

Sarasota County Schools

# Booker High School



2016-17 School Improvement Plan

## Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

[www.sarasotacountyschools.net/bookerhigh](http://www.sarasotacountyschools.net/bookerhigh)

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 3) |
| High School<br>9-12                                     | No                            | 68%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 69%   |

### School Grades History

| Year  | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C       | B*      | B       | B       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Sarasota County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2016-17 DA Category and Statuses

| DA Category | Region            | RED                         |
|-------------|-------------------|-----------------------------|
| Not In DA   | Southwest         | <a href="#">Jim Browder</a> |
| Former F    | Turnaround Status |                             |
| No          | None              |                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Booker High School will establish an environment, including unique programs offering opportunities to a diverse population, which enable all students to become critical thinkers, and to develop skills and values for maximizing their potential.

##### b. Provide the school's vision statement

100% of Booker High School students will graduate college or career ready, and become productive members of our society.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Booker High School has a level of diversity that is unique within our school district, and, as such, places tremendous value on providing students the opportunities to explore and appreciate the qualities of each.

Our theme this year is Building A Legacy, as we encourage all teachers to view their time spent at school as part of the process of creating something lasting, which will live on through our students. We offer school-wide programs for election participation, a Multi-Cultural Celebration in the Spring, and are developing a program celebrating the different cultures which make up our English Speakers of Other Languages learning community.

Booker High School has developed a Teacher Advisory Period focusing on character development, utilizing College and Career Readiness materials online and developed in-house. Each student is assigned a teacher or support staff adviser, who guides them through their four years of high school. In addition to the character building materials, TAP Teachers also have access to The Harbour, another online character building resource through Jostens.

A whole class assembly is held each month for each class, and students are exposed to timely information regarding credits, school programs, college prep, career programs and guest speakers from within our community.

We also provide a program called Y-Achievers, for at-risk students, which offers mentors and support. Our School Resource Officer also operates a mentor program called Brotherhood of Men, and he solicits participation from students who exhibit a need.

ESOL parents are invited to BHS each year to review the ESOL program and our after school programs, as well as to hear about the opportunities for additional services.

Another way we create relationships with our students is our Adopt an Athlete program in which students on athletic teams are "adopted" by staff members and treated to special gifts on game days. Students really look forward to being adopted and forging a deeper relationship with a special teacher or staff member.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school**

The week before school begins we hold a new student orientation with student ambassador volunteers to orient new students to our school campus, culture and expectations. The mood of the event is definitely celebratory and joyful, as we are hoping to set a positive and welcoming tone as students transition to our school.

Booker High School begins each year with a class assembly at each grade level, during which we highlight school rules and procedures, with an emphasis on how we create an environment of respect and rapport, from teachers to students, students to teachers and between students themselves.

We have zero-tolerance for physical aggression and bullying, which we outline at these assemblies, along with steps to take and who to seek out should concerns arise. As a result, we have one of the lowest rates for physical aggression incidents in the county.

Special care is given to provide supervision throughout campus, before and after school, as well as during passing times. Security monitors and the SRO are trained in monitoring procedures and expectations and teachers are required to be at their doors during passing time to provide supervision and guidance. We conduct a regular regimen of drills, both during class and during unstructured time to ensure all students know what to do no matter where they are on campus during an emergency.

Additionally, we offer after school tutoring sessions facilitated by both teachers and students, for those who are interested in academic support in any content area.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

It is expected that teachers will provide academically engaging instruction and students will adhere to policies and procedures outlined in our handbook and during our first week assemblies, as well as within the individual classrooms. Policies and procedures for tardies and attendance are in place to assure students understand our value of and our emphasis on academic learning.

Clear disciplinary progressions are outlined and reviewed regularly regarding cheating, attendance, and classroom disruptions. Parent communication remains at the forefront of our strategy, as we believe that we will be most successful with a strong partnership between guardians within the school and within the home.

