EOC who score Achievement Level 3 or higher. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	68	72	76	80	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	based on the EOC results:
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following data reflects the percenrage in each group who scored achievement level 3 or greater on the algebra 1 EOC. Asian 100% (7 of 7 test takers) Black 50% (64 of 129 test takers) Hispanic 67% (12 of 18 test takers) American Indian 100% (1 of 1 test taker) Mixed race 73% (16 of 22 test takers) White 70% (120 of 172 test takers)	Based on 2012 performance, measurable growth for Asian and American Indian test takers can not be calculated because they are at 100% achievement level 3 or greater. Based on AMO calculations, the following goal has been set for each sub group: Black 55% Hispanic 71% Mixed Race 76% White 73%

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	Weak basic math skills; lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide test preparation sessions prior to EOC administration; provide math teachers with various strategies to use with all students.	Classroom teachers of Algebra 1, Algebra 1h and Algebra 1-b. Principal and Assistent Principals via walkthroughs.	Throughout the year tests must reflect EOC standards and rigor. Analyzing data provided by the results of these tests will indicate where achievement is lacking before the EOC, allowing the classroom teacher	Algebra 1 EOC results. Teacher generated tests, observation by administration.

			time to revisit any needed areas.	

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	ELL are a small percentage of total enrollment but have had success on the Algebra EOC. As of this time there is no need for identification of areas for improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current ELL making satisfactory progress is 100% (2 of 2)	Expected level of performance is 100% satisfactory progress.

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Based on the data, continuing focus needs to be placed on this portion of the student body with regard to comtinual improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011-2012 testing data, 28% (8 of 29) of SWD made satisfactory progress in Algebra.	Based on the AIM model a goal of 34% of SWD should make satisfactory progress in Algebra.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Weak basic math skills; lack of funding; lack of parental support; school attendance; behavior issues; student disabilities.</td><td>Continue to provide math strategies to all students across all classes; continue to provide test preparation sessions prior to EOC administration; provide math teachers with various strategies to use with all students.</td><td>Classroom teachers of Algebra 1, Algebra 1h and Algebra 1-b. Classroom Gen. Ed. and ESE teachers. Principal and Assistent Principals via walkthroughs.</td><td>Throughout the year tests must reflect EOC standards and rigor. Analizing data provided by the results of these tests will indicate where achievement is lacking before the EOC, allowing the classroom teacher time to revisit any needed areas.</td><td>Algebra 1 EOC results. Teacher generated tests, observation by administration.</td></tr>
</table>

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Students in this group are slightly less likely to make satisfactory progress than the student body in general.

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

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	Currently 55% (94 of 171) Economically Disadvantaged students have made satisfactory progress in Algebra.		Based on the AIM model, 59% of Economically Disadvantaged students should make satisfactory progress this 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	Weak basic math skills; lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide math strategies to level 4 and 5 students; continue to provide test preparation sessions prior to EOC administration; provide math teachers with various strategies to use with all students.continue to provide intervention instruction to lower quartile students through double-blocked math classes; continue to provide challenging curriculum to students in advanced math classes; continue to provide upper-level classes and challenging curriculum for advanced math students; offer extra help from class teachers; encourage cooperative learning activities; test more often on fewer objectives.	Classroom teachers of Algebra 1, Algebra 1h and Algebra 1-b. Principal and Assistent Principals via walkthroughs.	Throughout the year tests must reflect EOC standards and rigor. Analyzing data provided by the results of these tests will indicate where achievement is lacking before the EOC, allowing the classroom teacher time to revisit any needed areas.	Algebra 1 EOC results. Teacher generated tests, observation by administration.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		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
Various Math Topics	9-12	Various instructorsoffered by the district PD360	Math Teachers	TBA	Present to other Math Teachers	Department Chair, and administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To help with everyday needs	Teacher supplies	Department budget	$1,200.00
			Subtotal: $1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Math lab	computers for test prep and testing	county technology	$22,000.00
			Subtotal: $22,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $23,200.00

