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.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	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

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)
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 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading	% 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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Tera Driggers	Fran Lefebyre	reading endorsed,	Daily Consult Weekly Review Data Support Curriculum Support

Reading
background

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.

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
NI/A

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

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 <u>High School Feedback Report</u>

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)).

* vvn	nen using percentages, inclu	ide the number of students th	ne perce	entage represer	nts (e.g., 70% (35)).		
	ed on the analysis of stud nprovement for the follow	lent achievement data, and ving group:	d refere	ence to "Guidi	ng Questions", identify a	and define areas in need	
1	FCAT2.0: Students scor ding.	ring at Achievement Leve	Given our transient and fluctuating population and lack of				
Reading Goal #1a:				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 F		or Position onsible for	Process Used to Determine	Evaluation Tool	

	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		Ongoing Progress	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.	Teachers, Guidance, School Psychologist,	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance matters,FAIR, FCAT, Point Level System

5	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	Teachers, Reading Coach, Guidance, School Psychologist, Dean	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:

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

N/A Less than 15 students tested

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		Mandatory parental meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic expectations.	Teachers, Reading Coach, Guidance,	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	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.	Coach, Guidance, School Psychologist,	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:

Level 4 in reading.	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:

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.	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, 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.	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 Exped	ted Level of Performar	ice:	
N/A Less than 15 students tested			N/A Less tha	an 15 students tested		
		Problem-Solving Proces	ss to L	ncrease Stu	dent Achievement	
	Anticipated Barrier	Strategy	Resp	erson or Position ponsible for pnitoring	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.	Classroom Teachers, Reading R Coach, Guidance, a School Psychologist,		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.	Teach Coach Schoo Psych	oom ers, Reading , Guidance,	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

	d on the analysis of stude provement for the following		d refere	ence to "Guid	ding Questions", identify a	and define areas in need
gains in reading.			Given our tr state genera	igh School is an Alternativ ansient and fluctuating po ated school Trend Data w e Matters data to set our	opulation and lack of e are currently using	
2012	2 Current Level of Perfo	rmance:		2013 Exped	cted Level of Performar	nce:
33%(14/42)			48% (20/42))		
Problem-Solving Process to I			ss to Ir	ncrease Stu	dent 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.	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	Teache Coach,	oom ers, Reading , Guidance,	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.			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 refer of improvement for the following group:				ence to "Guid	ding Questions", identify a	and define areas in need
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:			N/A Less tha	an 15 students tested		
2012	2 Current Level of Perfo	rmance:		2013 Exped	cted Level of Performan	ce:
N/A Less than 15 students tested		N/A Less than 15 students tested				
Problem-Solving Process to Ir		ncrease Stu	dent Achievement			
	Anticipated Barrier	Strategy	Po Respo	erson or osition onsible for nitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement	differentiated instruction, use of graphic organizers,	Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean Point Level			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	Teache	oom ers, Reading	Point Level System, Ongoing Progress Monitoring for both academics and	Benchmark, Performance Matters, FAIR, FCAT, Point Level System, Attendance

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

	ed on the analysis of stude approvement for the following		d referer	nce to "Guid	ding Questions", identify	and define areas in need
mak	CAT 2.0: Percentage of sing learning gains in reading Goal #4:		S	Given our tr state genera	igh School is an Alternativ ansient and fluctuating po ated school Trend Data w e Matters data to set our	opulation and lack of re are currently using
2012	2 Current Level of Perfo	rmance:	2	2013 Exped	cted Level of Performar	nce:
5% ((2/42)		2	24% (10/42))	
	1	Problem-Solving Proces	ss to Ind	crease Stu	dent Achievement	
	Anticipated Barrier	Strategy	Po Respo	rson or osition onsible for nitoring	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.	Coach, School Psychol	om rs, Reading Guidance,	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.	Teacher Coach, School Psychol Dean	om rs, Reading Guidance,	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	Psychol Dean	om rs, ce, School	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.	Principa Classroo Teachel Guidano Psychol Dean	om rs, ce, School	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			Ongoing Progress Monitoring	Benchmark, Performance Matters,FAIR, FCAT, monthly pre/post test analysis

motivational speakers	5		graphic organizers, monthly calendar of focus adjusted to target weak FCAT clusters (chunking), and weekly motivational speakers			
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Based on Amb	ased 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 #			A		
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, Spectrum High School is an Alternative to Expulsion school. Hispanic, Asian, American Indian) not making Given our transient and fluctuating population and lack of satisfactory progress in reading. state generated school Trend Data we are currently using Performance Matters data to set our goals. Reading Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: Current percentage (number) of students not meeting this We will decrease the percentage (number) of students not goal is: meeting this goal to: White: 27% (3/11) White: 0% (0) Hispanic: 57% (8/14) Hispanic: 29% (4) Black: 100% (6/6) Black: 50% (3) Multi Racial: 100% (1/1) Multi Racial 0% (0)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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.	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, parent/teacher/student conferences as needed
2		meeting at enrollment to explain transition to home school dependent on attendance, behavior	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	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	meeting at enrollment to explain transition to home school dependent on attendance, behavior	Classroom Teachers, Guidance, School Psychologist, Dean	Ongoing Progress Monitoring for both	Benchmark, Performance Matters,FAIR, FCAT, Point Level System
5	Lack of Student Motivation in Reading	high interest reading projects, small group differentiated instruction, use of graphic organizers,	Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Monitoring	Benchmark, Performance Matters,FAIR, FCAT, monthly pre/post test analysis

	d on the analysis of stude aprovement for the following	ent achievement data, and ng subgroup:	d refer	ence to "Guid	ding Questions", identify a	and define areas in need
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	2 Current Level of Perfo	rmance:		2013 Expected Level of Performance:		
Current percentage (number) of students not meeting this goal is: 44% (4/9)			his	We will decrease the percentage (number) of students not meeting this goal to: 0% (0)		
	-	Problem-Solving Proces	ss to L	ncrease Stu	dent Achievement	
	Anticipated Barrier	Strategy	Resp	erson or Position Ponsible for Ponitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient Population	meeting at enrollment to explain transition to	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.	Coach Schoo Psych	oom ers, Reading , Guidance,	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		l	oom	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.	Teachers, Guidance, School	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

Base	d on the analysis of stude	ent achievement data, and	d reference	ce to "Guid	ding Questions", identify	and define areas in need
	provement for the followi					
satisfactory progress in reading.			Gi sta	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	2 Current Level of Perfo	rmance:	20	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 Proces	ss to Inci	rease Stu	dent Achievement	
	Anticipated Barrier	Strategy	Pos Respon	son or sition sible for toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement in academic achievement		Coach, G School Psycholo	m s, Reading Guidance,	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	on attendance, behavior	Teachers Coach, G School Psycholo Dean	m s, Reading Guidance,	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	Principal, Classroor		Point Level System, Ongoing Progress	Benchmark, Performance

3		educational profile upon	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.	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

	d on the analysis of stude aprovement for the following		d refer	ence to "Guid	ding Questions", identify a	and define areas in need
satisfactory progress in reading.			Given our tr state genera	igh School is an Alternativ ansient and fluctuating po ated school Trend Data w e Matters data to set our	opulation and lack of re are currently using	
2012	2 Current Level of Perfo	rmance:		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)			
	1	Problem-Solving Proces	ss to I	ncrease Stu	dent Achievement	
	Anticipated Barrier	Strategy	F Resp	erson or Position ponsible for pnitoring	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,		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.	Teach Coach Schoo Psych Dean	oom ers, Reading , Guidance,	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.	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
		Reading Coach	School-wide		Writing across the curriculum monthly	School-wide
Text Complexity and Reading		Reading Coach	School-wide	ongoing	Benchmark results, FAIR and summative assessments	School-wide
Increased focus on non-fiction text	,	Reading Coach	School-wide	ongoing	Benchmark results, FAIR and summative assessments	School-wide

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:	N/A Less than 15 students tested			
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						

3. Students scoring proficient in writing.						
N/A Less t	than 15 students tested					
2012 Current Percent of Students Proficient in writing:						
N/A Less than 15 students tested						
Increase S	tudent Achievement					
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy						
i	g: Increase S son or ition ponsible	g: Increase Student Achievement son or lition ponsible Process Used to Determine Effectiveness of Stratogy				

CELLA Budget:

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

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

Coach, Guidance,

pre/post test analysis

graphic organizers,

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

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

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. N/A Less than 15 students tested Mathematics Goal #1b: 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 Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Lack of student High interest projects, Principal, Point Level System, Attendance tracking, engagement in academic small group Classroom Ongoing Progress parent phone calls, achievement differentiated Teachers, Reading Monitoring for both parent/teacher/student instruction, use of Coach, Guidance, academics and conferences as needed graphic organizers, behaviors. Benchmark, School monthly calendar of Psychologist, Performance Matters, focus adjusted to target Dean FAIR, FCAT, End of weak FCAT clusters Course Exams, Point Level System, Read (chunking), and weekly motivational speakers. 180 SRI data, data team agendas and outcome meetings Transient Population Mandatory parental Principal, Point level System to Point Level System, meeting at enrollment to Classroom track student progress Ongoing Progress Teachers, Reading academically and Monitoring for both explain transition to home school dependent Coach, Guidance, behaviorally. academics and School on attendance, behavior behaviors. Benchmark, and academic Psychologist, Performance Matters. expectations. Dean FAIR, FCAT, End of Course Exams, Point Level System, Attendance tracking, parent phone calls, parent/teacher/student

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need improvement for the following group:						
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	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					
Mathematics Goal #2a:	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 I	ncrease Student Achievement					
P	erson or Process Used to					

conferences as needed

	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.	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, 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.	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.	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.	Coach, Guidance, School Psychologist,	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.	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		

	d on the analysis of stude		d refere	nce to "Guid	ding Questions", identify	and define areas in need
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	2 Current Level of Perfo	rmance:	2	2013 Expe	cted Level of Performar	nce:
27% (4/15)				53%(8/15)		
	- 1	Problem-Solving Proces	ss to In	crease Stu	dent 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		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, 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.	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,	Principa Classroo Teache	om	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.	Psychologist, Dean	academics and behaviors.	System
4	Student Behavior	meeting at enrollment to	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. N/A Less than 15 students tested Mathematics Goal #3b: 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 Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Lack of student High interest projects, Principal, Ongoing Progress Benchmark, engagement in academic small group Classroom Monitoring for both Performance Matters, achievement differentiated Teachers, Reading academics and FAIR, FCAT, Point Level Coach, Guidance, behaviors. System, Read 180 SRI instruction, use of graphic organizers, School Attendance tracking, data, data team monthly calendar of Psychologist, parent phone calls, agendas and outcome focus adjusted to target parent/teacher/student Dean Point Level meetings weak FCAT clusters System, conferences as needed (chunking), and weekly motivational speakers. Mandatory parental Principal, Point Level System, Transient Population Benchmark, meeting at enrollment to Classroom Ongoing Progress Performance Matters, explain transition to Teachers, Reading Monitoring for both FAIR, FCAT, Point Level home school dependent Coach, Guidance, System, Attendance academics and on attendance, behavior School behaviors. tracking, parent phone and academic Psychologist, expectations. Point level Dean parent/teacher/student System to track student conferences as needed progress academically

and behaviorally.

·					
7% (1/15)	27% (4/15)				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
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.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in no improvement for the following group:					

			_		
	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.	Coach, Guidance, School Psychologist,	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.	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	meeting at enrollment to explain transition to	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 Mathe	ematics Goal #		<u></u>	
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 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:	We will decrease the percentage (number) of students not meeting this goal to:
White: 66% (2/3) Hispanic: 100% (2/2) Black: N/A	White: 33% (1/3) Hispanic: 0 (0) Black: 0 (0)

	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.	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, 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.	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.	Guidance, School Psychologist, Dean	5	FCAT, Point Level System
5	Lack of Student Motivation in Math	'	Classroom Teachers, Reading Coach, Guidance, School	Monitoring	Benchmark, Performance Matters, FCAT, monthly pre/post test analysis

_						
	d on the analysis of stude approvement for the following		d refer	ence to "Guid	ding Questions", identify	and define areas in need
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	2 Current Level of Perfo	rmance:		2013 Exped	cted Level of Performar	nce:
	ent percentage (number) is: 100% (2/2)	of students not meeting t	this		rease the percentage (nu s goal to: 0 (0)	mber) of students not
	- 1	Problem-Solving Proces	ss to I	ncrease Stu	dent 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.	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, 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	Psych Dean	room	Point Level System, Ongoing Progress Monitoring for both academics and behaviors.	Benchmark, Performance Matters, FCAT, Point Level System

personal call.

4	meeting at enrollment, student behavioral and educational profile upon	Classroom Teachers, Guidance, School	- · · · · · · · · · · · · · · · · · · ·	Benchmark, Performance Matters, FCAT, Point Level System
5	differentiated instruction, use of	Classroom Teachers, Reading Coach, Guidance, School		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)

	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.	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, 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.	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	student behavioral and educational profile upon enrollment, Point level	Teachers, Guidance, School	Monitoring for both	Performance Matters,FAIR, FCAT, Point Level System
5	differentiated instruction, use of graphic organizers,	Classroom Teachers, Reading Coach, Guidance, School	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.

Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and lack of

Mathematics Goal E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Performance Matters data to set our goals.

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)

state generated school Trend Data we are currently using

	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.	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, 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.	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.	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		'	i i	academics and behaviors.	System
5	Motivation in Math	differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to target	Classroom Teachers, Reading Coach, Guidance, School	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 As Levels 4, 5, and 6 in m Mathematics Goal #1:	Ö	N/A <15 students				
2012 Current Level of		2013 Exp	ected Level of Perfor	mance:		
N/A <15 students			N/A <15 students			
	Problem-Solving P	rocess to L	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		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. N/A Less than 15 students tested Mathematics Goal #2: 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 Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring

Based on the analysis of in need of improvement	student achievement data, for the following group:	and r	eference to	"Guiding Questions", id	entify and define areas		
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 studer	nts tested		N/A Less than 15 students tested				
	Problem-Solving Process	s to I	ncrease S	tudent Achievement			
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

No Data Submitted

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

No Data Submitted

High School Mathematics AMO Goals

			Mathematics Goal #					
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			5A:					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
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 (Wh Hispanic, Asian, American Indian) not m satisfactory progress in mathematics. Mathematics Goal #5B:			naking	Spectrum High Schoo Given our transient at percentage of studen expected level of per we currently have en students will NOT be back at their sending	nd fluctuating popula ts tested in Algebra formance based on rolled, however the the students tested	ation and small I, we will make the students that majority of those , as they will be		
2012 Current Level of Performance:				2013 Expected Level of Performance:				
Percentage of student Not making satisfactory White: N/A Hispanic: 0% (0/1) Black: N/A Multi Racial: N/A			ory progress is:	Our goal is to increas progress to: White: 75% Hispanic: 100% Black: 75% Multi Racial: 75%	e the number of stu	dents that make		
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	differentiated instruction, use of graphic organizers,	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, parent/teacher/student conferences as needed
2	Transient Population	meeting at enrollment to explain transition to home school dependent on attendance, behavior	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: Spectrum High School is an Alternative to Expulsion school. 5C. English Language Learners (ELL) not making Given our transient and fluctuating population and small percentage of students tested in Algebra I, we will make satisfactory progress in mathematics. expected level of performance based on the students that we currently have enrolled, however the majority of those Mathematics Goal #5C: 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 Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Transient Population Mandatory parental Principal, Point Level System, Benchmark, meeting at enrollment to Classroom Ongoing Progress Performance Matters, explain transition to Teachers, Reading Monitoring for both FAIR, FCAT, Point Level home school dependent Coach, Guidance, academics and System, Attendance on attendance, behavior School behaviors. tracking, parent phone and academic Psychologist, expectations. Point level Dean parent/teacher/student System to track student conferences as needed progress academically and behaviorally. Lack of student High interest projects, Principal, Point Level System, Benchmark, engagement in academic small group Classroom Ongoing Progress Performance Matters, Teachers, Reading Monitoring for both achievement differentiated FAIR, FCAT, Point Level Coach, Guidance, instruction, use of academics and System, Attendance graphic organizers, School behaviors. tracking, parent phone 2 monthly calendar of Psychologist, calls, parent/teacher/student focus adjusted to target Dean weak FCAT clusters conferences as needed (chunking), and weekly motivational speakers.

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:			Given our tra percentage of expected leve we currently students will	gh School is an Alternativansient and fluctuating poof students tested in Algerel of performance based have enrolled, however I NOT be the students test sending school when the	pulation and small bra I, we will make on the students that the majority of those sted, as they will be	
2012 Current Level of Performance:			2013 Expected Level of Performance:			
N/A				Our goal is to ensure that all students make progress.		
	t	Problem-Solving Proce	ess to I	ncrease Stu	dent Achievement	
	Anticipated Barrier	Strategy	Resp	erson or Position ponsible for onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Principal,

School

Principal,

School

Classroom

Coach, Guidance,

Coach, Guidance,

Psychologist,

Psychologist,

Point Level System,

Point Level System,

Ongoing Progress

academics and

behaviors.

Ongoing Progress

academics and

behaviors.

Teachers, Reading Monitoring for both

Teachers, Reading Monitoring for both

Benchmark,

Benchmark.

calls,

calls,

Performance Matters,

System, Attendance

FAIR, FCAT, Point Level

tracking, parent phone

parent/teacher/student

conferences as needed

Performance Matters,

System, Attendance

FAIR, FCAT, Point Level

tracking, parent phone

parent/teacher/student conferences as needed

High interest projects,

differentiated

instruction, use of

graphic organizers,

monthly calendar of

weak FCAT clusters

Mandatory parental

explain transition to

and academic

home school dependent

on attendance, behavior

System to track student progress academically and behaviorally.

expectations. Point level Dean

(chunking), and weekly motivational speakers.

focus adjusted to target Dean

meeting at enrollment to Classroom

Lack of student

Transient Population

achievement

engagement in academic small group

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:

of improvement for the following subgroup:					
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.					
2013 Expected Level of Performance:					
Our goal is for all students to make satisfactory progress.					

	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	small group differentiated instruction, use of graphic organizers,	Classroom Teachers, Reading Coach, Guidance, School Psychologist,	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	meeting at enrollment to explain transition to home school dependent on attendance, behavior	Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	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: Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and 1. Students scoring at Achievement Level 3 in small percentage of students tested in Algebra I, we will Algebra. make expected level of performance based on the students that we currently have enrolled, however the Algebra Goal #1: 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.		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 Algebra. Algebra Goal #2:	school. Given our transient and fluctuating population a 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 whe 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		
Р	erson or Process Used to		

	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	small group differentiated instruction, use of graphic organizers,	Classroom Teachers,	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	meeting at enrollment to explain transition to home school dependent on	Teachers,	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: Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and 1. Students scoring at Achievement Level 3 in small percentage of students tested in Algebra I, we will Geometry. make expected level of performance based on the students that we currently have enrolled, however the Geometry Goal #1: 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

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
		Lack of student engagement in academic achievement	small group differentiated instruction, use of graphic organizers, monthly calendar of focus adjusted to	Principal, Classroom Teachers, Reading Coach, Guidance, School Psychologist, Dean	Monitoring for both academics and behaviors. Attendance tracking,	Benchmark, Performance Matters, FAIR, FCAT, End of Course Exams, Point Level System, Read 180 SRI data, data team agendas and outcome meetings
2	2	Transient Population	meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic	Teachers,	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 school. Given our transient and fluctuating population and 2. Students scoring at or above Achievement Levels small percentage of students tested in Algebra I, we will 4 and 5 in Geometry. make expected level of performance based on the students that we currently have enrolled, however the Geometry Goal #2: 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 Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Lack of student High interest projects, Principal, Point Level System, Benchmark, engagement in small group Classroom Ongoing Progress Performance Matters, academic achievement differentiated Teachers, Monitoring for both FAIR, FCAT, Point Level instruction, use of Reading Coach, academics and System, Attendance graphic organizers, Guidance, School behaviors. tracking, parent phone monthly calendar of Psychologist, focus adjusted to Dean parent/teacher/student target weak FCAT conferences as needed clusters (chunking), and weekly motivational speakers Transient Population Mandatory parental Point Level System, Principal, Point Level System, meeting at enrollment Classroom Ongoing Progress Ongoing Progress to explain transition to Teachers, Monitoring for both Monitoring for both

Reading Coach,

Psychologist,

Dean

Guidance, School behaviors.

academics and

academics and

calls.

behaviors. Benchmark,

Performance Matters,

System, Attendance

FAIR, FCAT, Point Level

tracking, parent phone

parent/teacher/student

home school

2

dependent on

and academic

attendance, behavior

expectations. Point

student progress

academically and

level System to track

behaviorally. conferences as needed

End of Geometry EOC Goals

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

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

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	N/A less than 15 students tested			
2012 Current Level of Performance:	2013 Expected Level of Performance:			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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.	Guidance, School	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.	Guidance, School	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

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas in need of improvement for the following group:					
1b. Florida Alternate Students scoring at L Science Goal #1b:	Assessment: evels 4, 5, and 6 in sciend	N/A less t	than 15 students tested	l		
2012 Current Level of Performance:			2013 Exp	2013 Expected Level of Performance:		
N/A less than 15 stude	nts tested	N/A less than 15 students tested				
	Problem-Solving Process	s to I	ncrease S	Student Achievement		
Anticipated Barrier Strategy Posit Resp for		on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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 reas in need of improvement for the following group:					
1. Florida Alternate A at Levels 4, 5, and 6 i Science Goal #1:	ssessment: Students scor n science.	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	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Posit Resp		on or tion oonsible toring	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 A at or above Level 7 in Science Goal #2:	ssessment: Students scor I science.	ring	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	s to I	ncrease S	Student Achievement		
Anticipated Barrier Strategy Posit Resp		on or tion oonsible toring	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)).

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	sed on the analysis of seas in need of improver			l referenc	ce to "Guiding Questions	", identify and define	
Bi	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.		
20	112 Current Level of P	erformance:		2013 Ex	xpected Level of Perfo	rmance:	
0%	6 (0/10)			50% (5/	'10)		
Problem-Solving Process to I				ncrease	Student Achievement		
	Anticipated Barrier	Strategy	Pos Respo	on or ition onsible nitoring	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.	Principa Classrod Teacher Reading Guidand School Psychol Dean	om rs, g Coach, ce,	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.	Teacher Reading Guidand School Psychol Dean	om rs, g Coach, ce,	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 definareas 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)
Dundalana Calvina Dunasaa ta I	range and Charles Andrian and

Problem-Solving Process to Increase Student Achievemer	١t	
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of 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

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:

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 Developn	nent		
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)).

1	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			school. Given o lack of state ge	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		
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
40% (2/5)			80% (4/5)	80% (4/5)		
	Prok	olem-Solving Process t	o Increase Stude	nt 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.	Psychologist,	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. N/A Less than 15 students Writing Goal #1b: 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 Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

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 Progr	am(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 Developn	nent		
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:

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:

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	small group differentiated instruction, use of graphic organizers, monthly calendar of	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	to explain transition to home school dependent on attendance, behavior	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 n need of improvement for the following group:						
2. Students scoring at or above Achievement Levels4 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			N/A Currently we have no 7th grade students		
	Problem-Solving Process	to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy f	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

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		review of lesson plans and summatvie assessments in class	Teacher and principal

Civics Budget:

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 Developm	nent		
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-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: Spectrum High School is an Alternative to Expulsion school. Given our transient and fluctuating population and 1. Students scoring at Achievement Level 3 in U.S. small percentage of students tested in Algebra I, we will History. make expected level of performance based on the students that we currently have enrolled, however the U.S. History Goal #1: 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 Process Used to Person or Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of

			Monitoring	Strategy	
		instruction, use of graphic organizers, monthly calendar of focus adjusted to	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	meeting at enrollment to explain transition to home school dependent on attendance, behavior and academic		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 Levels4 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			0		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

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	US History Teachers	Principal	US History teachers	classroom summative assessments aligned	Principal/Teachers
EOC test				with item specs from FLDOE	

U.S. History Budget:

Evidence-based Progra	am(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 Developm	nent		
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 of improvement:	e to "Guiding Questions", identify and define areas in need			
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		Attendance Data	State/District Report

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 Progran	m(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 Developme	ent		
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)).

	d on the analysis of susp provement:	ension data, and referen	ce to "Guiding Que	stions", identify and def	ine areas in need	
	uspension pension Goal #1:		number of Out-	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-Sc	chool Suspensions	2013 Expecte	d Number of In-Schoo	ol Suspensions	
n/a			n/a	n/a		
2012	2 Total Number of Stude	ents Suspended In-Scho	2013 Expecte School	d Number of Students	Suspended In-	
n/a			n/a	n/a		
2012	Number of Out-of-Sch	ool Suspensions	2013 Expecte Suspensions	2013 Expected Number of Out-of-School Suspensions		
216			206	206		
2012 Scho		ents Suspended Out-of-	- 2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School		
90			86	86		
	Pro	blem-Solving Process t	o Increase Stude	ent 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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	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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No Data Submitted

Suspension Budget:

Evidence-based Progra	am(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 Developm	ent		
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

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: Due to the nature of an interim alternative education setting, drop out rates would be statistically invalid. *Please refer to the percentage of students who dropped out during the 2011-2012 school year. 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

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1				The state of the s	State/District Report

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 Progra	am(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Parent Involvement Goal #1:

* 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

part	ase refer to the percenta icipated in school activitie uplicated.	0 1		Increase parent involvement by 6% through conferences, parent phones calls and home notes.			
201	2 Current Level of Parer	nt Involvement:	2013 Expecte	2013 Expected Level of Parent Involvement:			
20%	(13)		26% (17)	26% (17)			
	Pro	blem-Solving Process	to Increase Stude	ncrease 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		

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)	(Matorial(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)).

·· VVI	nen using percentages, inc	siude the number of Stude	nis ine percentage	represents (e.g., 70% (35))).	
Bas	ed on the analysis of sc	hool data, identify and	define areas in ne	eed of improvement:		
	TEM IM Goal #1:		college ar continue communit	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.		
	Р	roblem-Solving Proce	ess to Increase S	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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	Facilitator	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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	11th and 12th grade ELA and Math teachers	District Staff	All 11th and 12th grade ELA and Math teachers	ongoing	PERT, ACT and SAT	Principal/ELA and Math teachers
Common Core State Standards implementationschool -wide		Principal and CCSS team	School-wide	ongoing	IBANCHMARK PASITIFS	Principal and all teachers

STEM Budget:

Evidence-based Progra	am(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 Developm	nent		
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 N/A As this is and alternative to expulsion school with the average length of enrollment 45 days and no CTE CTE Goal #1: academies at this time. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible Evaluation Tool Effectiveness of Strategy Monitoring 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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
- 1	N/A at this time					

CTE Budget:

Evidence-based Progr	arri(3)/ Material(3)		A
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 Developn	nent		
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 F	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 Deve	elopment			
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



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

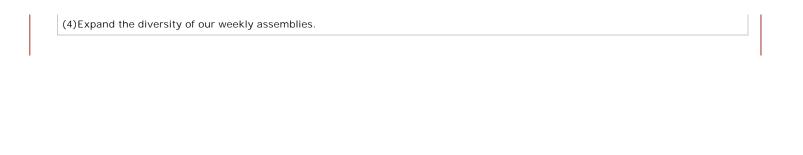
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative 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.



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