

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement			
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1.inconsistent class attendance.	1a.1.Daily attendance guidelines. Updates to parents; attendance meetings after 5 absences.	1a.1. Principal; Morning meeting staff; office manager; Math Teacher	1a.1.monitoring attendance daily
75% of eligible students will achieve	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Efficiency in Math by maintaining a level 3 or higher	25% of students met an acceptable level of performance	65% of students will score a level 3 or higher.				1a.1. Attendance Reports

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data available	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

			2b.3	2b.3	2b.3	2b.3	2b.3
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Mathematics Goal #3 NA	2012 Current Level of Performance: <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: <i>Enter numerical data for expected level of performance in this box.</i>					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b: NA	2012 Current Level of Performance: <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: <i>Enter numerical data for expected level of performance in this box.</i>					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1.	4a.1.	4a.1.	4a.1.	4a.1.
Mathematics Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

		4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> <u>Mathematics Goal #5</u> 65% of Middle school students at LASR will achieve a level of proficiency or higher.	Baseline data 2010-2011 <u>No data available</u>	35% scored satisfactory	No data available			
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:		Anticipated Barrier Attendance; behavior; transient student population	Strategy Attendance monitoring parent notification; incorporation of additional learning opportunities through computer lab and differentiated instruction	Person or Position Responsible for Monitoring Teachers/principal/office manager/dean	Process Used to Determine Effectiveness of Strategy Progress monitoring, DEA results, unit pre/post test/ daily attendance results	Evaluation Tool FCAT/DEA
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <u>Mathematics Goal #5B:</u> Enter narrative for the goal in this box. NA	2012 Current Level of Performance: Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Black: Hispanic: Asian: American Indian:	Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3.	5D.3.	5D.3.	5D.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Mathematics Goal</b> #5E:NA	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Middle School Mathematics Goals

# Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in	Enter numerical data for expected level of performance in					

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

	this box.	this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Mathematics Goal #3:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
NA							
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3	3.3	3.3.	3.3.	3.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
<b>Mathematics Goal #4:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
We are a 6-12 school; our goals are based on the data that was combined with MS	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

results.							
		4.2.	4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment 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)).

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1.1. excessive absences	1.1. consistent monitoring of attendance; attendance meetings after 5 absences; letters from truancy officer	1.1.principal;staff, math teacher, office manager	1.1.Daily monitoring and updates during daily meetings	1.1.attendance reports
Algebra Goal : 50% of eligible students will score a level 3 or higher	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11% of students scored a level 3 or higher.	50% of eligible students will score a level 3 or higher					
			1.2. turnover rate within the school	1.2.	1.2.	1.2.	1.2.
			1.3. late entries to school	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Algebra Goal #3A:  No data provided	Baseline data 2010-2011						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1. White: Black: Hispanic: Asian: American Indian	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra Goal #3B:  A.1	2012 Current Level of Performance: *  Enter numerical data for current level of performance in this box. White: Black:	2013 Expected Level of Performance: *  Enter numerical data for expected level of performance in this box. White: Black:					

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Hispanic: Asian: American Indian:	Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<u>Algebra Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N4	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
<u>Algebra Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N4	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

	this box.	this box.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra EOC Goals

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data provided	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<i>this box.</i>						
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Baseline data 2010-2011				
Geometry Goal #3A:  No data available							
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B:  A.1			2012 Current Level of Performance: Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:			
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C:  NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D:  NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.		3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
NA	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

## Mathematics Professional Development

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

### Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Compass Learning Lab	CL Facilitator	School based	2,000.00
			<b>Subtotal:</b>

### Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

### Professional Development

Strategy	Description of Resources	Funding Source	Amount
Discovery Education Training	Lead Teacher	School based	1,000
			<b>Subtotal:</b>

### Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:3,000.00</b>

*End of Mathematics Goals*

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
<b>Science Goal #1</b> 70% of students will school a level 3	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> 70% of students will perform at a level 3 or higher					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<b>Science Goal #1b:</b> No Data Available	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
<b>Science Goal #2a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
<b>Science Goal #2b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: No Data Available.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

End of Florida Alternate Assessment High School Science Goals

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

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1:  No data provided.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2:  NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

April 2012

Rule 6A-1.099811

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# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## Science Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

## Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

End of Science Goals

April 2012

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