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Based on the 2011-2012 FAA scores 28% of Booker T. Washington students who qualified to take the FAA scored a 4,5, or 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%	The students taking the science FAA will increase by 2%

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	Weak Science skills	Increase PD for ESE science teachers.	Teacher, ESE department chair, and the administration.	Practice science tests, and teacher verbal assessment.	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Based on the 2011-2012 FAA scores 38% of Booker T. Washington students who qualified to take the FAA scored a 7 or above
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%	Booker T. Washington students who qualify for the FAA science will increase by 3%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weak science skills	Increase amount of teacher PD	Teacher, ESE department chair, and the administration	Practice science tests	FAA

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Student proficiency in science will meet the state average for the new Biology End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

			Comparative data not available.

Comparative data not available.	Comparative data not available.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funding; lack of parental support; school attendance; behavior issues.	Continue to provide FCAT science instruction; provide literacy strategies across the curriculum to all students with specific focus on strategies to be used to improve reading in science; provide teachers with reading strategy toolkit to use in all content areas; continue to provide intensive instruction and remediation for 11th graders scoring at Levels 1 and 2 on the science section of the FCAT; continue to provide intervention instruction to lower quartile students through double-blocked math and reading classes.	Principal; Assistant Principal of Curriculum	Administration, along with the Reading Coach, will conduct classroom walk-throughs to be sure strategies are being taught; the Reading Coach will provide mentoring to science teachers; the Administration and Reading Coach will coordinate FAIR and FCAT simulation testing for baseline, mid, and end-of-year data; March 2011 FCAT data will be analyzed to determine if goal has been met; science teachers will be encouraged to take part in differentiated instruction professional development opportunities.	FCAT Science simulation data; 2011 FCAT data; teacher-made assessments; classroom walk-throughs conducted by Principal, Assistant Principals, and Reading Coach.
2					
3	New NGSSS Benchmarks	Teacher inservice.	Subject area specialist for science, department chairs, and biology lead teacher.	Biology EOC Exam, benchmark bell ringers, and benchmark mini assessments.	Biology End of Course Exam scores.
4	New exam given by the state.	Teacher inservice, bell ringers, FCIM calendars, pacing guides.	Science subject area specialist, assistant principal for curriculum, and biology lead teacher.	Biology EOC Exam and classroom walk-through by subject area specialist and assistant principal of curriculum.	Biology End of Course Exam 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Student proficiency in science will meet the district average for the new Biology End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Comparative data not available.	Comparative data not available.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	New exam given by the state.	Teacher inservice, bell ringers, FCIM calendars, pacing guides, & teacher collaboration.	Science Subject Area Specialist, Assistant Principal of Curriculum, and Biology Lead Teacher.	Monthly Biology Lead Teacher meetings with the subject area specialist, Biology teacher meetings, and classroom walk-throughs by the subject area specialist and assistant principal of curriculum.	Biology EOC exam scores.

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 Teacher In-service	9-12 Science	Science Subject Area Specialist	Science Teachers for grades 9-12	Teacher planning days as well as days during the academic year.	Teacher meetings during common planning.	Science Subject Area Specialist and Science Department Head.
Bioscopes Lesson Study	9-12 Science	Science Subject Area Specialist and Bioscopes Teacher on Special Assignment	Biology and Physical Science Teachers for grades 9-12	2 Days in October and 2 days in November. Days to be determined in the Spring.	Meet with Bioscopes Teacher on Special Assignment during workshop days in November to discuss lesson study results.	Bioscopes Teacher on Special Assignment.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
update science equipment and lab materials	various lab materials	district	$1,200.00
			Subtotal: $1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of lab materials, classroom supplies, videos, and specimens.	Materials for labs and classroom supplies vary according subject area. These items can be purchased from local stores or from science catalogs.	School science budget	$1,600.00
			Subtotal: $1,600.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students will maintain or increase writing proficiency scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% at 3.0 and above.	90% or more of students will achieve AYP on FCAT Writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funding; lack of parental support; school attendance; behavior issues.	Teachers will implement Six Traits of Writing in English classes. Intensive practice with the FCAT Writing format.	Principal Assistant Principal	Incorporate writing assignments in all curriculum areas. Use writing rubric to grade writing assignments.	FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	Based on the 2011-2012 FAA scores 75%% of Booker T. Washington students who qualified to take the FAA scored a 4 or higher in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%	Booker T.Washington High School students will increase their writing by 2%

