FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BONIFAY MIDDLE SCHOOL

District Name: Holmes

Principal: Donald Etheridge

SAC Chair: Pam Short

Superintendent: Gary Galloway

Date of School Board Approval:

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Donald Etheridge	BA - Elementary Education ME - Educational Leadership with certifications in elementary education, middle grades math education, middle grades science education, and school principal K-12	16	12	2006 - 2007: School grade A; % meeting high standards - reading 70 math 65,writing 88, science 35; learning gains - reading 64, math 72; lowest 25% - reading 60, math 72; - AYP not achieved 2007-2008: School grade A, % meeting high standards - reading 71, math 70, writing 98, science 44; learning gains - reading 65, math 80; lowest 25% - reading 63, math 76; AYP achieved 2008 - 2009: School Grade A; % meeting high standards - reading 72, math 61, writing 99, science 48; learning gains - reading 66, math 70; lowest 25% - reading 55, math 69; AYP not achieved 2009 - 2010: School Grade B; % meeting high standards - reading 72, math 60, writing 87, science 46; learning gains - reading 64, math 64; lowest 25% - reading 55, math 67; AYP not achieved 2010-2011: School Grade B; % meeting high standards - reading 71, math 64, writing 84, science 50; learning gains - reading 65, math 65; lowest 25% - reading

					59, math 63; AYP not achieved 2011-2012: School Grade A; % meeting high standards - reading 57, math 58, writing 77, science 49; learning gains - reading 62, math 73; lowest 25% - reading 65, math 74
Assis Principal	Stacey Thompson	BS in Physical Education; ME in Ed Leadership; certified in Physical Education (K-12)	7	3	2006 - 2007: School grade A; % meeting high standards - reading 70 math 65,writing 88, science 35; learning gains - reading 64, math 72; lowest 25% - reading 60, math 72; - AYP not achieved 2007-2008: School grade A, % meeting high standards - reading 71, math 70, writing 98, science 44; learning gains - reading 65, math 80; lowest 25% - reading 63, math 76; AYP achieved 2008 - 2009: School Grade A; % meeting high standards - reading 72, math 61, writing 99, science 48; learning gains - reading 66, math 70; lowest 25% - reading 55, math 69; AYP not achieved 2009 - 2010: School Grade B; % meeting high standards - reading 72, math 60, writing 87, science 46; learning gains - reading 64, math 64; lowest 25% - reading 55, math 67; AYP not achieved 2010-2011: School Grade B; % meeting high standards - reading 71, math 64, writing 84, science 50; learning gains - reading 65, math 65; lowest 25% - reading 59, math 63; AYP not achieved% - 55, AYP not achieved 2011-2012: School Grade A; % meeting high standards - reading 57, math 58, writing 77, science 49; learning gains - reading 62, math 73; lowest 25% - reading 65, math 74

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	Pamela Short	B.S. Early Childhood Education; Master's Degree in Education specializing in Curriculum, Instruction, and Assessment; National Board Certification English/Language Arts: Early Adolescence; Middle Grades Language Arts; K-12 Reading endorsed	21	6	2006 - 2007: School grade A; % meeting high standards - reading 70 math 65,writing 88, science 35; learning gains - reading 64, math 72; lowest 25% - reading 60, math 72; - AYP not achieved 2007-2008: School grade A, % meeting high standards - reading 71, math 70, writing 98, science 44; learning gains - reading 65, math 80; lowest 25% - reading 63, math 76; AYP achieved 2008 - 2009: School Grade A; % meeting high standards - reading 72, math 61, writing 99, science 48; learning gains - reading 66, math 70; lowest 25% - reading 55, math 69; AYP not achieved 2009 - 2010: School Grade B; % meeting high standards - reading 72, math 60, writing 87, science 46; learning gains - reading 64, math 64; lowest 25% - reading 55, math 67; AYP not achieved 2010-2011: School Grade B; % meeting high standards - reading 71, math 64, writing 84, science 50; learning gains - reading 65, math 65; lowest 25% - reading 59, math 63; AYP not achieved 2011-2012: School Grade A; % meeting high standards - reading 57, math 58, writing 77, science 49; learning gains - reading 62, math 73; lowest 25% - reading 65, math 74

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of teachers with Principal, Guidance Counselor, &/or Reading Coach	principal	ongoing	
2	mentoring for new teachers provided by experienced teachers in their grade level and their content area	principal	ongoing	
3	Build a school climate of cooperation and mutual respect, where teachers will feel valued	leadership team	ongoing	
4	Provide ongoing supports through professional development and feedback	leadership team	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

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
40	0.0%(0)	5.0%(2)	50.0%(20)	45.0%(18)	40.0%(16)	10.0%(4)	12.5%(5)	7.5%(3)	5.0%(2)

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
Devon Miles	Dylan Skinner	Mr.Miles has experience teaching sixth grade at BMS. He is teaching the same subject as Mr. Skinner so this is a natural pair.	Provide a tour of the campus Orient mentee to school procedures and policies Provide support Meet regularly in order to assist in lesson planning, following school procedures, etc.

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

Provides funding for professional development, instruction, implementing the school-wide plan, family involvement, and supplemental needs for materials and supplies. Title I Part A works in coordination with Title I part D, Title II part A, Title II part D, and Title VI part B.

Title I, Part C- Migrant

- addresses the issues that are common to migrant students and assists these students with their educational needs.

Title I, Part D

Provides the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as : computer assisted instruction, drop out precention program, mentors career exploration etc.

Title II

These funds support professional development activities for instructional staff, class size reduction and technology activities.

Title III

NA

Title X- Homeless

Title X - Homeless provides funding to assist identified homeless students with school supplies, medical care and tutoring opportunities.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

Holmes County provides violence prevention programs focusing on alcohol, tobacco and other drugs through a partnership with the health department.BMS has a very low violence rate, as does the district.

Nutrition Programs

BMS participates in the free breakfast and free lunch program.

Housing Programs

NA

Head Start

NA

Adult Education

These programs are not provided through Holmes County Schools. The district contracts with Washington-Holmes Technical Center to provide adult education services.

Career and Technical Education

BMS is beginning a career and technical education program with a new Business Academy.

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: provides leadership and vision to ensure data-based decisions, oversees and assesses implementation of the district RtI plan;
General Ed / ESE teacher: provides information about core instruction, gathers student data, provides interventions at Tier 1, works with others to implement strategies at the Tier 2 and 3 levels; Reading Coach: leads and evaluates core content standards, identifies student needs, identifies appropriate intervention strategies, assists with screening and on-going progress monitoring, data collection and analysis, provides professional development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions; Guidance: provides information about core instruction, gathers student data, provides interventions at Tier 1, works with others to implement strategies at the Tier 2 and 3 levels, assists with screening and ongoing
progress monitoring, data collection and analysis, provides professional development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions

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 leadership team will work toward a common goal of achieving buy-in for RtI while implementing the district plan for RtI. The team will meet periodically to review data, identify at-risk students, discuss and share effective instructional practices, make plans regarding interventions, and document progress.

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 our small, rural school, many of the members of the SIP team are also on the school-based RtI Leadership Team; therefore, knowledge of the RtI plan for our district was an integral part of the planning process of our school improvement plan.

MTSS Implementation

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

The school district has purchased services from Performance Matters and FOCUS for data management and disaggregation. This services allow the team to sort all data and track growth.

Describe the plan to train staff on MTSS.

A team of master trainers from our district met and
developed a powerpoint presentation that will be utilized in training the faculty at BMS. We will present the information at faculty meetings in hour long sessions over the course of several weeks.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Donald Etheridge, principal
Stacey Thompson, assistant principal
Pam Alford, guidance
Pam Short, reading coach
Melanie Albury - ESE
Dawn Barone, 6th grade science
Kelley McKee, grade 5 self-contained
Deborah Jones, 7th grade social studies
Kathy Lee, 6th grade reading
Tami Parish, 8th grade math
Kyla Rushing, media specialist

Amy Tate, grade 8 language arts
Kenny Tate, grades 6-8 enrichment

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

The school-based LLT works to create a culture of literacy throughout our school. The team meets monthly to review current research, identify the status of our school through data study, and to create school-wide initiatives to promote the culture of literacy. Members serve as a liason to their departmental teams and grade level teams.

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

The LLT will continue working to revise the teacher handbook and work to create a seamless process in our new programs, ZAP and the school-wide discipline plan.
The LLT will also work to increase the rigor of lessons and the complexity of texts used in all classes.

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.

*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.

Reading strategies and processes are taught school-wide. Content area applications provide students with opportunities to hone these skills and utilize them in realistic situations. Teachers incorporate read-alouds and a variety of vocabulary strategies that have been introduced to them in past years through professional development and our school-wide focus calendar. This school term, cooperative learning strategies will be taught through monthly professional development opportunities. Note-taking, graphic organizers, summarizing techniques, and essential questions will be included. This new professional development will allow teachers to expand the repertoire of skills to be utilized in the classroom.

*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Bonifay Middle School dropped in reading growth during the 20011 - 2012 school term. Upon reflection, we recognize that focus is needed on our economically disadvantaged group of students and data analysis must be deepened. Our goal to move forward begins with increased data analysis involving students and the implementation of school-wide procedures.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 57% (286) of our students met high standards in reading.	In 2013, 60% (301) of our students will meet high standards in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes Institution of ZAP (Zeroes Aren't Permitted) Adoption of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners

	to extend our knowledge of data and how to use it to inform instruction, specifically in forming and instructing small groups.			

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:	Upon review of data, BMS identifies the need for improvement in moving our FAA students further.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3) students scored at levels 4, 5, and 6 in reading.	In 2013, 67% (4) students will score levels 4, 5, and 6 in reading.

<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>inadequate data analysis</td><td>Regularly held data analysis meetings by the leadership team, grade level teams, and departments.

Teachers will meet with students and hold an FCAT chat to review past performance and set goals.

BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.</td><td>principal - Donald Etheridge

reading coach - Pam Short</td><td>Review of meeting minutes

Review of lesson plans and classroom walk-through</td><td>meeting minutes

lesson plans

walk-through records</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Looking at the data to evaluate our numbers scoring above proficiency was eye-opening. We realize that we have not been targeting this group of students. It is of vital importance to stretch the minds of these high achievers. To challenge and move students to high levels of proficiency, we will incorporate the use of essential questions and text of high complexity while implementing a new program designed to prepare students for college and careers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27%(137) students scored a level 4 or 5.	In 2013, 30% (150)students will score a level 4 or 5.

<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></td><td>66% (331) students received free or reduced</td><td>FCAT Explorer</td><td>principal, Donald Etheridge</td><td>FAIR data analysis</td><td>FAIR test results</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan	reading coach - Pam Short	Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners
3	reliance on texts to present cognitively demanding passages	planning together with the reading coach to ensure text complexity matches demands of testing	reading coach	Reading teachers will plan with the reading coach to choose cognitively complex text	lesson plans/meetings with reading coach

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:	Looking at the data of our students taking the alternative assessment has been eye-opening. With so few students scoring at the high levels, we recognize the need to focus on this area.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 33% (2) students scored a level 7 or higher in reading.	In 2013, 50% (3) students will score a level 7 or higher in reading.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	inadequate data analysis	data analysis better utilized in the	Donald Etheridge - principal	review of IEP goals in comparison with data	IEPs

| | | | development of IEPs | | points | |

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:	An decrease in the percentage of student making learning gains occurred during the 20011-2012 school term at Bonifay Middle School. In order to improve our percentage of students making learning gains, the reading department plans to utilize additional small group instruction to target more individual student needs determined through more rigorous and routine data analysis and by implementing a new program in language arts and/or reading courses in grades 6-8.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (311) of the students at BMS made learning gains in reading.	67% (336) of the students at BMS will make learning gains.

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	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners
	inadequate data	increased data collection and improved data analysis	reading coach	At departmental meetings, the reading coach and the reading	meeting minutes, lesson plans

				teachers will disseminate ThinkLink data, along with FAIR data, to determine student weaknesses. Then planning will occur to address specific needs of small groups within each class period.	
3					
4	poor time management	increased planning with the department and with the reading coach	reading coach	The reading coach will meet weekly with the reading teachers to determine ways to incorporate additional small group instruction time into the schedule.	lesson plans

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:	With no students making learning gains in reading, BMS recognizes this as an important goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no students made learning gains in reading.	In 2013, 2 students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	inadequate data analysis	effective use of data in the development of IEP goals	Donald Etheridge, principal	comparison of IEP goals and data points	IEP

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:	The percentage of students in the lowest 25% at BMS improved by 6%. Upon reflection, the reading department has determined that improved communication with our students in setting goals and concerning progress towards those goals will lead to increased motivation; thus making a significant impact on our lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (59) of the students at BMS who were in the lowest 25% made learning gains in reading.	In 2013, 67% (60) of the students at BMS who are in the lowest 25% in reading will make learning gains.

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
	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that	FCAT Explorer Lesson plans including activities to strengthen background knowledge	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests	FAIR test results Discovery Education test results

1	students from these homes may have limited resources at home and fewer background experiences.	Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes Continuance of ZAP (Zeroes Aren't Permitted) Continuance of grades 6-8 common discipline plan		Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners
3	weak communication, involving minimal goal-setting discussions, between teacher and student	reinstate FCAT chats, including student determined goals	principal	Teachers, reading coach, and administrator will meet in order to follow-up FCAT chats with students. Teachers will meet with students to discuss prior FCAT performance along with current ThinkLink and FAIR achievement.	FCAT chat record in student planners

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 #
	BMS will reduce the achievement gap by achieving at least 66% proficient in 2013. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	66	69	73	76	

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:	Because BMS only has one subgroup according to race (white), it is vitally important that we address any lack of growth in this area. Upon data analysis, the school improvement team has determined that there is much room for growth in this group.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	White students scoring level 3 or above in reading: 58% (245)		In 2013, white students scoring level 3 or above in reading: 60% (255)		

		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	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes Continuance of ZAP (Zeroes Aren't Permitted) Continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners
3	targeting of students whose prior FCAT performance indicates fluctuating results	improved data analysis	principal	The principal and reading coach will meet with the reading teachers to identify those students who are most likely to be in danger of not maintaining their current achievement level. Teachers will then plan strategic lessons in test taking strategies as well as small group instruction targeting the identified areas in need of improvement.	lesson plans

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

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

| Problem-Solving Process to Increase Student Achievement ||||||

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Striving to improve the number of students with disabilities making satisfactory progress in reading is an area of importance when considering how to improve BMS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (31) SWD made satisfactory progress in reading.	In 2013, 50% (32) SWD will make satisfactory progress in reading.

| Problem-Solving Process to Increase Student Achievement ||||||

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge use of graphic organizers utilize vocabulary strategies in all content areas planned interventions continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	data analysis of FAIR and DEA assessments teacher discussion at grade level and department meetings lesson plan review classroom walk-throughs review of intervention plans review of student grades at each grading period review of discipline reports	FAIR & DEA results meeting minutes lesson plans intervention planning sheet walk-through records report cards discipline records

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:	Bonifay Middle School has a large population of students who are economically disadvantaged. Teachers need to understand the unique characteristics of this group of students while providing access to a variety of reading materials.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	percent of students scoring level 3 or above in reading who also receive free or reduced lunch: 48% (64)	In 2013, the percent of student scoring level 3 or above in reading who also receive free or reduced lunch will be at least 50% (67)

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	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners
3	limited access to a variety of reading materials for students	improve availability of a variety of reading materials for students	reading coach, principal	The reading coach wll work with the reading and language arts teachers to build classroom libraries. Book fairs will be provided on site and in conjunction with a book store.	book fair records, classroom library

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
Scoring of FCAT Writing	5-8	Pam Short	school-wide	October	scoring of writing for progress monitoring	Pam Short Donald Etheridge
Kagan structures PLC	5-8 Springboard instructors	Pam Short	Springboard instructors	monthly meetings	classroom walk-throughs discussion at meetings	Pam Short
Springboard Cadre PLC	6-8	Pam Short	Springboard instructors	monthly meetings	classroom walk-throughs discussion at meetings	Pam Short
Comprehension Instructional Sequence	5-8	DOE	district-wide	preschool	lesson plans classroom walk-throughs	Donald Etheridge Pam Short
Data Study PLC	5-8	Pam Short	school-wide	November January March	lesson plans classroom walk-throughs	Donald Etheridge Pam Short

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
writing about reading	Springboard program	RTT	$8,290.00
cooperative learning	Kagan Cooperative Learning books Kagan tubs and supplies	district	$2,200.00
appropriately complex text	novel sets for classrooms	district	$2,000.00
			Subtotal: $12,490.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $12,490.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

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

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The number of students achieving proficiency in math dropped. We realize we have far to go.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 58% (291) of the students at BMS achieved proficiency in math.	In 2013, 60% (301) students will achieve proficiency in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes Institution of ZAP (Zeroes Aren't Permitted) Adoption of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction, specifically in forming and instructing small groups.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	An area often neglected in school improvement planning, BMS recognizes the importance of moving this group of students forward.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 83% (5) students scored levels 4,5, and 6 in mathematics.	In 2013, 83% (5) students will score levels 4,5, and 6 in mathematics.

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	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal - Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of lesson plans and classroom walk-through	meeting minutes lesson plans walk-through records

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The low percentage of BMS students achieving above proficiency is a definite concern for BMS. To address this concern, the rigor of test items and classroom practice needs to be strengthened.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 24% (122) of the students at BMS scored above the proficiency level.	In 2013, 26% (131) students at BMS will score above proficiency in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings	FAIR test results Discovery Education test results meeting minutes lesson plans

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan		Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners
3	reliance on textbooks	planning together with the principal and the math department to ensure high level questions with multiple steps are utilized	principal	Math teachers will plan with the principal to develop high level questions/problems to use in classroom practice and assessments.	lesson plans/meeting minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Moving our students beyond the basic levels of proficiency is imperative for all students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no students scored at level 7 or above in mathematics.	In 2013, 17% (1) student will score at level 7 or above in mathematics.

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	inadequate data analysis	data analysis better utilized in the development of IEPs	Donald Etheridge - principal	review of IEP goals in comparison with data points	IEPs

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	The decline seen in the number of students making learning

gains in mathematics.

Mathematics Goal #3a:

gains in math is the basis for planning some mathematics goals for the upcoming school year. Improved data analysis will help to target skills important to ensure student proficiency and growth.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% (300) of the students at BMS made learning gains in math.	In 2013, 65% (326) of the students at BMS will make learning gains in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Often neglected in planning for school improvement, students taking FAA should be considered.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no students taking FAA made learning gains in mathematics.	In 2013, 17% (1) student taking FAA will make learning gains in mathematics.

	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	inadequate data analysis	effective use of data in the development of IEP goals	Donald Etheridge, principal	comparison of IEP goals and data points	IEP

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in math increased by 7%. Improved communication is key to improving the number of students who are in the lowest 25% making learning gains

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 74% (371) of students at BMS who scored in the lowest 25% made learning gains in math.	In 2013, 75% (3377) of the students who score in the lowest 25% will make learning gains in math.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes Continuance of ZAP (Zeroes Aren't Permitted) Continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports
	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners	meeting minutes lesson plans FCAT chat record sheets in student planners

2		students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.		Review of lesson plans and classroom walk-through	
3	limited communication between teacher and student allowing for progress monitoring and goal setting	revamp FCAT chats	principal	The principal and the teachers will meet in order to plan for FCAT chats. Teachers will meet with students to compare ThinkLink performance with prior FCAT performance and to set personal goals in math.	FCAT chat record in student planners

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # BMS will reduce the achievement gap by achieving at least 60% proficient in math. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	BMS reports only one subgroup according to ethnicity. This group, white, did make adequate yearly progress. Targeting students who are close to the bottom of their achievement level through data analysis and subsequent small group instruction is the strategy chosen to continue addressing growth of this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 37% (155) of the white subgroup of students at BMS achieved adequate yearly progress in math.	In 2013, 40% (170) of the white subgroup of students at BMS will achieve adequate yearly progress in math.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in

		Planned interventions for students not successful in core classes Continuance of ZAP (Zeroes Aren't Permitted) Continuance of grades 6-8 common discipline plan		planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	teacher handbook classroom walk-through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners
3	need for increased small group instruction	implementation of teaching strategies conducive to the small group format	principal	Teachers will plan and implement lessons including small groups. Test item specifications will be used to plan focused small group instruction.	lesson plans, observation

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Monitoring the learning gains of SWD is an important step in planning to improve instruction at BMS.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In 2012, 51% (33) of SWD did not make satisfactory progress in mathematics.	In 2013, 49% (32) of SWD will not make satisfactory progress in mathematics.

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	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge use of graphic organizers utilize vocabulary strategies in all content areas planned interventions continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	data analysis of FAIR and DEA assessments teacher discussion at grade level and department meetings lesson plan review classroom walk-throughs review of intervention plans review of student grades at each grading period review of discipline reports	FAIR & DEA results meeting minutes lesson plans intervention planning sheet walk-through records report cards discipline records

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	BMS is a Title I school with a large student population of economically disadavantaged students. Understanding this group of students is crucial for teachers to be able to ensure academic achievement for these students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37% (49) of economically disadvantaged students at BMS did not achieve adequate yearly progress in mathematics.	In 2013, 40% (53) of economically disadvantaged students at BMS will achieve adequate yearly progress in mathematics.

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	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-

		continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan		intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	through records report cards discipline reports
2	inadequate data analysis	Regularly held data analysis meetings by the leadership team, grade level teams, and departments. Teachers will meet with students and hold an FCAT chat to review past performance and set goals. BMS will participate in professional development to extend our knowledge of data and how to use it to inform instruction.	principal, Donald Etheridge reading coach - Pam Short	Review of meeting minutes Review of FCAT chat record sheets in student planners Review of lesson plans and classroom walk-through	meeting minutes lesson plans FCAT chat record sheets in student planners

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:	Students taking Algebra I at BMS are crucial for targeting as we plan for school improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 6% (1) student scored achievement level 3 in Algebra.	In 2013, 5% (1) student will score achievement level 3 in Algebra.

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	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook

	Planned interventions for students not successful in core classes		Review of teacher intervention planning sheet in teacher handbook	classroom walk-through records
				report cards
	Institution of ZAP (Zeroes Aren't Permitted)		Review of student grades at each grading period	discipline reports
	Adoption of grades 6-8 common discipline plan		Review of discipline reports	

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Identifying and considering high achievers is crucial in planning for school improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 94% (16) students scored at or above achievement level 4 in Algebra.	In 2013, 95% (19) students will score at or above achievement level 4 in Algebra.

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes continuance of ZAP (Zeroes Aren't Permitted) continuance of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports

Geometry End-of-Course (EOC) Goals

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

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

in need of improvement for the following group:

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

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

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

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking the Common Core in math	6-8 / math	Janie Lolley	6-8 math	preschool	lesson plans classroom walk-throughs	Donald Etheridge
					lesson plans	

| AIMS Training | 5 / math & science | Janie Lolley | 5 / math & science | summer 2012 | classroom walk-throughs | Donald Etheridge |
| Kagan Structure with the Common Core | 5 | Janie Lolley | 5 - math | preschool | lesson plans

classroom walk-throughs | Donald Etheridge |

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AIMS	consumables	district	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Bonifay Middle School experienced an increase in the number of students proficient in science. Data analysis will continue to be influential in continuing to improve this statistic.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 49% (114) students at BMS achieved proficiency in science.	In 2013, 51% (119) students at BMS will achieve proficiency in science.
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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students taking FAA cannot be ignored during the school improvement process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (1) of students taking the FAA scored at levels 4,5, and 6 in science.	In 2013, 75% (3) of students taking the FAA scored at levels 4,5, and 6 in science.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Bonifay Middle School achieved a low number of students who achieved above proficiency in science. It is our belief that we must ensure high level questioning occurs during classroom instruction, assignments, and assessments while teaching our students how to attack text of high levels of complexity.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 12% (28) students at BMS achieved above proficiency in science.	In 2013, 14% (33) students at BMS will achieve above proficiency in science.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The achievement of students taking the FAA in science should be considered during the planning process for school improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no (0/1) student scored at or above achievement level 7 in science.	In 2013, 50% (2) students will score at or above achievement level 7 in science.

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
Comprehension Instructional Sequence	5-8	Pam Short	5-8 science	preschool	lesson plans classroom walk-throughs	Donald Etheridge Pam Short
Cross Curricular Strategies / Common Core	5-8	Janie Lolley	5-8 science / CTE	preschool	lesson plans classroom walk-throughs	Donald Etheridge Pam Short
AIMS	5	Janie Lolley	5 science	summer 2012	lesson plans classroom walk-throughs	Donald Etheridge Pam Short

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
hands - on activities	consumables	principal	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	BMS feels that writing instruction is crucial, as writing is necessary in every content area. With personnel changes, it becomes critical to delve into the data deeply. With adequate data analysis, BMS can bring its writing scores to the top.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 76% (85) of students at BMS achieved adequate yearly progress in writing.	In 2013, 78% (87) of the students at BMS will achieve adequate yearly progress in writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	inadequate data analysis	BMS will increase the number of data analysis meetings to study the writing anchor sets and scored essays from 2011. Also, teachers will work to implement plans to incorporate more opportunities for instruction in conventions.	reading coach, principal	meetings held on at least a monthly basis to delve deeply into writing anchor sets and scored essays from the 2011 administration	lesson plans, observations, meeting minutes

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:	Students taking the FAA must be considered when planning for school-wide improvement in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (1) of students taking the FAA scored at level 4 or higher in writing.	In 2013, 50% (2) of students taking the FAA will score at level 4 or higher in writing.

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

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
Springboard Cadre	6-8	Pam Short	6-8 Springboard instructors	monthly	meeting discussion classroom walk-throughs	Pam Short
Writing in the Intermediate Grades	5	Natalie Bomann	5 teachers	preschool	classroom walk-throughs lesson plans	Pam Short Donald Etheridge
Responding to Literature	6-8	Janie Lolley	6-8 Language Arts / Reading	preschool	classroom walk-throughs lesson plans	Pam Short Donald Etheridge
Scoring FCAT Writing	5-8	Pam Short	school-wide	October, January, and March	scoring of progress monitoring writing assessments	Pam Short Donald Etheridge

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	66% (331) students received free or reduced lunch, indicating economic need in the home. This means that students from these homes may have limited resources at home and fewer background experiences.	FCAT Explorer Lesson plans including activities to strengthen background knowledge Use of graphic organizers Utilize vocabulary strategies ,including word walls,in all content areas Goal-setting by students during FCAT chats led by teacher Planned interventions for students not successful in core classes Institution of ZAP (Zeroes Aren't Permitted) Adoption of grades 6-8 common discipline plan	principal, Donald Etheridge reading coach - Pam Short	FAIR data analysis Analysis of Discovery Education benchmark tests Teacher discussion at grade level and department meetings Lesson plan review Classroom walk-through Review of FCAT chat record sheets in student planners Review of teacher intervention planning sheet in teacher handbook Review of student grades at each grading period Review of discipline reports	FAIR test results Discovery Education test results meeting minutes lesson plans FCAT chat record sheets in student planners Intervention Planning sheet in teacher handbook classroom walk-through records report cards discipline reports

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

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

	Problem-Solving Process to Increase Student Achievement				

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

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Applied Civics Academy	7	Florida Joint Center for Citizenship	7 - civics instructor	summer 2012	classroom walk-throughs lesson plans	Donald Etheridge

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
adoption of state adopted text	textbooks	district	$8,700.00
			Subtotal: $8,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,700.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance is always an issue when looking at student achievement. How can we reach these students who are perpetually absent from class? It is of paramount importance that we address attendance issues and concerns with a plan to motivate students to be at school.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the average attendance rate was 93% (468) of the students each day.	In 2013, the average attendance rate will be 94% (473) of the students each day.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 204 students at BMS had 10 or more absences	In 2013, 200 students will have 10 or more absences in

	in at least one class.		at least one class.		

