FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BIG CYPRESS WILDERNESS INSTITUTE

District Name: Collier

Principal: Dr. Cynthia M. Janssen

SAC Chair: Eric Peltz

Superintendent: Dr. Kamela Patton

Date of School Board Approval: November 20, 2012

Last Modified on: 9/15/2012



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		PhD Education and Leadership	5	31	According to statute, the Superintendent has the authority to strategically place administrators within the school district.
Assis Principal	Kelley C. Costin	MA Education and Leadership	4.5	12	According to statute, the Superintendent has the authority to strategically place administrators within the school district.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	. 3 (.) .	# 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)
Literacy	Jeanine Brakefield	MA Technology Reading Endorsement BA English Education 6-12	6	1	History of academic excellence and past work experience with students in alternative programs.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Vacancy Posting on website by Executive Director Naples Daily News.	Executive Director	As needed	
2	Vacancies advertised on Teacher-Teacher, Monstor.com, and other recruitment sites	Executive Director Director of Education	As needed	
3	3. CORE, PAR and AMIKids College orientation training at time of hire	Executive Director	on-going	
4	4. Annual training plan with position specific training at time of hire	Executive Director	At new hire date	
5	5. Assigning Mentor Teacher	Executive Director	At new hire date	
6	6. Weekly meetings, and teacher indoctrination program for 1st year teachers and 2+ year teachers	Director of Education	on-going	
7	7. Review salary schedule to align with district salaries	Executive Director	May 1, 2013	
8	8. Annual Performance Evaluations	Executive Director Director of Education	July 31, 2013	
9	9. Weekly Team Meetings	Director of Education	on-going	
10	10. Planning time for teachers	Director of Education	on-going	
11	11. Paid vacation and sick time	AMIKids Big Cypress policy	on-going	
12	12. Provide observations for certification	Director of Education	on-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Tom Long Claudius Knowles	Teacher is completing course work for professional certificate. October 2012 is completion date.Teacher is completing ESOL requirement. Teacher has completed all testing needed to meet state requirements. Professional Certificate is forthcoming.

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		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading		% ESOL Endorsed Teachers
4	0.0%(0)	50.0%(2)	25.0%(1)	25.0%(1)	0.0%(0)	50.0%(2)	25.0%(1)	0.0%(0)	25.0%(1)

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
Dave Galbreath		program Collier	Weekly meetings Observations as needed Webinars as needed

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				
Title I, Part C- Migrant				
Title I, Part D				
Title II				
Title III				
Title X- Homeless				
Supplemental Academic Instruction (SAI)				
Supplies that a state of the st				
Violence Prevention Programs				
Nutrition Programs				
Nutrition Programs				
Housing Programs				

Head Start	
dult Education	
areer and Technical Education	
ob Training	
ther	
Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)	
School-based MTSS/RtI Team	
dentify the school-based MTSS leadership team.	
Asscribe how the school-based MTSS Leadorship Toam functions (a.g., mosting processes and releations)	tions). How does it work
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions) with other school teams to organize/coordinate MTSS efforts?	
with other school teams to organize/coordinate MTSS efforts? Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and implementation of the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in the development and the school-based MTSS Leadership Team in	he school improvement
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Describe	how the school-based LLT functions (e.g., meeting processes and roles/functions).
What wil	be the major initiatives of the LLT this year?

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.

All teachers will be practicing the districts directives by using THIEVES, Cornell notes, and Blooms Taxonomy in order to increase student achievement. Reading teachers have attended a variety of in-services beyond their certification/endorsement requirements, thus giving them additional knowledge in the use of research-based strategies for student success. The social studies teacher acquired lessons and classroom ideas to enhance vocabulary and comprehension using content materials. Math teacher is now focusing on "Reading in the Content Area" mini lessons to be used in the classroom. An emphasis, this year, will be differentiation in the classrooms, and can be obtained by using accommodations in process, content, or product. Modeling and observation by the reading coach will continue throughout the year.

*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?

Students will have the opportunity if desired to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of this credential is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. Also students may obtain the State of Florida Serve Safe Certificate for Culinary Arts.

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?

Teachers and Counselors encourage all students to complete or update the FACTS.org planning document each school year. Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. All seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate

pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. Every student completes the CHOICES Interest Profiler for career options.

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>

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade. Alternative schools support students and parents by placing an emphasis on the following:

- Improving and maintaining reading and mathematics achievement scores;
- Counseling to take college placement exams such as CPT, SAT, and/or ACT;
- Counseling to enroll seniors in college level remedial English and mathematics courses;
- Full use of FACTS.org as planning tool for college and technical school enrollment;
- Increasing utilization of technical school dual enrollment as stepping stone to other postsecondary programs; and
- Encouraging students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need
of improvement for the following group:

Based on the analysis of of improvement for the fo		data, and refere	nce to "G	Guiding Questions", ident	ify and define areas in need		
1a. FCAT2.0: Students sreading.	scoring at Achieven	nent Level 3 in					
Reading Goal #1a:							
2012 Current Level of Performance:				2013 Expected Level of Performance:			
	Problem-Solvir	ng Process to In	crease S	itudent Achievement			
for			Drocass lisad to				
		No Data Si	ubmitted				
Based on the analysis of of improvement for the formula. The Florida Alternate As Students scoring at Lev Reading Goal #1b:	ssessment:		nce to "G	Guiding Questions", ident	ify and define areas in need		
2012 Current Level of P	Performance:	2	2013 Εχρ	pected Level of Perforn	nance:		
	Problem-Solvir	ng Process to In	crease S	Student Achievement			
Anticipated Barrier	Strategy	Person Position Respons for Monito	on Insible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data Si	ubmitted				
Based on the analysis of of improvement for the fo		data, and refere	nce to "G	Guiding Questions", ident	ify and define areas in need		
2a. FCAT 2.0: Students Level 4 in reading.	scoring at or above	e Achievement					
Reading Goal #2a:							

2012 Current Level of Performance:			2013 Expected Level of Performance:					
	Pr	oblem-Solving Proces	ss to I	ncrease Stu	uden	t Achievement		
			Dorse	on or				
Anticipated Barrier	Strat	egy	Posit Resp for	ponsible Det		ess Used to ermine ctiveness of tegy	Eval	uation Tool
	•	No	Data	Submitted				
Based on the analysis of improvement for the	f studen following	t achievement data, and group:	d refer	ence to "Gu	iding	Questions", identify	and d	lefine areas in nee
2b. Florida Alternate A Students scoring at or reading.		nent: Achievement Level 7	in					
Reading Goal #2b:								
2012 Current Level of Performance:			2013 Expected Level of Performance:					
	Pr	oblem-Solving Proces	ss to I	ncrease Stu	uden	t Achievement		
Anticipated Barrier	Strat	egy	Posit Resp for	onsible	Dete	ess Used to rmine ctiveness of tegy	Eval	uation Tool
		No		Submitted				
Based on the analysis of improvement for the		t achievement data, and group:	d refer	ence to "Gu	iding	Questions", identify	and d	lefine areas in nee
Ba. FCAT 2.0: Percentagains in reading.	age of s	tudents making learni	ing					
Reading Goal #3a:								
2012 Current Level of Performance:			2013 Expected Level of Performance:					
	Pr 	oblem-Solving Proces	ss to I	ncrease Stu	uden	t Achievement		
Anticipated B	arrier	Strategy	R	Person or Position Pesponsible Monitoring	for	Process Used to Determine Effectiveness o Strategy		Evaluation Toc
Some AMIKids Big Cypress students the program belo	enter	Implement FAIR assessments to monito student progress.	r Re	ncipal ading Coach ector of		Review FAIR data rep		FAIR assessment

level in reading. Some AMIKids Big Cypress students lack the continuity needed to successfully make progress each school year. Some AMIKids Big Cypress students lack level vocabulary skills. Some AMIKids Big Cypress students lack comprehension skills.	school year, which offers students additional instructional hours through which learning gains can occur. ig AMIKids Big Cypress offers intensive reading courses to help lower level students achieve success.	Classroom teachers	Students are given a baseline diagnostic pretest in reading and given periodic assessments. Information is available through a computer program used by AMIKids Big Cypress. Classroom teachers/advisors monitor goal progress biweekly during academic advising.	are also given bi- weekly fluency checks.
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of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to I	ncrease Student Achievement

Anticipated B	arrier	Strategy		Person Position Respons for Monito	on Insible	Process L Determin Effective Strategy	е	Eval	uation Tool
			No	Data Si	ubmitted				
Based on the a of improvemen			ent data, and	d refere	nce to "Gu	uiding Ques	tions", identify	and d	lefine areas in need
4. FCAT 2.0: F making learni	_	e of students in l n reading.	Lowest 25%						
Reading Goal	#4:								
2012 Current	Level of P	erformance:		2	2013 Expe	ected Leve	el of Performa	ınce:	
		Problem-So	Iving Proces	ss to In	crease St	udent Ach	ievement		
				Persor	n or				
Anticipated B	Anticipated Barrier Strategy			Person of Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy		Evaluation Tool	
			No		ubmitted				
Based on Ambi	tious but A	chievable Annual	Measurable	Objectiv	ves (AMOs)), AMO-2, I	Reading and M	ath Pe	rformance Target
			Reading Goa						
	jectives (Al	able Annual MOs). In six year chievement gap							<u> </u>
Baseline data	2011-201	2 2012-2013	5A : 2013-2	014	201/	l-2015	2015-201	6	2016-2017
2010-2011	2011-201	2 2012-2013	2013-2	.014	2014		2013-201	_	2010-2017
			<u> </u>		<u> </u>]		
		student achievem llowing subgroup:		d refere	nce to "Gu	uiding Ques	tions", identify	and d	lefine areas in need
	ın, Americ	by ethnicity (Whan Indian) not rareading.							
Reading Goal	#5B:								
2012 Current	Level of P	erformance:		2	2013 Expe	ected Leve	el of Performa	ınce:	
		Problem-So	Iving Proces	ss to In	crease St	udent Ach	ievement		

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Reading Goal #5C: 2012 Current Level of Perfo Anticipated Barrier Str Based on the analysis of stude of improvement for the following satisfactory progress in readers.	ng subgroup: iers (ELL) not ma iding. irmance:	g Process to I	2013 Exp ncrease S on or ion onsible	Guiding Questions", identications of the process Used to Determine Effectiveness of Strategy			
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Anticipated Barrier Str Based on the analysis of stude of improvement for the following satisfactory progress in reasonable satisfactory progress in reasonable statisfactory progress in the statisfactory progress in the statisfactory progress in the statisfactory progress in the statisfactory progress in	Problem-Solving	Perso Posit Resp for	ncrease S on or tion onsible	Process Used to Determine Effectiveness of			
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Anticipated Barrier Str Based on the analysis of stude of improvement for the following 5D. Students with Disabilities satisfactory progress in real		Perso Posit Resp for	on or ion onsible	Process Used to Determine Effectiveness of	Evaluation Tool		
Anticipated Barrier Str Based on the analysis of stude of improvement for the followi 5D. Students with Disabilitie satisfactory progress in rea		Perso Posit Resp for	on or ion onsible	Process Used to Determine Effectiveness of	Evaluation Tool		
Based on the analysis of stude of improvement for the following 5D. Students with Disabilities satisfactory progress in reasonal contents.	ategy	Posit Resp for	ion onsible	Determine Effectiveness of	Evaluation Tool		
of improvement for the following 5D. Students with Disabilities satisfactory progress in reasons.			1011119	Strategy			
of improvement for the following 5D. Students with Disabilities satisfactory progress in rea		No Data	Submitted				
satisfactory progress in rea		data, and refer	ence to "C	Guiding Questions", identi	fy and define areas in nee		
		aking					
Reading Goal #5D:							
2012 Current Level of Performance:			2013 Expected Level of Performance:				
	Problem-Solving	g Process to I	ncrease S	Student Achievement			
Anticipated Barrier Str	ategy	Posit Resp for	on or ion onsible 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E:

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

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

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

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

Reading Budget:

Evidence-based Progran	n(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	nt		
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

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))

when using percentage.	s, include the number	or students the percentage	e represents hext to the p	ercernage (e.g., 70% (33)
Students speak in Engli	ish and understand s	spoken English at grade I	evel in a manner simila	r to non-ELL students.
I. Students scoring p	roficient in listenir	ng/speaking.		
CELLA Goal #1:				
2012 Current Percent	t of Students Profic	cient in listening/speal	king:	
	Problem-Solvin	g Process to Increase	Student Achievemen	t
	1			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	•	No Data Submitted	ı	
Students read in Englis	h at grade level text	in a manner similar to r	non-ELL students.	
2. Students scoring p	roficient in reading	g.		
CELLA Goal #2:				
2012 Current Percent	t of Students Profic	cient in reading:		
	Problem-Solving	g Process to Increase	Student Achievemen	t
			1	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted	i	
Students write in Englis	sh at grade level in a	manner similar to non-	ELL students.	
3. Students scoring p	roficient in writing			
CELLA Goal #3:				
2012 Current Percent	of Students Profic	ient in writing:		

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

CELLA Budget:

Evidence-based Progra	arri(s)/ wateriar(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 CELLA Goals

Middle School Mathematics Goals

* When using percentages,	include the number of stude	ents the perc	entage repr	esents (e.g., 70% (35)).		
Based on the analysis of of improvement for the fo		a, and refer	rence to "G	uiding Questions", ident	ify and define areas in need	
1a. FCAT2.0: Students mathematics.	scoring at Achievement	t Level 3 ir	ו			
Mathematics Goal #1a:						
2012 Current Level of F		2013 Ехр	pected Level of Perforr	mance:		
	Problem-Solving P	rocess to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
Based on the analysis of of improvement for the fo		a, and refer	rence to "G	uiding Questions", ident	ify and define areas in need	
1b. Florida Alternate As	ssessment: vels 4, 5, and 6 in math	ometics				
Mathematics Goal #1b:		ematics.				
matrematics dour // To.						
2012 Current Level of F	Performance:		2013 Exp	ected Level of Perforr	mance:	
	Problem-Solving P	rocess to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
Based on the analysis of of improvement for the fo		a, and refer	rence to "G	uiding Questions", ident	ify and define areas in need	
2a. FCAT 2.0: Students Level 4 in mathematics	scoring at or above Acl	hievement	Ī			
Mathematics Goal #2a:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			

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

Based on the analysis of soft improvement for the fol	student achievement data, and Ilowing group:	d refere	ence to "Gu	uiding Questions", identify	and define areas in need
2b. Florida Alternate As Students scoring at or a mathematics. Mathematics Goal #2b:	ssessment: above Achievement Level 7	in			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to Ir	ncrease St	tudent Achievement	
for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No) Data S	Submitted		

	I on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need			
gains	CAT 2.0: Percentage of s in mathematics. ematics Goal #3a:	tudents making learning	In the 2012-20 Cypress student	In the 2012-2013 academic school year, 100% of AMIKids Big Cypress students will make learning gains in math as evident by their FCAT scores.				
2012 Current Level of Performance: 2013 Expected Level of Performance:								
	40) students made learning increases and STAR Asses			53%(40) students made learning gains as evident by FCAT score increases and STAR Assessments.				
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement				
	Anticipated Barrier Strategy		Person or Position Responsible for Monitoring	Position Determine Responsible for Effectiveness of				
	Some AMIKids Big Cypress students enter the program below grrade level in math. Some AMIKids Big	1.1. Implement FAIR assessments to monitor student progress.	Principal Reading Coach Director of Education Classroom teachers	1.1. Review FAIR data reports Students are given a baseline diagnostic pre-	1.1. FAIR assessments Progress is monitored daily by classroom			

Cypress students lack the continuity needed to successfully make progress each school year.	AMIKids offers a 250-day school year, which offers students additional instructional hours through which learning gains can occur.	test in reading and given periodic assessments. Information is available through a computer program used by AMIKids	are also given bi weekly fluency checks. Walk throughs w
	AMIKids Big Cypress offers intensive reading courses to help lower level students achieve success.	Big Cypress. Classroom teachers/advisors monitor goal progress bi- weekly during academic advising.	be performed by the Academic Manager 1.2. Supervision note
	All AMIKids Big Cypress students receive an Individual Academic Plan (IAP) that addresses their individualized reading learning need.	1.2. Classroom walk throughs	
	AMIKids Big Cypress employs a low student to teacher ratio (12:1)		
	Teachers use a wide variety of strategies to increase vocabulary skill including graphic organizers, context clues, repeated teaching, word maps, and word walls.		
	Students will also utilize FCAT Explorer to help strengthen math skills in particular grade levels.		
	1.2. Infuse reading benchmarks in lesson plans and instructional delivery of all content areas 1.3. Engage and monitor all students in daily independent reading		

of improvement for the fol	lowing group:				
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:					
2012 Current Level of Pe	erformance:		2013 Exp	ected Level of Perforr	nance:
	Problem-Solving Pr	rocess to L	ncrease St	udent Achievement	
Anticipated Barrier	ipated Barrier Strategy Po for		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		'		!	·

Based on the a of improvemen			ent data, and	d refere	ence to "Gu	aiding Ques	itions", identify	and o	define areas in need
	ning gains ii	e of students in L n mathematics.	- .owest 25%						
2012 Current	t Level of P	erformance:			2013 Expe	ected Leve	el of Performar	nce:	
		Problem-Sol	ving Proces	ss to Ir	ncrease St	udent Ach	nievement		
Anticipated E	3arrier	Strategy		for		Process L Determin Effective Strategy	ie	Eval	luation Tool
			No	Data S	Submitted			_	
Based on Amb	itious but A						Reading and Ma	ith Pe	erformance Target
	bjectives (AM		Middle Scho	ol Mati	hematics G	oal #			<u></u>
Baseline data 2010-2011	2011-201	2012-2013	2013-20	014	2014	1-2015	2015-2016	ź	2016-2017
		student achieveme		d refere	ence to "Gu	uiding Ques	stions", identify	and (define areas in need
5B. Student s Hispanic, Asia	subgroups I an, America progress in	by ethnicity (Wh an Indian) not m n mathematics.	nite, Black,						
2012 Current	t Level of P	erformance:			2013 Expe	ected Leve	el of Performar	nce:	
		Problem-Sol	ving Proces	ss to Ir	ncrease St	udent Ach	nievement		
Anticipated E	3arrier	Strategy		for		Process L Determin Effective Strategy	ie	Eval	luation Tool
			No	Data S	Submitted				

Based on the analysis of of improvement for the f		data, and re	erence to "G	uiding Questions", ident	ify and define areas in need		
5C. English Language satisfactory progress		aking					
Mathematics Goal #50	:						
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	mance:		
	Problem-Solving	g Process to	Increase St	tudent Achievement			
Anticipated Barrier	Strategy	Po Re for	rson or sition sponsible nitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		'	a Submitted				
Based on the analysis of of improvement for the f		data, and re	erence to "G	uiding Questions", ident	ify and define areas in need		
5D. Students with Disa satisfactory progress		aking					
Mathematics Goal #50							
2012 Current Lovel of	Dorformonoo		2012 Eve	antad Laval of Darfarra	monoo.		
2012 Current Level of	Performance.		2013 EXP	2013 Expected Level of Performance:			
	Problem-Solving	g Process to	Increase St	tudent Achievement			
			rson or sition	Process Used to			
Anticipated Barrier	Strategy	Re	sponsible	Determine Effectiveness of Strategy	Evaluation Tool		
		No Da	a Submitted				
Based on the analysis of of improvement for the f		data, and re	Terence to "Gi	uiding Questions", ident	ify and define areas in need		
5E. Economically Disac satisfactory progress	dvantaged students r	not making					
Mathematics Goal #5E							
			2012 5	ooted Lovel of Dorfe	manaa		
2012 Current Level of	Performance:		2013 EXP	ected Level of Perforr	папсе:		

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals * When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)). Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Responsible Anticipated Barrier Strategy Evaluation Tool Effectiveness of Strategy Monitoring No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Responsible Anticipated Barrier Strategy **Evaluation Tool** Effectiveness of Strategy Monitoring No Data Submitted

Based on the analysis in need of improvemen			eference t	o "Guiding Questions",	identify and define areas
3. Florida Alternate A making learning gair		nt of students			
Mathematics Goal #3	3:				
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perfo	rmance:
	Problem-Solvin	g Process to I	ncrease S	Student Achievement	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

Algebra End-of-Course (EOC) Goals

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

			0 ,		
Based on the analysis of s of improvement for the fol		a, and refer	ence to "Gi	uiding Questions", identify	and define areas in need
1. Students scoring at A	achievement Level 3 in	Algebra.			
Algebra Goal #1:					
2012 Current Level of Po	erformance:		2013 Exp	ected Level of Performa	ince:
	Problem-Solving P	rocess to I	ncrease St	cudent Achievement	
Anticipated Barrier Strategy Posi for		for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in number of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.				
Algebra Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			

		Problem-Sol	lving Proces	s to I	ncrease S	tudent Ach	nievement			
Anticipated Barrier Strategy				Person or Position Responsible for Monitoring		Determin Effective	Process Used to Determine Effectiveness of Strategy		Evaluation Tool	
			No	Data S	Submitted					
3A. Ambitious I Measurable Ob	out Achieva jectives (Al	chievable Annual able Annual MOs). In six year chievement gap	Algebra Goa		ives (AMOs	s), AMO-2,	Reading and Mi	ath Perf	ormance Target	
Baseline data 2010-2011	2011-201	2 2012-2013	3A : 2013-2	014	201	4-2015	2015-201	6	2016-2017	
Algebra Goal :		erformance: Problem-Sol	lving Proces	ss to I			el of Performa	ince:		
Anticipated B	arrier	Strategy		for		Process U Determin Effective Strategy	ness of	Evalua	ation Tool	
			No	Data S	Submitted					
		student achievem llowing subgroup:		d refer	ence to "G	uiding Ques	stions", identify	and de	fine areas in nee	
-	inguage Le	earners (ELL) no								
Algebra Goal	#3C:									
2012 Current	Level of Po	erformance:			2013 Exp	ected Leve	el of Performa	ince:		

	Problem-Solving Proces	ss to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion ionsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		
Based on the analysis of soft improvement for the fo	student achievement data, and lowing subgroup:	d refer	ence to "Gu	uiding Questions", identify	and define areas in need
3D. Students with Disab satisfactory progress in	oilities (SWD) not making n Algebra.				
Algebra Goal #3D:					
2012 Current Level of P	erformance:		2013 Exp	ected Level of Performa	nce:
	Problem-Solving Proces	ss to I	ncrease St	cudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No		Submitted		-
Based on the analysis of soft improvement for the fo	student achievement data, an llowing subgroup:	d refer	ence to "Gu	uiding Questions", identify	and define areas in need
3E. Economically Disady satisfactory progress in	vantaged students not mak n Algebra.	ing			
Algebra Goal #3E:					
2012 Current Level of P	erformance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease St	tudent Achievement	
Anticipated Barrier	Posi Resp for		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		

Geometry End-of-Course (EOC) Goals

* When using percer	ntages,	include the	number of student	ts the	percentage	represe	nts (e.g., 70% (35)).	
Based on the analy				and i	reference to	o "Guid	ing Questions", id	entif	y and define areas
1. Students scori Geometry.	ng at	Achievem	nent Level 3 in						
Geometry Goal #	1:								
2012 Current Lev	el of	Performaı	nce:		2013 Exp	ected	Level of Perform	nanc	e:
		Problem	n-Solving Proces	s to I	ncrease S	tudent	t Achievement		
Anticipated Barr	Anticipated Barrier Strategy Posi for		son or tion ponsible itoring	Deter	iveness of	Eva	Iluation Tool		
			No	Data	Submitted				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement									
Anticipated Barr	Anticipated Barrier Strategy Res for Mo		Posi Resp for Mon	son or tion consible itoring	tion Determine Effectiveness of Strategy		Eva	lluation Tool	
	No Bata Submitted								
Based on Ambitiou Target	ıs but	Achievable	e Annual Measurak	ole Ok	ojectives (A	MOs),	AMO-2, Reading a	and M	Math Performance
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Geometry Goal #							<u></u>		
Baseline data 2011-2012	201	12-2013	2013-2014		2014-20	15	2015-2016		2016-2017

	f student achievement data for the following subgroup:	, and r	reference to	o "Guiding Questions", ic	dentify and define areas	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.						
Geometry Goal #3B:						
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:	
	Problem-Solving Proce	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	o Data	Submitted			
	f student achievement data for the following subgroup:	, and r	reference to	o "Guiding Questions", ic	dentify and define areas	
3C. English Language satisfactory progress	Learners (ELL) not makir in Geometry.	ng				
Geometry Goal #3C:						
2012 Current Level of	Performance:		2013 Expected Level of Performance:			
	Problem-Solving Proce	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	o Data	Submitted			
	f student achievement data for the following subgroup:	, and r	reference to	o "Guiding Questions", ic	dentify and define areas	
3D. Students with Disa satisfactory progress	abilities (SWD) not makin in Geometry.	g				
Geometry Goal #3D:						
2012 Current Level of	Performance:		2013 Ехр	pected Level of Perform	nance:	

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

	f student achievement data, for the following subgroup:	and r	eference to	o "Guiding Questions", id	dentify and define areas
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.					
Geometry Goal #3E:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	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				

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

Evidence-based 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 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 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:					
2012 Current Level of Performance:			2013 Exp	pected Level of Perform	mance:
	Problem-Solving Proces	s to I	ncrease S	itudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Problem-Solving Process to Increase Student Achievement					