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	Weak writing skills	Increase teacher PD for writing	Teacher, ESE department chair, and the administration	Practice writing assisgnment in FAA format.	FAA

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
Witing workshops	9-12	various instructors offered by the district	English Teachers	Various dates throughout the year	Teachers teach other teachers the strategies that they have learned.	teachers, english department chair, and administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide materials and supplies for English separtment	Various materials needed for classroom teachers	departmental budget	$1,200.00
			Subtotal: $1,200.00
			Grand Total: $1,200.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Since this is a graduation requirement, improvement must be ongoing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not avaialable as end of course exam will be given for the first time this year.	65% of students will achieve a level 3 in U.S. History on the End of Course Exam.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Weak reading and writing skills, weak analytical skills, lack of parental support, school attendance, behavior issues.	Continue to provide critical thinking strategies, continue to provide reading strategies, provide teachers with appropriate training.	U.S. History teachers; Principal and Assistant Principals via walkthroughs and observations.	Throughout the year, assignments and tests must reflect EOC standards and rigor. Formal and informal assessments will indicate where students are lacking, allowing classroom teachers to revisit needed areas.	U.S. History End of Course Exam.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not available as this will be the first year in which End of Course Exams will be given in U.S. History	15% of students at B.T. Washington will achieve a level 4 or 5 on the U.S. History Exam.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance issues, behavioral issues, lack of parental support, weak critical thinking and analytical skills.	Continue to provide advanced strategies to level 4 and 5 students. Provide teachers with appropriate training.	Classroom teachers of U.S. History. Principal and Assistant Principal via walkthroughs and observations.	Throughout the year, assignments and tests must reflect EOC standards and rigor. Results of formal and informal assessments will indicate where achievement is lacking before the EOC, allowing the classroom teacher time to revisit needed areas.	End of Course Exam in U.S. History

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
Pacing Guides; Differentiated Instruction; Increased rigor in the content area	11th grade U.S. History teachers	Cherie Arnette, Escambia County Social Studies Specialist; B.T. Washington Social Studies faculty	U.S. History teachers.	Ongoing throughout the 2012-2013 school year.	U.S. EOC Exam; Classroom walkthroughts; Annual teacher evaluations.	Principal and Assistant Principals

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide needed resources for classroom teachers	various supplies for classroom teachers	departmental budget	$1,200.00
			Subtotal: $1,200.00
			Grand Total: $1,200.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance rates for the 2011-2012 school year was 93.7%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.7%; data is currently ongoing and being monitored through Attendance, Guidance, and Administrative Deans.	B. T. Washington High School will decrease the number of absences by 1% in 2012-2013.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
663	B. T. Washington High School will decrease the number of students with excessive absences by 1% in 2012-2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
247	B. T. Washington High School will decrease the number of students with excessive tardies by 1% in 2012-2013.
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 | Lack of parental support; repeat offenders. | Increase use of Guidance as an intervention and implement Ripple Effects through in-school suspension and increase RTI-B Tier 11 supports throughout the year. | Assistant Principal of Facilities; Behavior Coach; and PBS commitee | Attendance records; tardy referrals; and TERMS data | End-of-the year data will be reviewed by Assistant Principal of Facilities |

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
Strategies to improve attendance	9-12	Rosie Cooper	All teachers	Pre-School	Check the data	Mrs. Cooper, and the administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$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	Based on the Behavior Data, the total number of in-school suspensions for the 2011-2012 school year was

