

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: CHALLENGE LEARNING CENTER

District Name: Columbia

Principal: Deborah Hill

SAC Chair: Kelly Hunter

Superintendent: Micheal Millikin

Date of School Board Approval:

Last Modified on: 9/28/2012

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	Deborah Hill	Elementary Education (1-6); Physical Education (K-12); Educational Leadership (All Levels); Principal (all levels)	5	7	Mrs. Hill has 31 years of experience as an Educator; having previously served as an Assistant Principal for an elementary school and a middle school in the Columbia County School District. Her current school has received a school rating instead of a school letter grade; In 2011-2012 CLC made 26.74% learning gains in reading and 19.67% learning gains in math.

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	Donna Jeffers	Masters degree in Special Education (K-12); Language Arts (6-9); Reading endorsed	9	6	In 2011-2012, CLC made a 26.74% schoolwide gain in Reading.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Challenge Learning Center Administrator(s) will meet with new teachers regularly.	Principal	On-going	
2	2. Partner new teacher with veteran teachers.	Administrative Staff	On-going	
3	3. Review district applicant files for possible hiring of quality teachers for CLC.	Principal	On-going	
4	4. Attend College job fairs at state Universities	Administrative Staff	December 2012 and April 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
13	15.4%(2)	15.4%(2)	46.2%(6)	7.7%(1)	23.1%(3)	100.0%(13)	15.4%(2)	0.0%(0)	15.4%(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
Donna Jeffers	Mary Parker	1st year teacher	PEER Training
Donna Jeffers	Kelly Hunter	1st year teacher	PEER Training

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Professional development in accordance with the district plan.

Title III

N/A

Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide remediation to the students at CLC. This remediation is used to assist students in increasing their proficiency in the areas of reading, math, science and process writing.

Violence Prevention Programs

A full time SRO is a part of our staff as a deterrent for inappropriate behavior and to ensure staff and student safety while at CLC. CLC also promotes anti-bullying awareness through the use of guest speakers, assemblies, and the guidance counselor.

Nutrition Programs

Each school in the county offers a healthy variety of breakfast and lunch options. A fruit and vegetable selection is available daily for the students.

Housing Programs

N/A

Head Start

N/A

Adult Education

Adult Education is managed through the district.

Career and Technical Education

Academic programs:

Career planning for middle and high school
Building Construction (high school only).

Job Training

N/A

Other

CLC offers a peer counseling class to help students learn how to work through conflicts in a positive way.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based MTSS Leadership Team consists of the following individuals:

Deborah Hill, Principal

Kelly Hunter, Guidance Counselor

Donna Jeffers

Gary Hart

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 purpose of the MTSSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSSLT is considered the main leadership team in our school. The MTSSLT will meet montly and use the problem solving process to:

- * Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- * Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skill through: Intensive Reading classes, Writing Workshops
- * Subject area teams meet once a week to review and evaluate the alignment of the school resource map.
- * Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- * Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- * Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- * Organize and support systematic data collection as needed
- * Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.

Deborah Hill is the school principal and MTSS leader. She provides the vision for the team and ensures that the team is functioning properly by the use of data-based decision-making. Additionally, Mrs. Hill communicates with parents in order to keep them updated about team plans and activities.

Kelly Hunter is the Guidance Counselor and is responsible for the team's assessment needs. She provides guidance to team members on available professional development and assists them in meeting all requirements.

Donna Jeffers is the reading coach. She assists Ms. Hunter with assessments. She also provides staff members with professional development.

Gary Hart is the computer lab teacher utilizing Ed Options, a web-based program for credit recovery. He is responsible for Drop-Out prevention and handles the school technology issues. Additionally, due to his military background and training, he provides expertise in the discipline and behavior modifications.

The MTSS team meets on a regular basis. During each meeting the team will focus on one item or issue identified by the team leader. The team will review information and data in an effort to determine the most effective method for allowing our students to achieve the maximum amount of success.

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

The MTSS team will meet with the School Advisory Council to assist with the development and implementation of the school improvement plan (SIP).

Professional development in MTSS will be provided for all teachers. Expectations for instructions will be clearly outlined and implemented using rigor, relevance and relationship in classroom lessons; in order to facilitate the development of a systemic approach to teaching. The team will evaluate and arrange additional professional development throughout the school year according to the needs of the faculty.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN); Florida Comprehensive Assessment Test (FCAT); Florida Assessment for Instruction in Reading (FAIR), FCIM and Performance Matters.

Frequency of Data days: twice monthly

Challenge Learning Center's behavioral specialist, William Bryan, completes a functional behavior assessment on all ESE self contained students. Mr. Bryan, works closely with the ESE self contained teachers on classroom management and behavior strategies in their classroom.

Describe the plan to train staff on MTSS.

The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

New staff will be directed to participate in trainings relevant to PS/RtI as they become available.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ann Scruggs - ESE Teacher
Donna Jeffers - Intensive Reading/Reading Coach
Elaine Morgan - Language Arts
Dusty Sullivan - Language Arts/Intensive Reading/Read 180
Jay Gay - ESE Teacher
Mary Parker - Language Arts Teacher

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

The Literacy team meets once a month to implement strategies to better serve the students at CLC. Team members roles are defined and expectations are clearly outlined during each meeting. The Literacy team meets regularly with CLC faculty and staff members to keep everyone on staff informed of decisions made during literacy meetings.

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

The Literacy team will implement DEAR day. DEAR stands for Drop Everything And Read. This will take place every Friday during the last block of the day. All students and faculty will participate in the event. The Literacy team will organize a literacy club, which offers the students an opportunity to participate in community based literacy activities. The literacy team will ensure that each language arts/intensive reading class conducts several book studies as well as incorporating the reading of class novels.

*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.

N/A

*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.

Every teacher participates in DEAR (Drop Everything and Read). This reading strategy is held every Friday during the last block of the day. The teachers, students, and staff read silently for 30 minutes.
Each teacher has a classroom library which is accessible to their students.
Level 1 and Level 2 students participate in intensive reading or Read 180 courses.
The CLC reading coach works with all teachers to help implement reading strategies into their lesson plans. (FRI, FCIM, Depth of Knowledge questions, Essential questions, guided questions, and Essential Six)

*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?

Challenge Learning Center offers Elective courses in Physical Education/HOPE, Building Construction, Career Planning and Life Management Skills (high school). The STAR character building program is implemented throughout the school year. These courses focus on job skills and prepare each student to become productive citizens.

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?

CLC offers students elective courses as previously stated. Life skill classes attempt to prepare students by giving an overview on how to be successful in the job market, interviewing techniques, proper dress and time management. Challenge has developed a partnership with Crown Work Force. Middle school students taking civics will also be introduced to career planning.

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](#)

FCAT level 1 and 2 reading students are scheduled into intensive reading classes where they focus on strategies that will help students prepare for a post secondary transition.

CLC offers a career fair to all students to learn about post secondary education and career opportunities. We will also offer an Academic Awareness Day to inform both students and parents about the academic requirements for graduation.

CLC staff encourage students to meet transition requirements to return to their home school so they have the opportunity to participate in dual enrollment and AP courses.

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:	The percentage of students who will score a level 3 on the FCAT reading test will increase by 10% in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-12, 17.74% (11) of the students scored a level 3 on the 2011-2012 FCAT reading test	In grades 6-12, 27% of students will test at or above proficiency level on the 2012-2013 FCAT reading test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	The school will implement the new FAIR, and Thinkgate to monitor student progress. Larry Bell strategies will be incorporated.	Principal; Guidance Counselor; Reading Coach	Review assessment data reports to ensure teachers are assessing students according to the created schedule.	Printouts and reports of FAIR, and Performance Matters assessments.
3	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Include higher order questions in lesson plans. FCIM process	Administrative Staff; Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to principal.	Classroom walkthrough logs and focused walkthroughs to determine frequency of higher order questions.

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students who scored a level 4 or 5 on the FCAT reading test will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3.23% (2) of students scored a level 4 or higher on the 2011-2012 FCAT reading test.	Students scoring a level 4 or 5 on the 2012-2013 FCAT reading test will increase by 1%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	The school will implement the new FAIR, Performance Matters to monitor student progress	Principal; Reading Coach	Review assessment data reports to ensure teachers are assessing students according to the created schedule.	Printouts and reports of FAIR, and Performance Matters assessments.
3	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Include higher order questions in lesson plans. FCIM process	Administrative Staff, Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Administrative staff.	Classroom walkthrough logs and focused walkthroughs to determine frequency of higher order questions

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:	
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Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains on the 2012-2013 FCAT will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-12, 37.09% (23) of students achieved learning gains on the 2011-2012 administration of the FCAT Reading Test.	In grades 6-12, 45% of students will achieve learning gains on the 2012-2013 administration of the FCAT Reading Test

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student achievement charts will be conducted with all students following FAIR, Navigator Plus and Thinkgate assessments.	Principal; Reading Coach; Administrative Trainee	Administrators will review log for student achievement Charts during walkthroughs.	Administrators will randomly ask students how students performed on their most recent assessment to determine if data charts are successful.
3	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing	All subject area teachers will explicitly infuse the reading benchmarks and reading strategies in lesson plans and instructional delivery. Teachers will use Depth of knowledge questions.	Principal; Reading Coach	When visiting classrooms, the administrator will focus their attention to the frequency of explicitly teaching to the reading benchmarks and reading strategies.	FAIR, and Performance Matters assessments will be disaggregated by the subject area teachers to determine the effectiveness of

their depth of knowledge.			reading benchmark instruction.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In the lowest 25% of students, 30% will make learning gains in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the lowest 25% of students, 25% made learning gains during the 2011-2012 FCAT reading assessment.	In the lowest 25% of students, 30% will make learning gains in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student achievement charts will be conducted with all students following FAIR, Navigator plus and Thinkgate assessments.	Principal; Reading Coach; Administrative Trainee	Administrators will review log for student achievement charts during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data charts are successful

3	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	All subject area teachers will explicitly infuse the reading benchmarks and reading strategies in lesson plans and instructional delivery. Depth of knowledge questions	Principal; Administrative Trainee, Reading Coach	When visiting classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks and reading strategies	FAIR, Navigator Plus and Thinkgate assessments will be disaggregated by the subject area teachers to determine the effectiveness of reading benchmark instruction
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The difference between the averages for the two subgroups on the 2011-2012 FCAT Reading test is 10.36. We would like this to decrease by at least 5 points over the next 6 years. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	10.36	10.00	9.00	8.00	7.00	

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	N/A	N/A	N/A	N/A	N/A

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	We will implement new strategies to help students increase their reading performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 77% (7) of students with disabilities did not make satisfactory progress on the 2011-2012 FCAT Reading test. In grades 9-10, 66% (2) students with disabilities did not make satisfactory progress on the 2011-2012 FCAT Reading test.	In 2012-2013, each group of students with disabilities who did not make satisfactory progress on the FCAT Reading test will decrease by 10%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Academic history evaluations for placement in remedial reading courses.	Guidance Counselor	Progress Monitoring	Read 180 program, Performance Matters, FCAT, FAIR

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	In order to help all students be successful, students who are economically disadvantaged are able to receive free/reduced lunch. We also have a district-wide homeless liason who helps provide services to any students in need of additional assistance.	N/A	N/A	N/A

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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing remediation	School-wide online remediation	District	\$1,250.00
			Subtotal: \$1,250.00
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: \$1,250.00

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:			N/A		
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			N/A		
2012 Current Percent of Students Proficient in reading:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

N/A

Problem-Solving Process to Increase Student Achievement

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

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:	Students who scored below proficiency level will receive classroom instruction utilizing Performance Matters to improve achievement in all areas. Current math teachers will incorporate any professional development training to assist students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4.5% (2) of students scored a level 3 on the 2011-2012 FCAT math assessment.	8% of students will score a level 3 or higher on the 2012-2013 FCAT math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Teachers will utilize FCAT skills bridge, buckle down and other review materials to help prepare the students for FCAT testing.	Administrative team, MTSS team	Introduce, Implement and increase the use of technology in all areas.	FCAT scores-2012, mini-assessments, and baseline data from Performance Matters

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students who scored below proficiency level will receive classroom instruction utilizing Performance Matters to improve achievement in all areas. Current math teachers will incorporate any professional development training to assist students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored a level 4 or 5 on the 2011-2012 FCAT.	3% of students will score a level 4 or 5 on the 2012-2013 FCAT.

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	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Teachers will utilize FCAT skills bridge, buckle down and other review materials to help prepare the students for FCAT testing.	Administrative team, MTSS	Introduce, Implement and increase the use of technology in all areas.	FCAT scores-2012, mini-assessments, and baseline assessments from Performance Matters

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	35% of the students in grades 6-8, will show significant gains on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.27% (12) of students made learning gains on the 2011-2012 FCAT.	35% of students will make learning gains on the 2012-2013 FCAT.

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	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	Due to student behavior and high absenteeism, students miss vital FCAT preparation.	Teachers use appropriate strategies and incentives to encourage positive student behavior and attendance.	Principal	Focused walk-throughs and review of the student progress will determine the need to redesign target areas to improve student performance.	Performance Matters, Skill Bridge, and Buckle Down

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	40% of the students in the lowest 25% will make learning
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Mathematics Goal #4:	gains on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.6% of students in the lowest 25% made learning gains on the 2011-2012 FCAT.	40% of students in the lowest 25% will make learning gains on the 2012-2013 FCAT.

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	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	Learning disabilities of students limit their academic success.	Utilized MTSS strategies to help improve student performance.	Principal	Focused walk-throughs and review of the student progress will determine the need to redesign target areas to improve student performance.	Performance Matters, Skill Bridge, and Buckle Down.

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 # The difference in averages on the 2011-2012 FCAT Math test between the two subgroups is 20.79. We would like the see this difference decrease by at least 2 points every year. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	20.79	18.00	16.00	14.00	12.00	

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.	N/A
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of students with disabilities not making satisfactory progress in math will decrease in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2) students with disabilities did not make satisfactory progress on the 2011-2012 FCAT Math assessment.	The number of students with disabilities not making satisfactory progress in math will decrease by 10% in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM

	their depth of knowledge.				
2	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	In order to help all students be successful, students who are economically disadvantaged are able to receive free/reduced lunch. We also have a district-wide homeless liason who helps provide services to any students in need of additional assistance.	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	1% of students will score level 3 or higher on the 2012-2013 Algebra I EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% of students scored level 3 or higher on the 2011-2012 Algebra I EOC assessment.	1% of students will score level 3 or higher on the 2012-2013 Algebra I EOC assessment.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal; Guidance Counselor	Progress monitoring	Performance Matters mini-assessments, 2012 EOC scores
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge	Teachers will utilize FCAT skills bridge, buckle down and other review materials to help prepare the students for EOC testing	Administrative team; MTSS team	Introduce, Implement and increase the use of technology in all areas.	EOC scores-2012, mini-assessments, and baseline assessments from Performance Matters

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:	1 % of students will score level 4 on the 2012-2013 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored level 4 on the 2011-2012 Algebra I EOC.	1 % of students will score level 4 on the 2012-2013 Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal; Guidance Counselor	Progress monitoring	Performance Matters mini-assessments, 2012 EOC scores
	As an alternative school, we have students who transition throughout the	Teachers will utilize FCAT skills bridge, buckle down and other review	Administrative team; MTSS team	Introduce, Implement and increase the use of technology in all areas.	EOC scores-2012, mini-assessments, and baseline data

2	school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge	materials to help prepare the students for EOC testing		from Performance Matters
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Based on the averages of the 2011-2012 Algebra I EOC assessment for the two subgroups, African American students scored 14.75 points higher than Caucasian students.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	N/A
Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N/A	In order to help all students be successful, students who are	N/A	N/A	N/A

1	economically disadvantaged are able to receive free/reduced lunch. We also have a district-wide homeless liaison who helps provide services to any students in need of additional assistance.		
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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:	1 % of students will score level 3 or higher on the 2012-2013 Geometry EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored level 3 or higher on the 2011-2012 Geometry EOC assessment.	1% of students will score level 3 or higher on the Geometry EOC assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal; Guidance Counselor	Progress monitoring	Performance Matters mini-assessments, 2012 EOC scores
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge	Teachers will utilize FCAT skills bridge, buckle down and other review materials to help prepare the students for EOC testing	Administrative team; MTSS team	Introduce, Implement and increase the use of technology in all areas.	EOC scores-2012, mini-assessments and baseline data from Performance Matters

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:	1% of students will score level 4 on the 2012-2013 Geometry EOC assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored level 4 on the 2011-2012 Geometry EOC assessment.	1% of students will score level 4 on the 2012-2013 Geometry EOC assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal; Guidance Counselor	Progress monitoring	Performance Matters mini-assessments, 2012 EOC scores
2	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to EOC or FCAT testing without knowing their depth of knowledge	Teachers will utilize FCAT skills bridge, buckle down and other review materials to help prepare the students for EOC testing	Introduce, Implement and increase the use of technology in all areas.	Administrative team; MTSS team	EOC scores-2012, mini-assessments, and baseline assessments from Performance Matters

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # N/A			
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As an alternative school, we have students who transition throughout the school year. This may effect	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM

1	our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	discuss students deficiencies.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	In order to help all students be successful, students who are economically disadvantaged are able to receive free/reduced lunch. We also have a district-wide homeless liason who helps provide services to any students in need of additional assistance.	N/A	N/A	N/A

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math enrichment	School-wide online remediation	School Board	\$300.00
			Subtotal: \$300.00

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: \$300.00

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:		In grade 8, 10% of students will score a level 3 or higher on the 2011-2013 FCAT science assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
6% (1) of students scored a level 3 or higher on the 2011-2012 FCAT science assessment.		In grade 8, 10% of students will score a level 3 or higher on the 2012-2013 FCAT science assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	Not all teachers have the depth or understanding of strategies to increase students knowledge of science concepts.	Teacher will incorporate better us of FRI and essential six strategies.	Administrative Team	Lesson plans and walk throughs	Student improvement on science mini-assessments in class.
3	Students do not have access to technology to enhance science knowledge and	Teachers will make a better effort to use computers to give students more practice	Administrative Team	Use of computer lab, document in lesson plans and walk throughs	Student improvement on data collected on Performance

	practice with FCAT test.	with FCAT test procedures/process			Matters.
4	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 8, 1% of students will score a level 4 or higher on the 2012-2013 FCAT science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored a level 4 or 5 on the 2011-2012 FCAT science assessment.	In grade 8, 1% of students will score a level 4 or higher on the 2012-2013 FCAT science assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters, FAIR, FCAT, FCIM
2	Not all teachers have the depth of understanding of strategies to increase students knowledge of science concepts.	Teacher will incorporate better use of FRI and Essential six strategies.	Administrative Team	Lesson Plans and Walk Throughs.	Student imporvement on science mini-assessments in class.
	Students do not have	Teachers will make	Administrative	Use of Elmo, projectors	Results of

3	access to use of technology to enhance science knowledge and practice with FCAT test items.	available more use of technology in classroom to encourage better access to science concepts and use computers to allow increased practice with FCAT test items.	team	to present materials, scheduled time in computer lab for FCAT practice.	classroom assessments, data from Performance Matters.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Science Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.

Biology Goal #1:

1% of students will score a level 3 or higher on the 2012-2013 Biology EOC assessment.

2012 Current Level of Performance:

2013 Expected Level of Performance:

0% of students scored a level 3 or higher on the 2011-2012 Biology EOC assessment.

1% of students will score a level 3 or higher on the 2012-2013 Biology EOC assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As an alternative school, we have students who transition throughout the school year. This may effect our schools assessment scores because we could potentially receive students prior to FCAT or EOC testing without knowing their depth of knowledge.	Student Staffings, IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal; Guidance Counselor	Progress monitoring	Performance Matters mini assessments

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

areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			The percentage of students who score at or above level 4 on the Biology EOC will increase to 5% in the 2012-2013 school year.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% of students scored at or above level 4 on the 2011-2012 Biology EOC assessment.			5% of students who take the Biology EOC assessment in the 2012-2013 school year will score at or above level 4.		
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	As an alternative school, we have students who transition throughout the school year. This may effect our schools FCAT scores because we could potentially receive students prior to FCAT testing without knowing their depth of knowledge. Student Staffings,	IEP meetings, Content area Team meetings. Each of these meetings are used to share and discuss students deficiencies.	Principal/Guidance Counselor	Progress Monitoring	Performance Matters

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
District-wide curriculum	New workbooks	District	\$1,200.00
Science Remediation	School-wide online mediaion	School Board	\$300.00
Enhance science concepts	Science experiment materials	District	\$500.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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:	Increase the number of 8th grade students scoring a 3.0 or higher on the FCAT Writing test to a 75%. Increase the number of 10th grade students scoring a 3.0 or higher on the FCAT Writing test to 50%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In grade 8, 56.5% (13) of students scored a 3.0 or higher on the FCAT writing during the 2011-2012 school year. In grade 10, 13% (2) of students scored a 3.0 or higher on the FCAT writing during the 2011-2012 school year.	Increase the number of 8th grade students scoring a 3.0 or higher on the FCAT Writing test to a 75%. Increase the number of 10th grade students scoring a 3.0 or higher on the FCAT Writing test to 50%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school's unique weakness for next year is the fact that Challenge is a transitional school. Our students may start the semester with us then transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur.	Students will use the writing process daily. Mary Lewis writing strategies and Larry Bell strategies will be incorporated.	Principal; Guidance Counselor	A schoolwide consistent method of saving documentation.	Monitor progress between pretest prompt and mid-year prompt
	The school's unique weakness for next year is the fact that Challenge is a	Dated journals entries or notebook entries.	Administrative team	Dated journals or notebooks	Monitor pretest prompt and mid-year prompt.

2	transitional school. Our students may start the semester with us then transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur.				
3	The school's unique weakness for next year is the fact that Challenge is a transitional school. Our students may start the semester with us then transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur	Practicing Revision and Editing process taught explicitly by the teacher.	Administrative team	Student work established during class.	Scored writing samples will be analyzed.

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.		N/A			
Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Changes to 2012-2013 FCAT Writing	6-12	N/A	CLC Writing Committee	Meetings are held monthly	CLC Writes assessments three times per year	Writing Committee; Guidance Counselor

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing enrichment	School-wide online remediation	School Board	\$300.00
			Subtotal: \$300.00
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: \$300.00

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.	N/A
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	We hope to increase student attendance and decrease the amount of tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
83%	85%
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)	Absences (10 or more)
73	63
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6	5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school's unique weakness for this year is the fact that Challenge is a transitional school. Our students may start the semester with us then transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur.	Through the discipline grid and MTSS strategies we are trying to limit the amount of OSS.	Principal	Collect Data	Collecting data and determining if our MTSS strategies and discipline grid are working

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:		CLC is hoping to decrease the amount of suspensions with the use of MTSS strategies and the 2012-2013 discipline grid.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
75		45			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
75		45			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
86		65			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
86		65			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	The school's unique weakness for next year is the fact that Challenge is a transitional school. Our students may start the semester with us then transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur.	At CLC we use a discipline grid to determine the consequence for the students actions. MTSS strategies and other interventions are used before students receive ISS or OSS.	Principal	Data is collected and reviewed	Review data that is collected and determine if the strategies and discipline plan is being effective.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	During the 2012-2013 school year, CLC will try to decrease the number of students who dropout.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
During the 2011-2012 school year, CLC had 1 student dropout of school.	During the 2012-2013 school year, CLC will try to decrease the number of students who dropout based on our goals and strategies.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
During the 2011-2012 school year, CLC had 4 students graduate.	During the 2012-2013 school year, CLC will try to increase the number of students who graduate based on our goals and strategies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school's unique weakness for next year is the fact that Challenge is a transitional school. Our students may start the semester with us then transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur.	Attempt to ensure that the majority of students successfully modify their behavior; complete the program and return to their home school	Administrative Team; Transition team	Attendance and behavior logs; end of year reports.	Effectiveness and evaluation will be determined by the transition statistics and end of year reports.
	The school's unique weakness for next year is the fact that Challenge is a transitional school. Our students may start the semester with us then	Utilize ED Options to assist students who are 1 or more grade levels behind to recover courses and credits prior to returning to the home zoned school.	Administrative Team; data processor and registrar	Academic records	Effectiveness and evaluation will be determined by the transition statistics; semester and end of year reports.