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

	of student achievement data rement for the following gro		reference	to "Guiding Questions"	, identify and define	
2a. FCAT 2.0: Student	ts scoring at or above					
Achievement Level 4	in science.					
Science Goal #2a:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Proces	s to I	ncrease S	Student Achievement		
		Pers	on or			
		Posi	tion	Process Used to Determine		
Anticipated Barrier	Strategy	Resp	onsible	Effectiveness of	Evaluation Tool	
		Monitoring		Strategy		
	No	Data :	Submitted			

	of student achievement diversely to the following of		reference	to "Guiding Question	ns", identify and define
2b. Florida Alternate Students scoring at c in science. Science Goal #2b:	Assessment: or above Achievement I	Level 7			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proc	cess to L	ncrease S	Student Achievemer	nt
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

Florida Alternate Assessment High School Science Goals

 $^{^* \}textit{ When using percentages, include the number of students the percentage represents next to the percentage (e.g., ~70\%) \\$

Based on the analysis areas in need of impro			d reference	e to "Guiding Question:	s", identify and define	
1. Florida Alternate <i>A</i> at Levels 4, 5, and 6		its scoring				
Science Goal #1:						
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perfo	ormance:	
	Problem-Solving F	Process to I	ncrease S	Student Achievemen	t	
		Pers	son or			
Anticipated Barrier	Strategy	Posi Res for	ition ponsible litoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
Based on the analysis areas in need of impro			d reference	e to "Guiding Question:	s", identify and define	
2. Florida Alternate A at or above Level 7 in		its scoring				
Science Goal #2:						
2012 Current Level o	of Performance:		2013 Expected Level of Performance:			
	Problem-Solving F	Process to I	ncrease S	Student Achievemen	t	
		Pers	son or	Process Used to		
Anticipated Barrier	Strategy	Res for	ition ponsible litoring	Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted	•		
iology End-of-Co	urse (EOC) Goal	ls				
When using percentage	es, include the number o	of students th	ne percentag	ge represents (e.g., 70%	(35)).	
Based on the analysis areas in need of impro	of student achieveme vement for the followi	ent data, and ing group:	d reference	e to "Guiding Question:	s", identify and define	
1. Students scoring a Biology.	at Achievement Leve	el 3 in				
Riology Goal #1:						

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

	of student achievement dar vement for the following gro		reference	to "Guiding Question	s", identify and define
2. Students scoring a Levels 4 and 5 in Biol	t or above Achievement ogy.				
Biology Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

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

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

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 Development	t		
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)).

ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas a need of improvement for the following group:					
1a. FCAT 2.0: Students 3.0 and higher in writin	s scoring at Achievement ng.	Level			
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	ss 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 S	Submitted		

Based on the analysis of student achievement data, and r in need of improvement for the following group:	reference to "Guiding Questions", identify and define areas
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Writing 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 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 Writing Goals

* When using percer	ntages,	include th	ne number of stude	nts the p	percentage	represents (e.g.,	70% (35)).	
Based on the analin need of improve				a, and r	eference t	o "Guiding Ques	stions", id	lentify a	nd define areas
1. Students scor	ing at	Achieve	ment Level 3 in	Civics.					
Civics Goal #1:									
2012 Current Lev	vel of I	Perform	ance:		2013 Exp	pected Level of	Perform	nance:	
		Proble	m-Solving Proce	ess to I	ncrease S	Student Achiev	ement		
Anticipated Barr	ier	Strateg	У	Posit Resp for	on or tion ponsible toring	Process Used Determine Effectiveness Strategy		Evalua	tion Tool
			N	o Data	Submitted				
Based on the anal				a, and r	eference t	o "Guiding Ques	stions", id	entify a	nd define areas
 Students scor and 5 in Civics. 	_	or abov	e Achievement L	evels					
Civics Goal #2:									
2012 Current Lev	vel of l	Performa	ance:		2013 Exp	pected Level of	Perform	nance:	
		Proble	m-Solving Proce	ess to I	ncrease S	Student Achiev	ement		
				Doro	on or			<u> </u>	
Anticipated Barr	ier	Strateg	У	Posit Resp for		Determine Effectiveness of		Evaluation Tool	
			N		Submitted				
Professional Dev	-	nent (Pl	D) aligned with	Strate	egies thr	ough Professi	onal Lea	arning (Community
PLC) or PD Acti	J	ategy doe	es not require a pr	ofessio	nal develo	opment or PLC ac	ctivity.		
						Target Dates			
PD Content /Topic and/or PLC Focus		ade Subject	PD Facilitator and/or PLC Leader	Partio (e PLC,s grade	eipants .g. , ubject, level, or I-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strate Follo up/Mon	DW-	Person or Position Responsible for Monitoring

Civics 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 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 in need of improvement			eference to	o "Guiding Questions"	, identify and define areas
Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:					
2012 Current Level of	f Performance:		2013 Exp	pected Level of Perfo	ormance:
	Problem-Solving	g Process to I	ncrease S	tudent Achievemen	t
Anticipated Barrier Strategy Position		on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted		·

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.					
U.S. History Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving	Process to I	ncrease S	Student Achievement	:
Anticipated Barrier	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

U.S. History Budget:

Enthless the sead Decem			
Evidence-based Progr Strategy	am(s)/Material(s) 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

Attendance Goal(s)

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

Based on the analysis of attendof improvement:	dance data, and refer	ence	to "Guidin	g Questions", identify a	and define areas in need
1. Attendance					
Attendance Goal #1:					
2012 Current Attendance Ra	te:		2013 Expected Attendance Rate:		
2012 Current Number of Stud Absences (10 or more)	dents with Excessive	Э	2013 Expected Number of Students with Excessive Absences (10 or more)		
2012 Current Number of Stud Tardies (10 or more)	dents with Excessive	9	2013 Expected Number of Students with Excessive Tardies (10 or more)		
Prob	lem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strate	egy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		

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

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

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

Attendance Budget:

Evidence-based Progr			Available
Strategy	Description of Resources	Funding Source	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
	<u> </u>		Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension				
Suspension Goal #1:				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions			
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In- School			
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
2012 Total Number of Students Suspended Out-of- School	2013 Expected Number of Students Suspended Out- of-School			

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

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

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

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

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	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 Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define area in need of improvement:				ntify and define areas	
1. Dropout Prevention					
Dropout Prevention Go	oal #1:				
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout	Rate:		2013 Exp	ected Dropout Rate:	
2012 Current Graduati	on Rate:		2013 Expected Graduation Rate:		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Position		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data :	Submitted		

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

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

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

Dropout Prevention Budget:

m(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Subtotal: \$0.00
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
	No Data Description of Resources	Description of Resources Funding Source No Data Description of Resources Funding Source

			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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of in need of improvement:	Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement	t				
Parent I nvolvement Goal #1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent I nvolvement:			2013 Exp	ected Level of Parent	Involvement:
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Posi Anticipated Barrier Strategy Resp for		for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No Data Submitted				

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

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

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

Parent Involvement Budget:

Evidence-based Progr			A 11 1 1
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 Parent Involvement Goal(s)

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

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

Based on the analysis	of school data, ident	ify and define areas in n	eed of improvement:			
1. STEM						
STEM Goal #1:						
	Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data Submitted				

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

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

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

STEM Budget:

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)).

Base	d on the analysis of scho	ol data, identify and defi	ne areas in need of	improvement:	
1. CT	FE Goal #1:		Big Cypress sto as part of the	013 academic school year udents will take the care 8th grade social studies (e Collier County School D	er education class curriculum as
	Pro	blem-Solving Process	to Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Many students have poor academic records which can be an impediment to completing the career coursework.	1.1 Career Education and planning not only will take place through the social studies curriculum but also through the academic reviews and Treatment Team meetings.	Director of Education Mental Health Counselors	1.1 Whenever students meet with their counselor, academic advisor, or manager, notes from meeting are documented in reports. 1.2 This year students will	File review of students contact, includes classroom participation.

1	Middle school students may find it challenging to think about a career that is so far into the future. 1.3. AMIKids Big Cypress students live in several different counties and maintaining the continuity of the career coursework could prove challenging.	types and paths. Individual academic advising, will address the career interests of the student in individual and relevant manner 1.3. All e-Pep files are	be entering the FACT's computer program to track their own progress. 1.3 AMIKids Big Cypress will continue to utilize CHOICES interest inventory to also record students' career interests.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Transition Goals Goal:

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

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

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

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 Transition Goals Goal(s)

FINAL BUDGET

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

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

The Alternative Schools SAC meets four times per year to review and discuss academic progress and strategies. Other issues pertaining to school improvement are addressed as needed.

	l

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