Suspension Goal #1:	701 with a total of 367 students. The total number of out-of-school suspensions was 352 with a total of 199 students.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
701	B. T. Washington High School will decrease the percentage of in-school suspensions by 10% in 2013-2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
367	B. T. Washington High School will decrease the percentage of students suspended in school by 10% in 2012-2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
352	B. T. Washington High School will decrease the percentage of out-of-school suspensions by 10% in 2012-2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
199	B. T. Washington High School will decrease the percentage of students suspended out of school by 10% in 2012-2013

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	Lack of parental support; repeat offenders.	Implementation of Ripple Effects behavior intervention software; continued implementation of PBS system throughout school; Constant review of RTI-B data; increased use of guidance as an intervention; increased use of violence prevention to resolve student conflicts; increased used of RTI-B Tier II supports.	Assistant Principal of Facilities; Administrative Deans; GuidanceDepartment; RTI-B Coach; PBS support team.	The PBS Support team,Administrative Deans and RTI-B Coach will record and track the number of referrals/ISS assignments processed; Administrative Deans and RTI-B Coach will follow-up and counsel with repeat offender students.	Data from Ripple Effects software; RTI-B data; and TERMS referral data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	9-12	Rosie Cooper	All teachers	Throughout the school year	Data review	Rosie Cooper, and the administration.

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$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
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Based on the NCLB Graduation Rate (with special diploma recipients counted as non-graduates) data from 2008-2009, 87.5% of all students graduated within four years of initial entry into ninth grade.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2010-2011 data per FL DOE 1.4%	B. T. Washington High School will decrease the number of dropout students by 1% in 2012-2013.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
2010-2011 data per FL DOE 87.5%	B. T. Washington High School will increase the number of graduating students by 1% in 2012-2013.
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
	Lack of parental support; student	New Beginnings is a program for students	Assistant Principal, Jeremy	Student achievement was determined using	The discipline statistics show

| 1 | discipline issues; student attendance issues. | who have proven to be unsuccessful, both behaviorally and academically, in the traditional classroom. Initially, students are selected to participate in New Beginnings by meeting several specified criteria: deficient credits, low GPA, high absenteeism, low FCAT scores, and multiple discipline referrals. As the school year passes, students are placed in the program after they have moved through the adjudication process. Students in the New Beginnings program receive core curriculum through a mixture of online coursework and direct instruction by classroom teachers. In addition to their core classes, students learn behavior management skills through positive interactions with peers and faculty. The primary instructor works closely with deans, guidance counselors, and administration to provide positive interventions in and out of the classroom. The schools goal is to keep evaluating the program and making changes as necessary based on the data. Eventually our goal is to add Ripple Effects software to each program; so that repeat offender referrals will be further reduced and core discipline issues may be addressed in an extensive manner. | Tompkins; NBI and ISS Primary instructor, Administrative Deans, and RTI-B Coach, Rosie Cooper | TERMS reports for academic history and discipline referrals. GPA and credits earned were the two determining factors for academic success. The number of discipline referrals and Behavior Assessment (attached) scores were used to determine behavioral success. | that our ISS program have been effective. OSS students and repeat offenders are down from the previous year. The surveys that have been done both in ISS and New Beginnings show that the teachers, students, and parents believe that the program is successful and working to decrease discipline issues throughout the school. |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS, Ripple Effects, various district	9-12	Rosie Cooper, Various district	All teachers	all year	Data review	Rosie Cooper, and the administration

workshops		presenters				

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The school recognizes the need for increased parent involvement in order to continue to raise student achievement. As a result the school continues to work with the PTSA, SAC, School booster clubs and all community partners to increase parent participation in all areas.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
data analysis on-going	To increase participation in the PTSA,SAC, and booster clubs by 10% and increase the number of community partners by 10%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support; parent work schedules.	The school website will be used more frequently for distribution of newsletters and information; Call-outs will be made to provide important information	Principal, Assistant Principals	Survey parents regarding activities and involvement; Compare attendance from previous year to current year.	Meeting minutes, sign-in sheet, and parent survey.

	when needed.

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
PTSA monthly topic discussions	9-12	Administration, counselors, coaches, and various other speakers	parents	all year	feedback surveys	PTSA and administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Booker T. Washington will enter the maximum number of students in the regional science Fair. 50% of them will win a place or award.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development opportunities for teachers.	At least one teacher will attend the STEM conference in Tampa on Dec. 3-6.	Science Department Chair.	Implementation of STEM strategies by teachers.	Science fair results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Stem Conference	All	State	Department Chair	December 3-6	Department STEM meetings to share information	Department Chair

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Stem Conference	District	district	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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:	
	Booker T. Washington has a goal of increasing the number of students enrolled in the intro to informational technology classes. These classes will provide students

1. CTE	with valuable activities that will increase the computer productivity skills of students and increase the number of microsoft office specialist industry certification attainments. In addition to this, it is the goal of Booker T. Washington High School to have students that obtain their industry certification in multiple CTE areas. As well as it is the goal of the school to have quality industry certified teachers.
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
1	Lack of student interest. Scheduling. Non industry certified teachers. Cost of technology.	Madatory requirement for all incoming 9th graders. Plan ahead for the increased enrollment into these programs. Hire highly qualified instructors for these classes. Train existing teachers and push them to get industry certification	Classroom teacher, The administration, and the district CTE department	Number of industry certifications	Industry certification exams.

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
Industry certification workshops	9-12	various speakers	CTE TEachers	throughout the year	data from industry certification exams	The district, and administration

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom teacher supplies	toner, paper, etc.	departmental	$1,200.00
			Subtotal: $1,200.00
			Grand Total: $1,200.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Practice Workbooks, Plugged-Into-Reading Classroom Novels, and Next Generation Read 180	Computer Based Programs Supplemental Reading materials	District Based Cite Based	$90,000.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	To help with everyday needs	Teacher supplies	Department budget	$1,200.00
Science	update science equipment and lab materials	various lab materials	district	$1,200.00
Writing	n/a	n/a	n/a	$0.00
U.S. History	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
CTE	n/a	n/a	n/a	$0.00
				Subtotal: $92,400.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Read 180 Plugged-Into-Reading	Computer Based Programs	District Based Cite Based	$80,000.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	Math lab	computers for test prep and testing	county technology	$22,000.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
U.S. History	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
CTE	n/a	n/a	n/a	$0.00
				Subtotal: $102,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Next Generations Read 180 training Plugged-Into-Reading training Differentiated Instruction Continue Staff Development as needed		District Based Cite Based	$45,000.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
U.S. History	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	Stem Conference	District	district	$1,000.00

CTE	n/a	n/a	n/a	$0.00
				Subtotal: $46,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	n/a	n/a0	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	Purchase of lab materials, classroom supplies, videos, and specimens.	Materials for labs and classroom supplies vary according subject area. These items can be purchased from local stores or from science catalogs.	School science budget	$1,600.00
Writing	Provide materials and supplies for English separtment	Various materials needed for classroom teachers	departmental budget	$1,200.00
U.S. History	Provide needed resources for classroom teachers	various supplies for classroom teachers	departmental budget	$1,200.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
CTE	Classroom teacher supplies	toner, paper, etc.	departmental	$1,200.00
				Subtotal: $5,200.00
				Grand Total: $245,600.00

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 10/23/2012)

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.

Projected use of SAC Funds	Amount
NO SAI FUNDS.	$0.00

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

At Booker T Washington High School, our school advisory council assists with the following Tasks:

1. ASSIST WITH WRITING AND REVIEWING OF THE SIP
2. IN THE SPRING, ASSIST WITH THE BUDGET PROCESS
3. PARTICIPATES IN THE DISCUSSION CONCERNING SCHOOL UNIFORMS
4. IF APPLICABLE, WILL ASSIST WITH THE DISTRIBUTION OF SCHOOL RECOGNITION MONEY.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
WASHINGTON SENIOR HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	72%	86%	46%	253	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	74%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	60% (YES)			113	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					504	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District
WASHINGTON SENIOR HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	67%	87%	41%	242	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	70%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	33% (NO)	60% (YES)			93	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					452	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested