

Sample School SIP Goals – Black 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 applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A1 Teachers analyze and use student performance data on FCAT and FAIR as a basis for providing specific levels of differentiated instruction.	5A1. Teachers engage students in classroom instruction and activities based on needs of students. African American students will be given additional support through ELP, credit recovery and remediation.	5A1. Literacy Coach, Pat Schley, Reading Department Chairs, Rani Wright and Ivana McIntosh, and Assistant Principals, Laurie Beam and Harriet Davis	5A1. Differentiated Instruction will be evident in classroom walkthroughs. Course rate passage for those students involved in credit recovery, remediation	5A1. Walk throughs and lesson plans Program monitoring by AP’s, Guidance counselor and RTI A			
	81% of White subgroup and 28% of Black subgroup will be proficient in reading on the 2011 FCAT, thereby achieving AYP via safe harbor provisions.	<table border="1"> <tr> <th>2010 Current Level of Performance:*</th> <th>2011 Expected Level of Performance:*</th> </tr> <tr> <td> 78% <i>White</i> 20% <i>Black</i> </td> <td> 81% <i>White</i> 28% <i>Black</i> </td> </tr> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	78% <i>White</i> 20% <i>Black</i>	81% <i>White</i> 28% <i>Black</i>				
2010 Current Level of Performance:*	2011 Expected Level of Performance:*									
78% <i>White</i> 20% <i>Black</i>	81% <i>White</i> 28% <i>Black</i>									
		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 applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1 Student performance data is analyzed and used to provide differentiated instruction incorporating a variety of learning strategies to engage students in active participation.	5A.1 Teachers engage students into differentiated instruction to meet their needs.	5A.1. Math Coach, Forristine Porter and Math Department Chairs: Tara Fowler and Laura Lake	5A.1. Increase engagement evidenced in walk-throughs	5A.1. FCAT Lesson Plans Classroom Observations Common Assessments tied to NGSSS
46% of our Black students will be proficient in math (AYP Subgroup)	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>				
	Black 39%	Safe Harbor target Black 46%				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
	5A.3.	5A.3.	5A.3.	5A.3.	5A.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
3. Proficiency of students in African American sub-group			3.1. Teachers analyze data from ongoing assessments to determine student levels of deficiency and proficiency on annually assessed benchmarks.	3.1. Students will receive additional instruction in after school extended learning program.	3.1. Science Coach, Jennifer Pacowta and Science Department Head, Fawnia Schultz	3.1. Student participation in extended learning program. Student achievement on FCIM focus mini-assessments and increased student achievement on the 11 th grade mid-year science assessment.	3.1. Student participation log for extended learning; Mid-year assessment data; 2011 science FCAT
Science Goal #3:							
<i>A minimum of 30% of African American students will achieve proficiency or above with a score of 3 or above on 2011 FCAT science</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	20%(37)	30%					
			3.2. Teachers employ a variety of learning strategies that engage students in active participation, address multiple learning styles, and stimulate students' intellectual interest.	3.2. Students will be engaged in a variety of learning strategies that result in active and authentic participation, such as 5E model for lesson delivery and instruction, higher order questioning, daily formative assessments, literacy strategies, and use of technology.	3.2. Science Instructional Specialist, Carole McGurk; District Science Resource Teacher, Selena Kupfner; Science Coach, Jennifer Pacowta; Science Department Head, Fawnia Schultz	3.2. Use of a variety of learning strategies will be evident in lesson plans and by classroom observation.	3.2. Lesson plans; classroom walkthrough data
						3.3	3.3

Sample School SIP Goals – Discipline (Behavior)

SUSPENSION		Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension Suspension Goal #1: To reduce suspension rate		1.1. Students may require assistance in direct instruction in behavioral expectations and more reinforcement for appropriate behavior.	1.1. After school detentions as alternative to suspension, ISS, Staff training Student training Peer mediation, RtI, Increase adult supervision, in all common areas throughout the entire day, utilize community resources for mentors, tutors, guest speakers, etc. Positive Behavior Support (PBS) FACEIT – reduces suspension Anger management	1.1 Teachers will develop and teach expectations for classroom activities and classroom transitions. Teachers will structure classroom environment through the development of routines and procedures. Teachers will develop and implement Classroom Discipline Plans, SBLT, administration	1.1. Monitor suspension rate, PBS will assist in developing structures for teaching expected behaviors and social skills, create student behavioral and academic support systems, and apply data-based decision making to discipline, academics and social/emotional learning. BocaCiegaHigh School will partner with local businesses that will provide incentives for students who exhibit positive behavior. Reducing student suspension rate will improve attendance, graduation rate, FCAT scores with the aim also being to promote civility and acceptance of all students. Additional goal is to reduce the suspension rate of African Americans based on 2009-10 data 173 (713). African American students were suspended at a rate of 24.20%	1.1. EDS, Portal <u>2010 Total Number of Suspensions</u> 18.07% (284)	
<i>Enter narrative for the goal in this box.</i> Reducing student suspension rate will improve attendance, graduation rate, FCAT scores with the aim also being to promote civility and acceptance of all students. Additional goal is to reduce the suspension rate of African Americans based on 2009-10 data 173 (713). African American students were suspended at a rate of 24.20%	<u>2010 Total Number of Suspensions</u> 18.07% (284)						<u>2011 Expected Number of Suspensions</u> 12.7% (200)
	<u>2010 Total Number of Days Suspended</u> 40.9% (643)						<u>2011 Expected Number of Days Suspended</u> 34.9% (550)

	<u>2010 Number of Students Suspended</u>	<u>2011 Expected Number of Students Suspended</u>	1.3. Students may require more mentoring and positive interaction with adults at school. African American students require additional mentoring and positive interaction with adults at school.	1.3.ISS, detentions 5000 Role Model CROP Ladies of Distinction Diva Dance Team	1.3.ISS monitor, detention monitors administrator Staff Guidance counselor Staff Staff		<u>2010 Number of Students Suspended</u> 40.9% (643)
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ADDITIONAL GOALS			Problem-Solving Process to Increase Student Achievement					
Positive Behavior Plan			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Additional Goal <u>Additional Goal #1:</u>			1.1. Data systems for review of applicable data is not collected and reviewed on a regular basis.	1.1. Use new format on Portal to more easily collect and review applicable data. Data will be collected and analyzed on a monthly basis.	1.1.Assistant Principal-James Joyer	1.1.Collection of data is available for monthly review/analysis.	1.1.Minutes from team meeting will indicate the review of data at least monthly.	
A positive and proactive behavior plan will be developed that supports social/emotional learning and behavior. A 10% improvement on the PBS BOQ will be used to measure implementation fidelity.	<u>2010 Current Level :*</u>	<u>2011 Expected Level :*</u>						
	BOQ baseline score (8/2010) 14/108			1.2. Not all staff and students are aware of school-wide GFS	1.3. GFS will be posted in all classrooms and common areas. 1.4. Lessons for each of these will be taught during the first week of school 1.5. Daily announcements	1.2.RtI/Behavior Facilitator Behavior Specialist	1.2. Walk through check list, random sample check of students and staff.	1.2.Check list data, random sample data
	BOQ score (June 2011) of 45/108							

Sample School SIP Goals – Assignment of Students to Courses and Programs

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1	1.1.	1.1.	1.1
Additional Goal #1:			1.1.	1.1	1.1.	1.1.	1.1
Increase enrollment of African-American students in Honors and AP classes by 10%	<u>2010 Current Level :*</u>	<u>2011 Expected Level :*</u>	Enrolling African-American students in more rigorous courses without proper support could lead to lower grades for those students.	Implement AVID program in grades 9 and 10 to target demographic groups which have been historically underenrolled in upper level courses at TSHS. Special attention will be given to targeting and attracting African-American students to the AVID program.	Kristy Parisi	Compare the enrollment of African-American students in Honors and AP classes in the 2010-2011 school year with the enrollment of African-American students in Honors and AP classes in 2009-2010.	Honors and AP Enrollment Longitudinal Study as composed by Bill Lawrence in the Office of Advanced Studies and Academic Achievement .
	2% 32 of 1205 enrollments	3%					
				1.2.	1.2.	1.2.	1.2.
			Many of the African-American students at TSHS are not prepared for the rigor of Honors and AP classes in the 11 th and 12 th grades.	All Honors level classes will be taught using an AP style of instruction in grades 9 and 10.	Clint Herbic	Lesson Study in all Honors classes in grades 9 and 10 combined with an AP style syllabus review for all grades 9 and 10 Honors classes.	Lesson Study evaluation tool and syllabus reviews.
			1.3.	1.3.	1.3.	1.3.	1.3.

ADDITIONAL GOALS			Problem-Solving Process to Increase Student Achievement				
College Readiness Goals			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. College Readiness Goal			1.1. Number of AVID trained teachers (6) Limited resources and inadequate funding	1.1. Develop a cadre of trained AVID teachers through monthly professional development, site-based training and peer mentoring. Ten teachers attend Path Training. Ten teachers attend AVID Summer Institute.	1.1. Principal, Assistant Principals, AVID Site Team	1.1. Monitoring professional development logs. Analyzing walkthrough data weekly. Evaluate PLC minutes.	1.1. Roster of AVID trained teachers
<u>Additional Goal #1:</u>							
Increase the number of college ready students and raise overall student achievement by implementing the AVID program school wide. Increase the percent of Black students enrolled in AVID by 5%	<u>2010 Current Level :*</u>	<u>2011 Expected Level :*</u>					
	<i>8% (125) of students currently enrolled</i>	<i>15% (240) of student body enrolled in AVID. 30%</i>					
	<i>7% (6) AVID trained teachers</i>	<i>(26)of teachers AVID trained</i>					
			1.2. Teachers' perceptions and insufficient awareness of AVID hinder the use of strategies in classrooms	1.2. Increase awareness of program benefits by scheduling an AVID event each month. Monitor use of strategies in classrooms via walkthroughs and peer collaborations.	1.2. AVID Site Team, Principal, Assistant Principals	1.2. Feedback on AVID awareness events in PLCs, etc. Teacher surveys. Weekly analysis of walkthrough data.	1.2. Walkthrough data showing consistent use
			1.3. Students' perceptions of AVID program at Boca Ciega	1.3. Increase rigor in AVID classrooms. AVID students organize/implement monthly awareness events. Develop a targeted recruitment process that begins in November.	1.3. AVID Coordinator, AVID Site Team	1.3. Quarterly student feedback and analysis of data. Classroom walkthroughs. Effectiveness ratings for AVID events and initiatives.	1.3. Student Application Reports