

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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
Achievement Level 3 in mathematics. 75% of eligible students will achieve the students will score a level of the students		la Daily attendance guidelines Updates to parents; attendance meetings after 5 absences.	Ia.1. Principal; Morning meeting staff; office manager; Math Teacher	la.l.monitoring attendance daily	1a.1. Attendance Reports			

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10. Florida Alternate Assessment: Students 10. 1	2012-2015 School	·						
Ib. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal No data available Description of this box. D								
Ib. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal No data available Description of this box. D								
Ib. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal No data available Description of this box. D								
Ib. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal No data available Description of this box. D						1-2	10.2	14.2.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal No data available Mathematics Goal No data available Enter numerical data for current level of performance:* Enter numerical data for current level of performance in this box. Ib.1. 1b.1. 1b.1. 1b.1. 1b.1. 1b.1.	:			1a.2.	18.2.			
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal No data available Mo data available Description of this box. Descripti				Ja:31	(a/3.	1a.3.	1a.3.	
Performance:* Performance:*	scoring at Levels 4,	5, and 6 in m	athematics.	Ib.1.	ľb.1.	16.1.	16.1.	15.1.
data for current level of level of performance in this bax. 1b.2. 1b.2. 1b.2. 1b.2. 1b.2. 1b.2.	Mathematics Goal No data available	Performance:*	Performance:*					
1b.2. 1b.2. 1b.2. 1b.2.		data for current level of performance in this box.	data for expected level of performance in this box.				0.1	ib.2
				l b.2.	1b.2.	1 b.Z.	10.2.	

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		1b.3.	16.3.	1b.3.	1b.3.	1b.3.
reference to "Guiding (f student achievement data, and Questions", identify and define rement 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: Stude	ents scoring at or above 4 and 5 in mathematics.	2a.I.	2a.1.	2a/1	2a.1.	2a.1.
Mathematics Goal #2a:	2012 Current 2013 Expected Level of Level of					
т <u>га.</u> NA	Performance:* Performance:* Enter numerical Enter numerical data for current data for expect.	ī/				
	level of level of performance in this box. this box.					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
·		2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternat scoring at or above	te Assessment: Students Level 7 in mathematics.	2b.1.	2b.1.	26.1.	2b.1.	26.1.
Mathematics Goal #2b:	2012 Current Level of Performance:* 2013 Expected Level of Performance:					
N.4.	Enter numerical Enter numeric data for current data for expec- level of level of performance in performance is this box.	eu				
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		2b.3 2t	0.3	2b.3	2b.3	2b.3
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reference to "Guiding O	student achievement data, and Questions", identify and define ement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Ba. FCAT 2.0: Percer	ntage of students making	3a.1.	3a.1.	3a:1.	3a,1.	3a.1.
Learning Gains in m	athematics.				•	
Mathematics Goal #3 NA	2012 Current 2013 Expected Level of Performance:*				-	
	Enter numerical Enter numerical data for current data for expected	t. u				
	level of level of performance in this box. this box.				***	
				\$		3.0
		3a.2.	3a.2.	362.	3a.2.	3a.2.
		3a.3.	3a.3	3a.3.	3a3.	3a.3.
3h. Florida Alternate	e Assessment: Percentage	e 3b.1.	3b il.	3b.1.	3b.1.	36.1.
of students making L	Learning Gains in					
mathematics.	2012 Current 2013 Expected	-				
Mathematics Goal #3b:	Level of Performance:* Performance:*					
	Enter numerical Enter numerica					
	data for current data for expecte level of	u San				
	performance in performance in this box.		į.			
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		36.2.	3b.2.	3b.2.	3b.2.	3b.2.

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		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
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Based on the analysis of str	ident achievement data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool
reference to "Guiding Que	stions", identify and define			for Monitoring	Effectiveness of Strategy	
	ent for the following group:			gilder ov Seek cools.		4a.1.
4a. FCAT 2.0: Percenta	ale of permenten in	4a,1,	4a.1.	4a,1.	4a.1.	4 a.1.
Lowest 25% making le	arning gains in					
mathematics.					*	
Mathematics Goal 20	012 Current 2013 Expected					
Le Le	evel of Level of				<u>}</u>	
<u> </u>	erformance:* Performance:*					
NA	nter numerical Enter numerical					,
da len	tta for current data for expected vel of level of					
ve.	rformance in performance in		100 Sept.			
chi	is bax, this bax.					
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ı		4.6	4 - 4	4a.3.	4a,3.	4a.3.
ı		4a.3	48.3	4a.5.	74.5.	T41,01
ı				•		
				41.3	41 ₆ 1	4b.1.
4b. Florida Alternate A	ssessment: Percentage	4b.1.	46.1	4b.1.	4b.1.	rtv.1.
of students in Lowest 2	5% making learning				-	
gains in mathematics.			Mandal (S) 12 Tulana 2 Mandal (S)			
Mathematics Goal 201	2 Current 2013 Expected	7.5	NAME OF THE PROPERTY OF THE PR			
#4h. Lev	vel of Level of	1 TAN 18				
F 61	formance:* Performance:*					
	ter numerical Enter numerical					
	a for current data for expected d of devel of					
very	formance in performance in					
anis	hox. this box.					
		***		1		
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	·	4b.3	4b.3.	4b.3,	4b.3.	4b.3.	
				400			
				APPROVE			
Based on Ambitious but Objectives (AMOs), Re Target	Achievable Annual Measurable ading and Math Performance	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2	17
5A. Ambitious but B	aseline data 2010-2011	35% scored	No data avaliable				
Achievable		satisfactory					
Annual	No data available						
Measurable							
Objectives							
(AMOs). In six							
vear school will		•					
reduce their			i i ny				
achievement gap							
by 50%.							
Mathematics Goal #5					•		
65% of Middle school stude	ents at LASR will achieve a level						
of proficiency or higher.							
						i	

Based on the analysis of	student achievement data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool	
reference to "Guiding C	Duestions", identify and define	Attendance; behavior,	Attendance monitoring parent	for Monitoring	Effectiveness of	FCAT/DEA	
areas in need of improver	nent for the following subgroup:	transient student	notification; incorporation of	Teachers/principal/office	Strategy Progress monitoring, DEA results,unit	•	
		population	additional learning opportunities through computer	manager/dean	pre/post test/ daily attendance results		
A second			lab and differentiated	N Comment	pro/post test daily attendance research		
			instruction				
5B. Student subgrou	ps by ethnicity (White,	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Black Hispanic Asia	n, American Indian) not	White:					
	progress in mathematics.	Black:					
Mathematics Goal	2012 Current 2013 Expected	Hispanic: Asian:	Mr. I				
	Level of Level of	American Indian:	X h				
<u>#5B:</u>	Performance:* Performance:*						
Enter narrative for the	Enter Enter numerical		X.			ı	
goal in this box.	numerical data data for expected	``````````````````````````````````````					
ŇA	for current level of level of performance in						
	performance in this box.				·		
	this bax. White:				!		
	White: Black:		<u> </u>		<u> </u>		

April 2012 Rule 6A-1.099811 Revised April 29, 2011

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	Hispanic:	Hispanic: Asian; American Indian:					
Ī	* 1		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 reference to "Guiding Quareas in need of improvem	uestions", iden	tify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Effectiveness of Strategy	Evaluation Tool
5C. English Language	Learners	(ELL) not	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
making satisfactory p Mathematics Goal #50	rogress in 1 2012 Current Level of	2013 Expected Level of					
NA .	Enter	* Performance:* Enter inimerical and at a for expected level of performance in this box.					·
			5C.2.	\$C.2.	5C.2.	5C.2.	5C.2.
	;		5C.3.	5C.3	5C.3.	5C.3.	5C.3.
Based on the analysis of reference to "Guiding Q areas in need of improvem	uestions", iden	tify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Effectiveness of Strategy	Evaluation Tool
5D. Students with Dismaking satisfactory pathematics Goal #5D:	cabilities (Sorogress in 2012 Current Level of Performance:*	WD) not mathematics. 2013 Expected Level of Performance:* at Enter numerical it data for expected level of	5D.1.	5D.1.	5D.1.	SD.1.	5D.1.

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	er.		5D.3	5D.3.	5D.3.	5D.3.	5D.3,
,							
			,				
Based on the analysis of s	mident achievement o	lata, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool
reference to "Guiding Qu	estions", identify and	d define			for Monitoring	Effectiveness of	
areas in need of improvem	ent for the following s	subgroup:			-	Strategy	
5E. Economically Disa			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
making satisfactory p	rogress in mathe	ematics.		. (****			
	2012 Current 201	3 Expected			error great		
Mathematics Goal		vel of				87. 8 Cary	
<u>#5E:</u> na		formance:*]
	Enter numerical Ent	ter					
	data for current tunn	nerival duta					
	level of for	expected					
		d of					
		formance in s box.					
	l mo	, 50.0	. 400		1900		
			5E.2.	5E.2	5B.2.	5E.2.	5E.2.
				200 Aug 1 Au	50.0	SE 3	5 to 2
			5E.3	5E.3	5E.3	5E.3	5E.3
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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)).

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High School M	lathematics Goals		Programme and the second secon		e Student Achievement	
reference to "Guiding Q	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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		1.1.	1.1.	1:1	1.1	1.1.
NA ·	Level of Performance:* Performance:* Enter Enter numerical data for expected for current 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.
reference to "Guiding Q	student achievement data, and uestions", identify and define ement 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 A scoring at or above L Mathematics Goal #2:	evel 7 in mathematics.	2.1.	2.1	2.1.	2.1.	2.1.
NA	Performance:* Performance:* Enter numerical data for current data for expected level of conformance in					

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		1-1	2.2. 2.	2.	2,2.	2.2.	2.2.
						0.0	0.2
			2.3	3	2.3	2.3	2.3
Based on the analysis of reference to "Guiding Quareas in need of improve	uestions", identif	fy and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate			3.1.	3.1.	3.1.	3.1.	3.1.
of students making L	earning Gair	ıs in					
mathematics. Mathematics Goal	2012 Current	2013 Expected					
#2 ·	Level of	Level of Performance:*					
	Performance:* Enter numerical	Enter numerical				•∜	
goal in this bax.	data for current level of	data for expected level of					
N/A	verformance in this box.	performance in this box.			***		
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			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 achieven	nent data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness of	Evaluation Tool
reference to "Guiding Q areas in need of improve	uestions", identi	fy and define	- '		for Monitoring	Strategy	
4. Florida Alternate			4.1.	46.1.	4b.1.	4b.1.	4b.l.
of students in Lowest	25% makin			*			
gains in mathematics Mathematics Goal 2	012 Current	2013 Expected				,	
#A:	evel of erformance:*	Level of Performance:*					
i 🗆	inter numerical	Enter numerical	1				
our goals are based on	ata for current evel of	data for expected level of					
combined with MS	erformance in his hax.	nerformance in this box.					

results.						
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	43	4.3.	4.3.	4.3.
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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 Goa	ıls		Problem-Solving Process to Increase Student Achievement							
Based on the analysis of student achievement "Guiding Questions", identify and define areas i for the following group:	data, and reference to n need of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Students scoring at Achievement I Algebra Goal: 50% of eligible students will score a level 3 or higher 2012 Current Level of Performance:* 11% of students scored a level 3 higher.	2013 Expected Level of Performance:*	1.1. excessive absences	1.1. consistent monitoring of attendance; attendance meetings after 5 absences; letters from initiancy officer	1.1.principal;staff; math teacher, office manager	1.1.Daily monitoring and updates during daily meetings	1.1.attendance reports				
		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 "Guiding Questions", identify and define areas 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 Achie and 5 in Algebra. Algebra Goal #2: N.1 Performance:*	2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.				

			<u></u>					
	data for current	Enter numerical data for expected level of performance in this box.						;
	this box.							
			2,2.	2.2.	2.2.	2.2.	2.2.	,
			2.3	2.3	2.3	2.3	2.3	i e
Based on Ambitious but Achie (AMOs),Reading and Math Perfor	yable Annual M	leasurable Objectives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but	Baseline data	2010-2011			Y C		1	
Achievable Annual	Dascinic duta	2020 2022			1.44			
Measurable Objectives	**							
(AMOs). In six year								
school will reduce their	•						ļ	
achievement gap by 50%.			1		ā.			
Algebra Goal #3A:			No.					! !
No data provided								
Based on the analysis of studer "Guiding Questions", identify an	nt achievement da d define areas in owing subgroup:	ta, and reference to need of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluatio	on Tool
·		Inite Black	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
3B. Student subgroups by Hispanic, Asian, American l	reinnicity (W	mio, Diack, akino satisfactory	White:		,			
progress in Algebra.	ndian) not mi	aning satisfactory	Black:					
hrogress in vigenta.			Hispanic: Asian:				1	
Algebra Goal #3B;	2012 Curren Level of	Level of	American Indian					
A.4	Performance Enter numer data for curre level of performance this box.	ical Enter numerical and data for expected level of in performance in this box.						
	White: Black:	White: Black:						

	<u>,</u>	· · · · · · · · · · · · · · · · · · ·			 		
	Hispanic:	Hispanic:					
	Asian:	Asian:					
1	American Indian:	American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		\$			6.8		
1				47.5			0.7.0
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
				30 0330 (4) 30 0330 (4)			1
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Based on the analysis of student ac	hievement data, ar	nd reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify and de	efine areas in need	of improvement	And the second		Responsible for Monitoring	Effectiveness of	
for the following	ng subgroup:					Strategy	
		mokina	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
3C. English Language Learne	IN (TELED) HOLD	making		***			
satisfactory progress in Algeb	ra.						
	bara a	loora Farancia					1
Algebra Goal #3C:		2013 Expected	Ana.				
_	Level of	Level of Performance:*			1		
NA	Performance:*	Performance.			<u> </u>		
	Enter numerical	Enter numerical	N. A.		1		1
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Based on the analysis of student ac	hievement data, a	nd reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify and de	efine areas in need	of improvement	1	l '	Responsible for Monitoring	Effectiveness of	1
for the followi	ng subgroup:	•				Strategy	<u> </u>
		alrina	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
3D. Students with Disabilities		актив					
satisfactory progress in Algel	ra.		K. 200				
		Tanana and the				ļ	
Algebra Goal #3D:	2012 Current	2013 Expected					
	Level of	Level of	1907				
N.4	Performance:*	Performance:*					1
1	Enter numerical	Enter numerical]				
	data for current	data for expected		İ			
	level of	level of					
	performance in	performance in	<u> </u>	,L		1	

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	this box.	this box.					
1	· · · · · · · · · · · · · · · · · · ·		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	310 3.	3D.3.	3D.3.
Based on the analysis of student act "Guiding Questions", identify and de for the following	fine areas in need	d reference to of improvement	Anticipated Barrier	Strategy	Person or Position Respo Monitoring	Determine Effectiveness of Strategy	
NA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:* Enter numerical duta for expected level of performance in this box.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
			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

Geometry End-of-Course Goals

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

	y EOC Goa		i vig	Problem-Solving I	Process to Increase	Student Achievement	
Based on the analysis of studer "Guiding Questions", identify ar for the fo	nt achievement dat nd define areas in r illowing group:	a, and reference to seed of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Act Geometry.	hievement Lev	vel 3 in	1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: No data provided	2012 Current Level of Performance.* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	F.2.	1.2.	1.2.	1.2.
			1.3.	1.3.		1.3.	1.3.
Based on the analysis of stude "Guiding Questions", identify a	nt achievement dat nd define areas in to ollowing group:	ta, and reference to need of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or	above Achievo	ement Levels 4	2.1.	2.1.	2.1.	2.1.	2.1.
and 5 in Geometry.	Ÿ						
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in	for expected level of performance in this bux.					

duis	box.						T	
			2.0	2.2	2.2	2.2.	2.2.	
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				L	éc.			
			2.3	2.3	2,3	2.3	2.3	
·								
	1	Nicotives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Based on Ambitious but Achievab (AMOs), Reading and Math Performa	nce Target	raule Objectives	2011-2012	2012 2010				
3A. Ambitious but Ba	seline data 20	10-2011		Si din diri	Sandy.			
Achievable Annual								
Measurable Objectives				60000				
(AMOs). In six year								
school will reduce their	2.5			.				
achievement gap by 50%.				100/2. 1/2000				
Geometry Goal #3A:								
No duta avallable					Ł		1	
			s dession -					
		A						
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			2.5		V"			
Based on the analysis of student ac	hievement data, an	d reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluatio	n Tool
"Guiding Questions", identify and de-	efine areas in need	of improvement	-	e field	Responsible for Monitoring			
for the following			<u> </u>	W. C		Strategy	272.1	
3B. Student subgroups by et	hnicity (White	,,	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
Hispanic, Asian, American Ind	ian) not makin	a satisfactory	White: Black:					
progress in Geometry.			Hispanic.	#35				
Geometry Goal #3B:		2013 Expected	Asian:	.				
	Level of Performance:*	Level of Performance:*	American Indian:	ji)			-	
A.A.			*	I willer				
	Enter numerical data for current	Enter numerical data for expected	4					
	terel of	level of	#1. }		1			
	performance in	performance in ** this box.						
	this box. White:	mis oox. White:						
	Black:	Black:	MM ar					
	Hispanic:	Hispanic: Asian:	'					
	Asian: American Indian:	Asian: American Indian:						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
					<u> </u>	<u> </u>	<u> </u>	

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

2012-2013 School Impi					<u> </u>		
		,	3B.3.	3B,3.	3B.3.	3B.3.	3B.3.
	t __						
				No.	200 200 2		
Based on the analysis of student a	chievement data, a	nd reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Questions", identify and o	lefine areas in need	of improvement			Responsible for Monitoring	Effectiveness of Strategy	
	ing subgroup:			and a state	n 60 m	3C.1.	3C.1.
3C. English Language Learn	ers (ELL) not	making	3C.1.	3C.1.	3C.1:	3C.1.	,
satisfactory progress in Geor	netry.	٧٠					
Geometry Goal #3C:	2012 Current	2013 Expected					
Goomon' Gom no G.	Level of	Level of					
NA	Performance:*	Performance:*					•
	Enter numerical	Enter monerical					
	data for current level of	data for expected level of					
	performance in	nerformance in					
	this box.	this box.					
			¥		en Laste]
		<u></u>	260	200	3C.2. <i>a</i>	3C.2.	3C.2.
	<i></i>			304			
			33	0.00	3C.3.	3C.3.	3C.3.
			30.3.	3C.3.	30.3.	JSC.3.	50.5.
Based on the analysis of student	nchievement data, a	nd reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
"Guiding Ouestions", identify and	define areas in need	of improvement			Responsible for Monitoring	Effectiveness of Strategy	
	ring subgroup:						2D 1
3D. Students with Disabilitie	s (SWD) not m	naking	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
satisfactory progress in Geor	metry.) 32. 32.			
		2013 Expected	1	*			
Geometry Goal #3D:	2012 Current Level of	Level of					
NA.	Performance:*	Performance:*					
TVA	Enter numerical	Enter numerical					
	data for current	data for expected					
	level of	level of					
	performance in this box.	performance in dus box.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
	-	•	J.D.Z.	J. J. J.			
	<u> </u>		<u> </u>	1			

	3D.3.			ess.		3D.3. Evaluation Tool
Based on the analysis of student achievement data, and refe "Guiding Questions", identify and define areas in need of imp for the following subgroup:	provement	nticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	
NA Level of Performance:* Enter numerical data for current data fevel of level of	Expected d of ormance:* r numerical for expected of	3E.1	1.	SE 1.	3E.1.	3E.1.
	3E.2.	3E.		3E.2 3E.3	3E.2. 3E.3	3E.2. 3E.3

End of Geometry EOC Goals

Mathematics Professional Development

Profe	ssional Devel	opment (PD)	aligned with Strategies please note that each Strategy does no	through Professional I trequire a professional development	Learning Community (PLC) ont or PLC activity.	or PD 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
		17,220	0.65.			
			Andrews and the second and the secon			

Mathematics Budget (Insert rows as needed)

rows as needed)	d activities (materials	
	1 activities /materials	
	200,000,000	
Description of Resources	92.00E 97.11559.60	Amount
CL Facilitator	School based	2,000.00
		Subtotal
Description of Resources		Amount
\$200 PM		
		Subtotal
Description of Resources	runding source	Amount
Lead Teacher	School based	1,000
		Subtotal
Description of Resources	Funding Source	Amount -
		Subtotal
		Total:3,000.00
	Description of Resources Description of Resources	ctivities/materials and exclude district funded activities /materials (s) Description of Resources Funding Source

End of Mathematics Goals

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	e Goals		Problem-Solving Pr		Student Achievement	Section of the first terms of the section of the se
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
1a. FCAT 2.0: Students scoring at Achiev	ement Level	la.l.	la.l.	1a.1.	la.i.	1a.1.
3 in science.		: XX				
70% of students will school	2013 Expected Level of Performance:*			Ì		
	70% of students will perform at a levet 3 or higher					
		Ta.2	1a.2.	Ta.2.	la.2.	1a.2.
(株) (株) (株) (株) (株) (株) (株) (株)	N	la.3.	la,3.	1a.3.	la.3.	1a.3.
1b. Florida Alternate Assessment: Studer	nts scoring at	Ib.1.	1b.1.	1b.1.	1b.1.	1b.1.
Level 4, 5, and 6 in science.						
Level of	2013 Expected Level of Performance:*					
Enter numerical data for current level of performance in	Enter numerical data for expected level of performance in this bax.					
		Ib.2.	16.2.	1b.2.	16.2.	[b.2.

		1b.3.	Ib.3.	16.3.	1b.3.	1b.3.
Based on the analysis of student a "Guiding Questions", identif improvement for the	whievement data, and reference to by and define areas in need of 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 sco Achievement Levels 4 and 5	5 in science,	2a.1.	2a.1.	2â.1.	2a.1.	Za.1.
NA	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expecte level of performance in this box.	1				
		2a.2.	2a 2.	2a.2.	2a.2.	2a.2.
		2a.3	2a:3	2a.3	2a.3	2a.3
NA			2b.13	2.1.	2b.1.	25.1.
	data for current data for expecte level of level of or formunce in this box.					
		26.2	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

Florida Alternate Assessment High School Science Goals

		g . 1 1	·	/	700/ (25)
* When using percentages.	include the number of	fishidents the	nercentage represents	le.⊈	. /U%a (331).
- Winen lightly near children.	THE HALL THE HUMBOUL O	I DEMODILED MIC	por contago represente	/ - , D.5	

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
			1.1.	1.1.	1712	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 dam for expected level of performance in this hox.			₩ 2.5.2		
			1.2.	1.3.	1.3.	1.2.	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:* Enter numerical	2013Expected Level of Performance:*					
	data for current level of performance in this box.	data for expected level of performance in this hox.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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)).

	OC Goals	Problem-Solving Process to Increase Student Achievement				
"Guiding Questions", identif	nchievement data, and reference to fy and define areas in need of ne following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No data provided.	2012 Current Level of Performance:* Enter numerical data for current level of nerformance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1.1.	1.1.		1.1.	1.1.
Based on the analysis of student a	schievement data, and reference to fy and define areas in need of	1.2. 1.3. Anticipated Barrier	1.3 Strategy	1.3: Person or Position Responsible for	1.2. 1.3. Process Used to Determine Effectiveness of	1.3. Evaluation Tool
improvement for the control of the c	2012 Current Level of Performance:* Enter numerical data for expected level of performance in this bax. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this bax.	2.1.		Monitoring 2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.3

End of Biology EOC Goals

Science Professional Development

Profe	ssional Devel	opment (PD)	aligned with Strategies t	hrough Professional I	Learning Community (PLC) at or PLC activity.	or PD 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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
		<u>L</u>			****	<u> </u>

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) Funding Source Amount Description of Resources Strategy Subtotal: The first open Technology Funding Source Amount Description of Resources Strategy Subtotal: Professional Development Funding Source Amount Description of Resources Strategy Subtotal: Other Amount Funding Source Description of Resources Strategy Subtotal: Total:

End of Science Goals