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 204 students at BMS had 10 or more tardies.	In 2013, 200 students will have 10 or more tardies.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	communication between home and school	Multiple methods of parent or family contact will be enacted for this school term.	principal	Letters, phone calls, or parent conferences will be utilized before the tenth absence or tenth tardy to improve parent or family understanding of the impact this can have on their student's achievement.	letters, phone log, conference notes
2	lack of motivation to be at school on time and every day	Enforcement of after-school make-up hours for excessive absences	principal	Students missing more than 10 days will be required to make up the hours in the after school program. This should increase student motivation to be at school each day.	attendance rate comparison

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Suspensions obviously play a role in the achievement of students. If students are not in class, they are not learning. BMS recognizes the need to implement strategies in order to improve our rate of suspensions. Because the majority of our suspensions come as a result of student altercations, our focus to improve in this area will be to improve supervision.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Three (3) students were suspended in-school in 2012.	No students will be suspended in-school in 2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Three (3) students were suspended in-school in 2012.	No students will be suspended in-school in 2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, BMS had 22 total out-of-school suspensions	In 2013, BMS will have 10 total out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012,19 students were suspended out-of-school.	In 2013,12 students will be suspended out-of-school.

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	student altercations	Students will be counseled by teachers and / or administrators in appropriate methods to handle a conflict with peers.	principal	The number of students suspended out of school at the end of the year will be evaluated.	administration records of suspensions
	lack of supervision	Teachers will stand	principal	observation	administration

2		outside classrooms between all class changes to improve supervision.	assistant principal	The number of students suspended out of school at the end of the year will be evaluated.	records of suspensions

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	Parent involvement is crucial for school improvement. We view communication between home and school as a major

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	factor in affecting parental involvement. Parents need to be kept informed of student performance as well as progression towards achieving the rigorous demands of new state assessment standards.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
28% of parents were involved in activities at BMS in 2012.	32% of parents will be involved in activities at BMS in 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of communication between school and home	Continuation of communication tools including student planner, school events, and newspaper notices, parent portal of school data system, school website, electronic school sign	principal	review of parent involvement in scheduled activities	comparison of parent involvement data

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

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

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

Parent Involvement Budget:

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

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

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:	In 2013, BMS will institute a business academy for students leading to a certification in the use of technology.

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	certification of instructor	training for instructor	Donald Etheridge	attainment of certification for instructor	certification

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
Microsoft	6-8	Microsoft	Kenny Tate	throughout school term	classroom walk-throughs	Donald Etheridge

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Every student in the 8th grade will complete a career education class successfully.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not feel prepared to make decisions about their futures.	implementation of career exploration	Donald Etheridge	report card grades for career education courses	report card grades for career education courses

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	writing about reading	Springboard program	RTT	$8,290.00
Reading	cooperative learning	Kagan Cooperative Learning books Kagan tubs and supplies	district	$2,200.00
Reading	appropriately complex text	novel sets for classrooms	district	$2,000.00
Mathematics	AIMS	consumables	district	$500.00
Civics	adoption of state adopted text	textbooks	district	$8,700.00
				Subtotal: $21,690.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	hands - on activities	consumables	principal	$500.00
				Subtotal: $500.00
				Grand Total: $22,190.00

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 10/1/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds are utilized to meet classroom needs by purchasing supplemental materials. Funds are also used to provide student incentives for FCAT achievement and learning gains. The SAC also purchases T-shirts for the eighth	$1,500.00

grade students each year.

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

The School Advisory Council will meet quarterly to review progress of the school in obtaining the goals set forth in the School Improvement Plan. The SAC will work to enrich the experiences of students at BMS. Motivational rewards and / or activities may be sponsored by the SAC to encourage students to achieve high standards. The motivation may be for FCAT performance, improvement in classes or other tests, etc.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Holmes School District BONIFAY MIDDLE SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	64%	84%	50%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	65%			130	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?	59% (YES)	63% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					521	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Holmes School District BONIFAY MIDDLE SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	60%	87%	46%	265	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	64%	64%			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?	55% (YES)	67% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested