

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SPECTRUM JUNIOR/SENIOR HIGH SCHOOL

District Name: Martin

Principal: Steve Carswell

SAC Chair: Kristina Neller

Superintendent: Nancy Kline

Date of School Board Approval: November 20, 2012

Last Modified on: 11/1/2012

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Clyde Steve Carswell	MA Educational Leadership BS Health & Physical Education Certifications in Ed Leadership, Biology, and Physical Education.	11	3	NA: School not included in the accountability rating because students are reported as enrolled in alternative-to-expulsion and discipline
Assis Principal	Dr. Mike Ryan	Psychology PhD Clinical Psychology Certifications in School Psychology and Guidance Counseling MA Counseling BA Psychology	22	22	NA: School not included in the accountability rating because students are reported as enrolled in alternative-to-expulsion and discipline

### 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 Coach, English 6-12	Shannon Blount	M Ed in Educational Leadership, Reading Endorsed, ESOL Endorsed	2	7	NA: School not included in the accountability rating because students are reported as enrolled in alternative-to-expulsion

### 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	Web-based posting and application protocol Access district recruiting specialist School review and selection committee	Principal	09/2013	

### 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
	Continued PLC work with the Marzano framework, specifically on effective feedback and scales and rubrics this year.

### 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
10	0.0%(0)	40.0%(4)	30.0%(3)	30.0%(3)	50.0%(5)	100.0%(10)	40.0%(4)	0.0%(0)	60.0%(6)

### 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
Tera Driggers	Fran Lefebvre	Proximity, grade levels taught, reading endorsed, Intensive	Daily Consult Weekly Review Data Support Curriculum Support

## 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

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

## 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 leadership team will consist of: the principal, school psychologist, reading coach, ESE professionals, and teachers. The team will work closely together to determine baseline interventions at each level and look at data quarterly to assure that all interventions are being implemented and that students are progressing as needed. If there are gaps of achievement the team will proceed to the next level of intervention to best meet the needs of the students.

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?

RtI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The team will meet in response to teacher referral to address students in need of intervention. The team will use classroom progress monitoring through E2020, System 44, and Read 180, District Benchmark tests, FCAT, and FAIR to help monitor and create research based interventions for students not meeting grade level expectations. Teachers will be given continuous professional development through the District on the RtI model and strategies to bridge the learning gap. The RtI team will work with parents as well to ensure they understand the model and how they can support their student in school and at home. All students will be enrolled in an Aggression Replacement Therapy (ART) for .5 credits. The point/level system is another access point to track student behavioral issues and progress.

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

The RtI leadership team was part of the SIP process, as they wanted to give input as to baseline interventions and goals based on previous year's student data. The problem solving process was part of the goal setting area of the SIP. The SIP team and the RtI team looked at performance data, disaggregated the data and made goals based on the data. Ongoing progress monitoring and staff development will assist in teachers' understanding of the Problem Solving process and research based intervention strategies to use in the classroom. Data teams will be using the Florida Continuous Improvement Model to guide their interventions throughout the year.

### 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.

Data sources include, on-going progress monitoring within individual classrooms through E2020, READ 180 and System 44. Progress monitoring will also be achieved through 3 District Benchmark tests (Reading, Math and Science), Parallel Writes which models the FCAT writes test and rubric two times a year, writing across the curriculum done monthly through all subject areas, FCAT and FAIR data all work together to help the RtI team determine research based interventions and the next level of interventions for students that continue to struggle to meet grade level expectations. The team will also meet to look at discipline/referral data and attendance reports to assist in the problem solving solution model.

Describe the plan to train staff on MTSS.

In the beginning of the year professional development will be done to assist staff in understanding what RtI is and how it benefits all students. The RtI staff will teach what the problem solving model is and the intervention strategies at the various levels of implementation. The RtI team will work with teachers across the curriculum and provide follow up research based strategies for the classroom. The Reading Coach will work with both the RtI team and the SAC team in providing ongoing professional development of research based reading strategies that can be used across the curriculum for all students. The team will provide a mid year review of intervention strategies and effectiveness in the classroom.

Describe the plan to support MTSS.

1. Meeting with parent, student, principal and school psychologist upon entry into Spectrum to assess past behavioral concerns, academic needs, scheduling, and expectations for transition back to the student's sending school.
2. Anger Replacement Therapy (ART) school wide with staff interventions with students as needed to help guide students in positive behavior.
3. This is a Positive Behavior Support school, implementing supports for all students through rewards and continuous support.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) consists of the Principal, School Psychologist, Reading Coach, High School and Middle School reading teachers, Social Studies teacher, Math teacher and behavior specialist at the school.

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

The team functions as a cohesive group that uses continuous progress monitoring to meet the needs of all students at the school. The team meets monthly to discuss student progress and needs within the Language Arts Department and all other content area courses. The team review data provided through classroom, District, and state assessments and provides feedback to staff on achievement gaps and research based interventions to be used in the classroom. The team will follow the Continuous Improvement Model (CIM); (Plan-Do-Check-ACT) for all subgroups throughout the year and after each District Benchmark test.

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

Major initiatives this year will focus on student progression and around the Continuous Improvement Model. The SIP leadership team along with the teacher SIP teams will be triangulating data and forming instructional focus calendars monthly. The staff has also formulated a Professional Learning Community using Marzano's, The Art and Science of Teaching, to allow teachers a better understanding of their teaching process in relationship to student needs. Additionally the Common Core State Standards will be introduced to the staff via the LLT and Spectrum Academy.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

We will provide Professional Development for all content area teachers as well as language arts teachers in research based reading strategies. Members of each content area are part of the Common Core Implementation team that will and have attended the FLDOE CCSS training. Teachers are working on college and career readiness skills in each classroom, specifically the ELA and Math teachers are working on P.E.R.T. skills to ensure that students are prepared for college readiness in ELA and Mathematics. There will also be data teams that will continually progress monitor students in reading and implementing interventions to students that are struggling. The middle school and high school classes will initiate fifteen minutes per block daily to work on FCAT strategies and practice across the curriculum. The reading coach will model, provide research based interventions, and mentor new teachers in reading best practices.

### \*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?

The Aggression Replacement Therapy(ART) course is offered for all students which include goal setting strategies related to

the student's future and relevant real-world applications. All students are being exposed to rigorous content through classwork and implementation of CCSS standards within all content area subjects this year.

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?

Upon entry to this Alternative School setting, students and parents meet with the principal and/or guidance counselor to establish a behavioral/academic plan for their assigned duration of placement. This plan is based on the students earned credits, graduation requirements and graduation/post-graduation goals. Students are given course choices based on needs and interests when electives are appropriate for graduation needs. We make every attempt to assist the student in finding courses of interest that meet the graduation requirements set by the State of Florida.

## 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](#)

Counseling is provided regarding postsecondary options available including colleges, trade schools, vocational rehabilitation, Workforce Solutions and Job Corps.

## 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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (10/42)	35% (15/42)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call	Principal, Classroom Teachers,,Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance matters,FAIR, FCAT, Point Level System
4	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance matters,FAIR, FCAT, Point Level System

5	Lack of Student Motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance matters, FAIR, FCAT, monthly pre/post test analysis
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	N/A Less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students tested	N/A Less than 15 students tested

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	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point level System to track student progress academically and behaviorally.	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Attendance tracking, parent phone calls, parent/teacher/student conferences as needed Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Read 180 SRI data, data team agendas and outcome meetings

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:



5% (2/42)

17% (7/42)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Lack of motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FAIR, FCAT, monthly pre/post test analysis
4	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
5	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in reading.  
  
Reading Goal #2b:

N/A Less than 15 students tested

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students tested	N/A Less than 15 students tested

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Attendance tracking, parent phone calls, parent/teacher/student conferences as needed Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(14/42)	48% (20/42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist,	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls,

		expectations. Point level System to track student progress academically and behaviorally.	Dean		parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
4	Lack of Motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters, and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FAIR, FCAT, monthly pre/post test analysis
5	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System

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 Less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students tested	N/A Less than 15 students tested

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean Point Level System,	Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent	Principal, Classroom Teachers, Reading Coach, Guidance,	Point Level System, Ongoing Progress Monitoring for both academics and	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance

2	on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	School Psychologist, Dean	behaviors.	tracking, parent phone calls, parent/teacher/student conferences as needed
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (2/42)	24% (10/42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring, attendance monitoring, referral monitoring	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
4	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
	Lack of Student motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of	Principal, Classroom Teachers, Reading Coach, Guidance, School	Ongoing Progress Monitoring	Benchmark, Performance Matters, FAIR, FCAT, monthly pre/post test analysis

5	graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Psychologist, Dean	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is: White: 27% (3/11) Hispanic: 57% (8/14) Black: 100% (6/6) Multi Racial: 100% (1/1)	We will decrease the percentage (number) of students not meeting this goal to: White: 0% (0) Hispanic: 29% (4) Black: 50% (3) Multi Racial 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System

		and academic progress. Daily calls home for each student absent via direct connect and a personal call.			
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
5	Lack of Student Motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FAIR, FCAT, monthly pre/post test analysis

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is: 44% (4/9)	We will decrease the percentage (number) of students not meeting this goal to: 0% (0)

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	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level	Principal, Classroom Teachers, Guidance, School Psychologist,	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System

3		system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Dean		
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
5	Lack of Student Motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FAIR, FCAT, monthly pre/post test analysis

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is: 44% (4/9)	We will decrease the percentage (number) of students not meeting this goal to: 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
	Student Daily Attendance Rate	Mandatory parental meeting at enrollment,	Principal, Classroom	Point Level System, Ongoing Progress	Benchmark, Performance



3		student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Teachers, Guidance, School Psychologist, Dean	Monitoring for both academics and behaviors.	Matters,FAIR, FCAT, Point Level System
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters,FAIR, FCAT, Point Level System
5	Lack of Student Motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	On-going progress monitoring	Benchmark, Performance matters and FCAT results

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is: 69% (25/36)	We will decrease the percentage (number) of students not meeting this goal to: 50% (18/36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed



3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System
5	Lack of Student Motivation in Reading	School wide read aloud, high interest reading projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FAIR, FCAT, monthly pre/post test analysis

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
2013 FCAT Writing PD	All subjects grades 6-12	Reading Coach	School-wide	October-December 2012	Writing across the curriculum monthly	School-wide
Text Complexity and Reading	All subjects and grades 6-12	Reading Coach	School-wide	ongoing	Benchmark results, FAIR and summative assessments	School-wide
Increased focus on non-fiction text	All subjects grades 6-12	Reading Coach	School-wide	ongoing	Benchmark results, FAIR and summative assessments	School-wide

Reading Budget:

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

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

End of 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.		N/A Less than 15 students tested		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A Less than 15 students tested				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.		N/A Less than 15 students tested		
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
N/A Less than 15 students tested				
Problem-Solving Process to Increase Student Achievement				

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	N/A Less than 15 students tested
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2012 Current Percent of Students Proficient in writing:

N/A Less than 15 students tested

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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



## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (3/15)	40% (6/15)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
	Lack of student Motivation in Math	Small Group differentiated instruction, use of graphic organizers,	Principal, Classroom Teachers, Reading Coach, Guidance,	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

5	monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	School Psychologist, Dean	
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A Less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students tested	N/A Less than 15 students tested

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Attendance tracking, parent phone calls, parent/teacher/student conferences as needed Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point level System to track student progress academically and behaviorally.	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated School Trend Data, we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2/15)	47% (7/15)

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	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, Point Level System
5	Lack of Student Motivation in Math	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FAIR, FCAT, monthly pre/post test analysis

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 Less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students tested	N/A Less than 15 students tested

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Attendance tracking, parent phone calls, parent/teacher/student conferences as needed Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (4/15)	53%(8/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and	Principal, Classroom Teachers,	Point Level System, Ongoing Progress Monitoring for both	Benchmark, Performance Matters, FCAT, Point Level



3		educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Guidance, School Psychologist, Dean	academics and behaviors.	System
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
5	Lack of Student Motivation in Math	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, Point Level System

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 Less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students tested	N/A Less than 15 students tested

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1/15)	27% (4/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring, attendance monitoring, referral monitoring	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
4	Student Behavior	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
5	Lack of Student motivation in Math	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

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 #				
		5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is:  White: 66% (2/3) Hispanic: 100% (2/2) Black: N/A	We will decrease the percentage (number) of students not meeting this goal to:  White: 33% (1/3) Hispanic: 0 (0) Black: 0 (0)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
	Student Behavior	Mandatory parental meeting at enrollment,	Principal, Classroom	Point Level System, Ongoing Progress	Benchmark, Performance Matters,

4		student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Teachers, Guidance, School Psychologist, Dean	Monitoring for both academics and behaviors.	FCAT, Point Level System
5	Lack of Student Motivation in Math	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is: 100% (2/2)	We will decrease the percentage (number) of students not meeting this goal to: 0 (0)

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	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System

4	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
5	Lack of Student Motivation in Math	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated School Trend Data, we are currently using Performance Matters Data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is: 57% (4/7)	We will decrease the percentage (number) of students not meeting this goal 0 (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
	Student Behavior	Mandatory parental	Principal,	Point Level System,	Benchmark,

4		meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Classroom Teachers, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring for both academics and behaviors.	Performance Matters, FAIR, FCAT, Point Level System
5	Lack of Student Motivation in Math	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage (number) of students not meeting this goal is: 56% (9/16)	We will decrease the percentage (number) of students not meeting this goal 25% (4/16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and	Principal, Classroom Teachers,	Point Level System, Ongoing Progress Monitoring for both	Benchmark, Performance Matters, FCAT, Point Level

4		educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Guidance, School Psychologist, Dean	academics and behaviors.	System
5	Lack of Student Motivation in Math	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

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 <15 students			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A <15 students	N/A <15 students			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	N/A Less than 15 students tested			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A Less than 15 students tested	N/A Less than 15 students tested			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	N/A Less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students tested	N/A Less than 15 students tested

Problem-Solving Process to Increase Student Achievement

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

### High School Mathematics AMO Goals

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of student Not making satisfactory progress is: White: N/A Hispanic: 0% (0/1) Black: N/A Multi Racial: N/A	Our goal is to increase the number of students that make progress to: White: 75% Hispanic: 100% Black: 75% Multi Racial: 75%

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Our goal is to ensure all students make satisfactory progress.

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	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Our goal is to ensure that all students make progress.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (o/1) All ED students that could achieve satisfactory progress did.	Our goal is for all students to make satisfactory progress.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

		(chunking), and weekly motivational speakers.			
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

End of High School Mathematics Goals

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

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (3/20)	40% (8/20)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:

Spectrum High School is an Alternative to Expulsion

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/20)	25% (4/20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

*End of Algebra EOC Goals*

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/3)	100% (3/3)

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	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (0/3)	33% (1/3)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student

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
Project Based Learning PLC	All subject areas in math	District Math Coach and Reading Coach	All math teachers	on-going	PLC check in with administration and mini assessments within the classes	Administration/Teachers

Mathematics Budget:

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

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:	N/A less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A less than 15 students tested			N/A less than 15 students tested		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
2	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
3	Lack of Student Motivation in Science	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom teachers, Guidance, School Psychologist, Dean	On-going progress monitoring	Benchmark, Performance Matters and FCAT results

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 less than 15 students tested		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A less than 15 students tested			N/A less than 15 students tested		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/4)	25% (1/4)

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	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
2	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors	Benchmark, Performance Matters, FCAT, Point Level System
3	Lack of Student Motivation in Science	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

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 less than 15 students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A less than 15 students tested	N/A less than 15 students tested

Problem-Solving Process to Increase Student Achievement



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

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1:		N/A less than 15 students tested		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A less than 15 students tested		N/A less than 15 students tested		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:		N/A less than 15 students tested		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A less than 15 students tested		N/A less than 15 students tested		
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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/10)	50% (5/10)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0/10)		20% (2/10)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Attendance tracking, parent phone calls, parent/teacher/student conferences as needed Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point level System to track student progress academically and behaviorally.	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
3	student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak EOC clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Attendance tracking, parent phone calls, parent/teacher/student conferences as needed Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
4	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Benchmark, Performance Matters, FAIR, EOC, Point Level System,	Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review Biology EOC item specs for teachers to understand the content of the test	All Biology Teachers	Principal and District Science Coordinator	all Biology teachers	ongoing	Benchmark results, summative assessment and EOC results	Principal and Biology teachers

Science Budget:

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

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:		Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of state generated school Trend Data we are currently using Performance Matters data to set our goals.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (2/5)		80% (4/5)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Transient population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
2	Student Daily Attendance Rate	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress. Daily calls home for each student absent via direct connect and a personal call.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
3	Student Behavior	Mandatory parental meeting at enrollment, student behavioral and educational profile upon enrollment, Point level system that tracks attendance, behavior and academic progress.	Principal, Classroom Teachers, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System
4	Lack of Student Motivation in Writing	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters, and weekly motivational speakers	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A Less than 15 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 15 students	N/A Less than 15 students

Problem-Solving Process to Increase Student Achievement

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

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
Focus to be given to writing to a source and on the conventions of writing.	School-wide	Reading Coach and administration	school-wide	ongoing	Writing across the curriculum bi-monthly in all subjects	school-wide

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
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	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A Currently we have no 7th grade students

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

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
Review the item specs for the Civics EOC test to be given next year	7th grade	Principal	all 7th grade Civics teachers	ongoing	review of lesson plans and summative assessments in class	Teacher and principal

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:		Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		71% (5/7)			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool	



			Monitoring	Strategy	
1	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed

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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make expected level of performance based on the students that we currently have enrolled, however the majority of those students will NOT be the students tested, as they will be back at their sending school when the test occurs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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
Review of					District Benchmark assessments and	

the item specs for the EOC test	US History Teachers	Principal	US History teachers	ongoing	classroom summative assessments aligned with item specs from FLDOE	Principal/Teachers
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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:	Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population attendance rates would be statistically invalid.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
78% (51) on a daily basis	85% (56)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
6% (4)	7% (5)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6% (4)	9% (6)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Discouragement	Increase positive reinforcers	Principal/Dean	Attendance Data	State/District Report
2	Student Social Isolation	Student Center counseling and activities	School Psychologist/ART Instructor	Attendance Data	State/District Report
3	Poor Academic Skills	Small Group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers	Teachers	Attendance Data	State/District Report

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

## 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:		Reduce the number of student suspensions by 5% - total number of Out-of-School Suspensions and the number of students suspended			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
n/a		n/a			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
n/a		n/a			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
216		206			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
90		86			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's lack of cooperation	Intervention Team Counseling	Principal	Suspensions data	RTI-b and Terms
2	Student's frustrations and aggression	Aggression Replacement Therapy	Principal	Suspensions data	RTI-b and Terms

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

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

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

No Data Submitted

Suspension Budget:

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

End of Suspension Goal(s)

## 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>	Due to the nature of an interim alternative education setting, drop out rates would be statistically invalid.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
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	Student Social Isolation	Student Center Activities and counseling	School Psychologist	Drop-out data documented	State/District Report

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
			<b>Grand Total: \$0.00</b>

*End of Dropout Prevention Goal(s)*

## Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		Increase parent involvement by 6% through conferences, parent phones calls and home notes.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
20% (13)		26% (17)			
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	Parent discouragement	Positive notes and phone calls to home	Principal	Parent Involvement data documented	Communication log
2	Parent/School Communication	Mandatory Enrollment Meeting	Principal	Parent Involvement data documented	Enrollment Packet
3	Parental Awareness	E-mail E2020 Progression Report	Guidance	Parent Involvement data documented	E2020 Log

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 STEM Goal # 1:			Ensure exposure to rigorous coursework to support college and career readiness for all ethnic groups. We will continue to have weekly guest speakers from the community to expose our students to various opportunities within the community.		
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	Transient Population	Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations. Point level System to track student progress academically and behaviorally.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student conferences as needed
2	Lack of student engagement in academic achievement	High interest projects, small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers.	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Point Level System, Ongoing Progress Monitoring for both academics and behaviors. Attendance tracking, parent phone calls, parent/teacher/student conferences as needed	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Read 180 SRI data, data team agendas and outcome meetings

## 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
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P.E.R.T training for ELA and mathematics teachers	11th and 12th grade ELA and Math teachers	District Staff	All 11th and 12th grade ELA and Math teachers	ongoing	PERT, ACT and SAT results	Principal/ELA and Math teachers
Common Core State Standards implementationschool-wide	school-wide	Principal and CCSS team	School-wide	ongoing	Summative Assessments, Benchmark results, EOC results, FCAT results, FAIR results	Principal and all teachers

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:		N/A As this is an alternative to expulsion school with the average length of enrollment 45 days and no CTE academies at this time.		
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				

(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
N/A at this time						

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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 9/18/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

- (1) Monitor facilities of the historic building profiles.
- (2) Review school wide point and level system for improvements.
- (3) Membership drive to for more long term diversity due to the temporary (short) student enrollment. Parental Out-reach.

(4)Expand the diversity of our weekly assemblies.

## 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