2	transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur.				
3	The school's unique weakness for next year is the fact that Challenge is a transitional school. Our students may start the semester with us then transition back to their home school before the year is over. Additionally, some students transition to other educational or behavior programs as deemed appropriate by local or state authorities. This transition is deemed a weakness due to educational inconsistency when moving from one campus to another that may occur.	Encourage those students who are of age and are lacking the desire to return to their home-zoned school to enroll in CCSD Adult Education program	Administrative Team; Registrar and Data Processor; MTSS team	Student Cumulative Files; Academic Records	Effectiveness and evaluation will be determined by the transition statistic.

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Based on the 2011-2012 CAP logs, teachers will contact 95% of parents during the 2011-2012 school year.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Based on 2011-2012 CAP logs, IEP meetings, parent conferences, and staffings 92% of parents were contacted during the 2011-2012 school year.		Based on the 2010-2011 CAP logs, teachers will contact 95% of parents during the 2011-2012 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	CLC serves a very diverse population of parents.	Each teacher will make every effort to contact 85% of the parents and/or guardian (CAP) four times a semester.	Principal; Administrative team	CAP logs; school letters; CLC Fall festival; Literacy festival.	Review of CAP logs; Attendance at school based events
2	CLC serves a very diverse population of parents.	Parents/guardians will be invited to participate on the School Advisory Council.	Principal	Monthly Attendance sheets	Review attendance sheets
3	CLC serves a very diverse population of parents.	Parents/guardians will receive school newsletter quarterly via U.S. Mail or internet.	Administrative team	Monitor website; mail-out documentation	Review the number of clicks or counts to the website quarterly; monitor the number of outgoing mailouts quarterly.

4	CLC serves a very diverse population of parents.	Provide workshops and training for parents to help them better understand the needs of their children and services provided in the community.	MTSS team CCSD Resource Person	Parenting workshop thru the district Parent night sign-up sheets.	Review sign-in sheets for workshops and parent night documentations.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	CLC offers courses related to math and science that meet the Florida Graduation Requirements. 2 computer

STEM Goal #1:	labs are available for students to enrich curriculum taught in the classroom.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE

CTE Goal #1:

In order to help prepare students for CTE, CLC offers a Life Skills course to help prepare students for the world of work.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

CTE Budget:

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

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 remediation	School-wide online remediation	District	\$1,250.00
Mathematics	Math enrichment	School-wide online remediation	School Board	\$300.00
Science	District-wide curriculum	New workbooks	District	\$1,200.00
Science	Science Remediation	School-wide online mediaion	School Board	\$300.00
Science	Enhance science concepts	Science experiment materials	District	\$500.00
Writing	Writing enrichment	School-wide online remediation	School Board	\$300.00
				Subtotal: \$3,850.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$3,850.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/25/2012)

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
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SAC has access to funds in the School Improvement Plan budget. Uses of the funds will be discussed in future SAC meetings.

\$300.00

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

SAC will meet once bi-monthly to discuss the progress of the students at CLC. The members will help create and implement interventions to help students be successful both academically and socially. Several potential interventions for the 2012-2013 school year include: Beginning a mentor program, holding assemblies to help prevent bullying, and creating incentives for students who perform well on assessments. The SAC also serves as a liaison between CLC and the community and helps CLC remain accountable through the discussion of data and student progress throughout the year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found