Staff and faculty are trained in these procedures and progressions at faculty meetings. Booker also has a Positive Behavior Support system and a thriving Renaissance Program, with the intent of encouraging students to STRIVE to meet behavioral and academic goals.

Booker High School administration is focused on limiting distractions to learning through various means, including restricting announcements during instructional time and interruption of learning by removal of students from class for counseling or disciplinary action.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Booker High School is proud of the varied and exceptional programs we offer to ensure students' social-emotional needs are being met. We have recently increased our Big Brother/Big Sister mentors from 3 to over 40, and are strategizing with BBBS on garnering more mentors willing to serve our population. We also work closely with New College students, who have designed a mentoring

program for our neediest students, in which students learn to sail and are mentored academically after school two days per week.

These programs are in addition to the after school Supper Club, which serves a full, hot meal directly after school, preceding our after school tutorial program.

Additionally, Booker High offers students mentoring and counseling opportunities through YMCA counselors, our own counselors, the Jewish Community Center counselor and AI-A-Teen. Other clubs that support the social-emotional needs of our students are the Diversity Club and the Gay Straight Alliance.

One of our most successful programs is our College For Every Student club (CFES), which provides students guidance in college selection, preparing for college applications, school visits and trips abroad in order to ensure our students are in possession of the skills and knowledge needed to pursue higher education.

Students have access to school counselors, a behavior specialist, social worker and psychologist on our campus.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Regular monitoring of at-risk students by a designated staff member, which is supervised by the administration at weekly meetings

- Attendance
- Free and Reduced Lunch recipients
- GPA below 2.0
- Failure of courses- quarterly and mid quarterly
- Standardized test scores
- Sub Groups: ESE, ESOL, lowest quartile, minority population
- Students who have not completed online requirement
- Project 10- bi monthly meetings monitoring attendance and credits earned

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

| Indicator                       | Grade Level |   |   |   |   |   |   |   |   |    |     |     |     | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|-----|-----|-----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10  | 11  | 12  |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 96  | 96  | 90  | 356   |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 53  | 55  | 25  | 191   |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 56  | 41  | 22  | 199   |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 | 134 | 143 | 131 | 486   |

**The number of students identified by the system as exhibiting two or more early warning indicators:**



| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |     |     |     | Total |     |
|--|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-------|-----|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  |       | 12  |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 | 137 | 152 | 141   | 559 |

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students who have failed an End Of Course Exam in Algebra I, Geometry, and US History are provided with the opportunity for online remediation in order to be prepared to meet the criteria at the next offering of the exam.

At Booker High we place students in need of Math remediation, as evidenced by their proficiency rates, into remedial classes Algebra 1A and 1B classes, with strong instructors. This year we also changed our math progression to include a Liberal Arts Math after Geometry for those students who have passed Algebra 1 and Geometry, but are still weak in math skills,

Intensive Reading, for English students in grades 9 through 12 provides instruction using the research-based Achieve 3000 system. Achieve 3000 assesses students' current Lexile level, then provides practice at that level, and at a stretch level, in order to consistently increase student performance at higher Lexile levels.

Student progress is monitored regularly by teachers, as well as in weekly Progress Monitoring meetings conducted by administrators, counselors and ESE/ESOL Liaisons. Initial intervention steps are taken, then reviewed regularly in order to determine if the student needs to be referred to our School Wide Support Team, which includes administrators, counselors, liaisons, the behavior specialist, and the school psychologist, social worker, nurse and language pathologist.

At-risk factors are calculated at the district level, and the principal meets regularly with the administrators, counselors and liaisons in order to analyze progress of individual students and make recommendations for additional interventions that may be effective.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**2. Description**

Booker High School works to increase parent awareness of student progress, programs and opportunities in the following ways:

Crosspointe- CP is our electronic grading and attendance platform which is fully transparent to parents and is updated daily. Parents and students are trained in setting up accounts and using the system to monitor themselves and are able to communicate directly with instructors via the website. LEARN Blackboard- Teachers have been provided extensive training in setting up and using LEARN Blackboard for communication purposes with both students and parents. Teachers post lessons,

assignments, lecture notes, handouts, and even collect assessments via this system. Parents are informed of these opportunities for home monitoring both at home, and during Open House events throughout the year.

Increasing our volunteering opportunities has been a major focus for BHS over the last year. We are working to increase our volunteer numbers, as well as to set up processes to make our efforts in this arena more efficient.

Multiple invitations for parents to participate at our school have been sent out in student registration materials, and via Connect Ed phone calls. A volunteer orientation is scheduled for November 2016 for new volunteers, and several other orientation dates are planned to take place throughout the year. The focus is obtaining academic volunteers, as well as clerical volunteers and parents willing to chaperon field trips.

The school website has been updated to ensure the most up to date and helpful information is available to parents, students and community members.

The school Facebook account has been linked directly to our website to encourage more traffic, and therefore awareness of school events and successes.

Parents are always welcome on our campus, however, we offer several formal parent nights throughout the year. Open House takes place in September, while Spin Night, which highlights the magnet program offerings takes place in the spring. Our Cambridge AICE and VPA programs also sponsor an evening for participating and interested parents.

This year we have placed a Marketing Team together to ensure that all announcements go to not only the website, but also to remind.com and the marquee, as well as Facebook.

## **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

In addition to our efforts to increase volunteering opportunities, Booker High School continuously seeks out and responds to requests for off-campus presentations of our programs and achievements. A marketing team of presenters has been established, and a presentation was created by the team, before training in delivery to community groups was conducted. The marketing team attends events at churches, clubs and various groups throughout the community.

Our school partners with the Ringling School of Arts, the Bar Association and the Van Wezel Performing Arts Center. The Bar Association works very closely with our Law Academy, providing speakers, guidance and donations. We also partner with Mote Marine Aquarium and various law enforcement agencies. Our Renaissance Program, which celebrates academic success, continuously seeks out local support, donations and sponsorship.

Gulf Coast Community Foundation continues to support the various needs of our school and programs.

Dr. Shelley has been successful in seeking \$30,000 in scholarship assistance from community members. These scholarships are specifically targeted at students with GPAs between 2.0 and 2.9, and tend to go towards helping students attend junior college or a trade school.

Last year we held our first gala event to support school needs such as band uniforms and the SAT Prep instructor who serves all students free of charge. Over \$27,000 was raised.

## **C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

| Name                | Title                     |
|---------------------|---------------------------|
| Shelley, Rachel     | Principal                 |
| Larkin, Darby       | Assistant Principal       |
| Schenk, Tracy       | Teacher, K-12             |
| Crane, Steve        | Teacher, Career/Technical |
| Griffiths, Diane    | Teacher, K-12             |
| king, rebecca       | Administrative Support    |
| Miller, Myndel      | Teacher, K-12             |
| Wheeler, Millie     | Guidance Counselor        |
| Foreman, Gail       | Teacher, K-12             |
| Allen, Trish        | Assistant Principal       |
| Folkins, Christie   | Teacher, K-12             |
| Camphire, Christian | Teacher, K-12             |
| Davis, Khea         | Teacher, K-12             |
| Tvenstrup, Chad     | Teacher, K-12             |
| McCracken, William  | Teacher, K-12             |
| Rouwenhorst, Lisa   | Teacher, K-12             |

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Assistant Principals act as instructional leaders through leadership of departments, specifically in the areas of unpacking the standards and the new assessments, and analyzing data in weekly meetings. APs also conduct classroom walk-throughs, student supervision, discipline and teacher evaluations. APs are integral to the progress monitoring of at-risk students at Booker High School.

Guidance Counselors - Bring students to the attention of the student support team with regard to attendance, grade and/or behavior concerns and brainstorm solutions and follow up with action steps and interventions.

Behavior Specialist- Brings students to the attention of the team with regard to attendance, grade and/or behavior concerns and brainstorms solutions and follow up (with action steps and interventions). He also progress monitors students' behavior plans results and other data, and counsels students on behavioral issues regularly.

Truancy Specialist- monitors attendance and addresses, as recommended by the team. Makes home visits.

Social Worker- provides assistance to families struggling with resources and counseling needs.

General Education Teachers- provide written teacher insight and perspective on student concerns for the committee to consider as they design interventions.

Exceptional Student Education Teacher (ESE)- Assists by providing information regarding students

and ESE compliance procedures.

School Psychologist- provides insight and testing as needed. Checks in with students on caseload regularly to ensure success.

School Nurse- provides medical information that may be pertinent to the concerns in individual student cases.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Booker High School engages in a weekly meeting of MTSS, a Multi-Tiered System of Support to address struggling student needs. Academics, behaviors and attendance are considered, along with information that comes from other sources regarding students in financial need or who are experiencing health issues.

Teachers have been trained in providing interventions for struggling students at Tier 1, 2 and 3. Administrators and counselors provide guidance in the creation of and fidelity to interventions.

The Supper Club is a federally funded program offering a hot meal for those students involved in after school activities.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Rachel Shelley     | Principal                  |
| Lorna Alston       | Business/Community         |
| Denise Cantalupo   | Parent                     |
| Trevor Harvey      | Business/Community         |
| Lillian Mignano    | Education Support Employee |
| Brenda Pinkney     | Parent                     |
| Diane Preston      | Business/Community         |
| Shanika Clayton    | Parent                     |
| Tom Woodard        | Parent                     |
| Stephanie Williams | Parent                     |
| Williams Jone      | Parent                     |
| Lori Abrams        | Parent                     |
| Julie Felts        | Teacher                    |
| Gloria Armstrong   | Business/Community         |
| Nick Jones         | Teacher                    |
| Steve Martinez     | Student                    |
| Gail Foreman       | Teacher                    |
| Elizabeth Cliatt   | Parent                     |
| Shelby Swanson     | Teacher                    |
| Felicia Porzio     | Teacher                    |
| Eric Gomez Silva   | Student                    |
| Autumn Snyder      | Student                    |
| Ellen Bausback     | Student                    |
| Erricka Jessen     | Student                    |
| Jonathan Buckley   | Student                    |

## **b. Duties**

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### *a. Evaluation of last year's school improvement plan*

The SAC Team reviewed the 2016-2017 SIP and compared the end of year data with the initial goals, discussing areas of success and areas in which more emphasis needs to be placed.

#### *b. Development of this school improvement plan*

The SAC members have reviewed the SIP and offered recommendations. They will review the goals and ongoing data throughout the year as results become available.

#### *c. Preparation of the school's annual budget and plan*

The SAC members have reviewed the budget and offered recommendations.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The SAC membership has received and approved the following funding requests as of September 20, 2014.:

- \$500.00 Math Boot Camp
- \$250.00 Aspiring Leadership Camp for Teacher on Special Assignment
- \$3,500 for students who are unable to pay to take the ACT
- \$1,000.00 to fund the ACT test prep class after school
- \$1,200.00 Cantell Online Scholarship Program
- \$1,200.00 Athletic Department for equipment
- \$500.00 Digital Design resources
- \$1,000.00 Renaissance
- \$1,200.00 Band travel expenses and uniforms

Future teacher and program requests, which are aligned to the SIP goals will be reviewed continuously throughout the school year.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name               | Title                     |
|--------------------|---------------------------|
| Allen, Trish       | Assistant Principal       |
| Larkin, Darby      | Assistant Principal       |
| Crane, Nancy       | Teacher, K-12             |
| Crane, Steve       | Teacher, Career/Technical |
| Foreman, Gail      | Teacher, K-12             |
| McCracken, William | Teacher, K-12             |
| Tvenstrup, Chad    | Teacher, K-12             |
| Jimenez-Ruiz, Lyna | Assistant Principal       |
| Rouwenhorst, Lisa  | Teacher, K-12             |
| Porzio, Felicia    | Teacher, K-12             |
| Swanson, Shelby    | Teacher, K-12             |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

We have combined our Literacy Leadership Team with our Differentiated Instruction Team in order to provide staff a plan and strategies that are unified.

The team provides literacy strategies monthly at faculty meetings and models the strategy in use. Techniques aligned with our school initiatives are provided through monthly Snacks and Strats meetings. The school initiatives are Literacy in the Content Areas, Standards-Based Instruction, Accountable Talk, Data-based PLC Collaboration and our school climate and character piece, Booker's Challenge. This professional development is provided by school and district professionals in the targeted area.

As a recently re-accredited school we are also focusing on our Improvement Priority, which is to leverage the use of our PLCs to collaborate on formative assessment data in order to maximize student mastery of the standards.

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration is an important piece of what we do at Booker High School. Each teacher attends weekly collaborative sessions with teachers in their own subject area. Topics discussed in these meetings include data, online tools, Differentiated Instruction, Depth of Knowledge, the Florida Assessment, the Florida Standards, new textbook and resource discovery and lesson planning, Accountable Talk, Formative Assessment and more.

Collaborative planning time has been contractually mandated in our county, and our school has designed a master schedule which allows teachers in the same department to plan together. It is our intent to change the spirit of the collaboration from a mandated, contractual activity, to something teachers perceive to be useful in moving students forward.

Additionally, teachers volunteer to offer professional development to other staff members after school and on Professional Days. This year, we continue our tradition of a staff-led mini conference on October 24, 2016.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal of Booker High School understands that recruitment and retention of highly qualified, effective teachers is vital to the growth of student achievement and, as such, takes a leadership role in securing personnel for each open position. A hiring committee is formed for each posting and questions are written to ensure that selected teachers are highly qualified and in agreement with our school's initiatives and vision. Applicants are interviewed and ranked until consensus of the committee is reached.

Once hired, teachers are placed with a mentor, typically from their subject area. The teacher and mentor go through the district curriculum for teachers new to our county. Topics for review and action include but are not limited to the creation of classroom rules and expectations, school-wide discipline progression plans, content area literacy strategies, our electronic grade book, as well as other district-provided technologies.

Training sessions on our email and grade book systems are made available at various times to meet the needs of the teachers. A wide variety of professional development opportunities are arranged and advertised in advance in order to provide the skills necessary for our school's particular needs.

Assistant Principals and the Principal are present in the classroom from the first day of school, and make



classroom visits a priority. Administration will meet regularly throughout the school year to review the new teachers' progress and provide support.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are paired with a mentor teacher (in their subject area when possible) and participate in the district program, meeting with each other weekly and, as a group monthly. Activities include creating classroom expectations, procedures, lesson plans and training on district technologies and our county's teacher evaluation system.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers have been trained in the Florida Standards. Departments are working together to unpack the standards in a systematic, detailed manner, and discussing ways in which the new textbooks and online resources can be used to implement the standards. Achieve 3000 and USA Test Prep are both aligned to the standards and are helpful for teachers monitoring coverage and progress towards mastery of the standards.

In Social Studies, in order to meet the reading and writing requirements of the new standards, teachers are continuing their implementation of Document Based Questioning, which incorporates close reading, discussion and writing about complex topics. Social Studies teachers also have access to USA Test Prep.

Our district is working with consultant, Kevin Baird on "deconstructing" the standards, incorporating depth of knowledge, academic vocabulary and accountable talk.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Booker High School combined the various progress monitoring systems into one spreadsheet, with each BHS student represented from at-risk to those on reassignment. As we encounter students on the various district-provided documents, we will complete the progress monitoring spreadsheet. Interventions taken and parent contacts are noted on the sheet and the document is placed on our intranet, so all teachers and support staff have access to the information available.

Interventions may include: teacher contacts, ESE/ESOL liaison support, contact with guardians, parent conferences, School-Wide Support Team, ACT/SAT Prep and Teacher Advisory Assistance. We provide scaffolding and differentiate instruction to target instruction for each student.

Students who have not passed the state assessments are placed into Reading/English classes and/or Intensive Math. The district recently purchased Achieve 3000, an online tool with a comprehensive monitoring system built in. The Principal and Assistant Principal monitor and share the data weekly.



Booker High School also offers Cambridge AICE advanced courses, as well as AP and Dual Enrollment courses with the local college.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,000

All students are invited to attend the after school tutoring program, which is led by teachers. Students bring homework and projects and receive assistance and supervision in completing their work.

**Strategy Rationale**

By providing students with after school assistance we are giving students support which they may not have at home, given our population is 71% free and reduced lunch.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Davis, Khea, khea.davis@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student grade data is analyzed at each marking period to determine those who would benefit from additional instruction.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

As students enter high school, Guidance Counselors provide one-on-one counseling with students to select courses for their freshman year. Special needs students have an articulation process in place to be certain all the needs of the students are met. ESOL students participate with their parents, the liaison and administrator in LEP meetings, which are meant to check the status of each students' growth over the course of the last year, as well as what services need to be provided in the current year.

Freshman Orientation is held the week before school begins and includes team building, student ambassadors, tours of their classes and a general orientation to the school.

At Booker High School, it is our goal to make certain all students graduate College and Career Ready. To that end, we offer College Readiness courses in English and Math. In addition, we employ a ACT/SAT Prep instructor who discusses options with students based on their particular set of needs and preferences. Once a student selects a test, he works with him or her on test taking strategies germane to that particular assessment.

Students are progress monitored to show college readiness either through the PERT, ACT/SAT or Lexile level.

## **b. College and Career Readiness**

### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Guidance Counselors meet individually with students to assist with course selections, and to discuss their four year plans and career goals. Counselors then direct students to meet with our school's College Advisor. He assists students in the development of a post-secondary portfolio; career counseling; and financial aid.

The number of courses in AICE, Advance Placement and Dual Enrollment has been increased and are available to qualifying students. This year we opted to offer General Paper to all seniors, rather than English IV. This will increase the number of students meeting the rigorous course requirement, and hopefully, earning college credit.

A representative from Sarasota Technical College comes to BHS weekly to provide students information regarding post-secondary education opportunities in technical fields.

Our college adviser is a funded position. He guides students through the college searching process as well as the application process. The College Advisory facilitates a College for Every Student (CFES) Program and a College Reach Out Program (CROP) where students are guided in preparing for college through college visits, PSAT/SAT/ACT workshops, Leadership to Serve workshops and specialized programs to help them prepare for the application and interview process.

Another group, the Grain Scholars, participates in a Professional Mentoring Program, USF Speed Reading Course, Princeton Review PSAT/SAT/ACT prep classes, Princeton Review Assessment and Summer College Tour.

### **2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Booker High School has designed career and technical education course sequences, which allow students to take a series of classes, resulting in industry certification/college readiness in their areas of interest. Informational Technology students can earn certification in the Microsoft Bundle for Excel, Powerpoint and Word. Hospitality Academy students can earn a certification in Safeserv.

Programs include our Hospitality Program, the Law Academy, Engineering, STEM, and Informational Technology. Recently a the Digital Design Academy has expanded to include Film. We also offer computer programming courses.

Our school is a Visual and Performing Arts magnet in the areas of music, art, digital film and motion design, theatre and dance.

### **3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Booker High School's CTE instructors design lessons that include assignments, projects, and assessments that incorporate extensive reading, writing, and arithmetic. In addition, CTE courses involve use of technology including Microsoft applications as well as web-based and software tutorial packages that consistently include mathematical calculations, problem solving, and analysis. Many CTE courses also require review of social studies concepts including international history, trade and

culture. Engineering courses have a direct integration with scientific concepts, especially physics. Collaboration with other departments is frequent, most notably in the area of technology, where CTE courses have provided students with extensive training in the preparation of reports, graphs, and presentations.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

We have increased the number of students taking DE, AICE and AP courses courses through recruitment using qualitative and quantitative data. Students are asked to take the PERT, which will indicate whether they score in the college ready zone, unless they have a concordant score on the ACT or SAT. Students are being tutored in the SAT and ACT formats in order to decide which test they would like to take. Once decided, students are provided SAT or ACT prep through a contracted adjunct. We continue to recruit students to take courses in the area of STEM and CTE, and have increased our student passage rate on the industry exams.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the Year 2017 our College and Career Acceleration will increase from 63% to 67%.
- G2.** By June of 2017, we will decrease the percentage of students with attendance 90% or below from 34% to 24%.
- G3.** By June of 2017, our combined 9th and 10th grade ELA achievement level will increase from 48% to 65%. Additionally, our ELA Learning Gains will increase from 50% to 65% and our Bottom Quartile students making a learning gain will increase from 36% to 50%.
- G4.** By June 2016 we will increase our graduation rate from 72% to 76%
- G5.** By June of 2017 our combined Math achievement level will rise from 25% to 71%. Additionally, students making learning gains will increase from 28% to 68% and our Bottom Quartile students making a learning gain will increase from 32% to 50%.
- G6.** By June of 2017, students earning a 3 or higher on the Biology EOC will increase from 54% to 71% and the students earning a 3 or higher on the US History EOC will increase from 59% to 75%.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** By the Year 2017 our College and Career Acceleration will increase from 63% to 67%. 1a

G082105

**Targets Supported** 1b

| Indicator           | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 67.0          |

**Targeted Barriers to Achieving the Goal** 3

- College or Career and You is a new course, being designed and implemented in the same year.
- General Paper, which is an AICE course is a new course to 4 of our teachers.

**Resources Available to Support the Goal** 2

- Staff members with expertise in General paper and innovative teachers who are willing to share.

**Plan to Monitor Progress Toward G1.** 8

Writing data

**Person Responsible**

Trish Allen

**Schedule**

Biweekly, from 10/3/2016 to 5/31/2017

**Evidence of Completion**

Writing samples that are graded according to the GP standards.

**G2.** By June of 2017, we will decrease the percentage of students with attendance 90% or below from 34% to 24%. 1a

G080484

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 24.0          |

**Targeted Barriers to Achieving the Goal** 3

- Student Motivation

**Resources Available to Support the Goal** 2

- Early Warning Report, Crosspointe and SIS system

**Plan to Monitor Progress Toward G2.** 8

Attendance rates will be measured quarterly and compared to last year's results.

**Person Responsible**

Darby Larkin

**Schedule**

On 6/1/2017

**Evidence of Completion**

The benchmark scores.

**G3.** By June of 2017, our combined 9th and 10th grade ELA achievement level will increase from 48% to 65%. Additionally, our ELA Learning Gains will increase from 50% to 65% and our Bottom Quartile students making a learning gain will increase from 36% to 50%. 1a

G080485

**Targets Supported** 1b

| Indicator           | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 70.0          |

**Targeted Barriers to Achieving the Goal** 3

- Lack of familiarity with the Test Specifications and assessment methods may lead to instruction that is good, but is not hitting the mark with regard to what is assessed.
- Failure to devise formative instruction and then use the results to impact instruction and ultimately affect student achievement gains.

**Resources Available to Support the Goal** 2

- Instructional Focus Guide, USA Test Prep, Benchmark Assessments, DBQ Project, Reading Like a Historian, CPALMS. PLC meetings and collaboration time are being revamped to become data driven, as well as focused on standards and student mastery.

**Plan to Monitor Progress Toward G3.** 8

Writing benchmarks, FSA practice test results, Achieve 3000 data, teachers' informal data, PERT, ACT/SAT, US Test Prep

**Person Responsible**

Trish Allen


**Schedule**

Daily, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Copies of data reports and notes from conversations with teachers as data is released throughout the year.

**G4.** By June 2016 we will increase our graduation rate from 72% to 76% **1a**

 G080486

**Targets Supported** **1b**

| Indicator                           | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 76.0          |

**Targeted Barriers to Achieving the Goal** **3**

- Student motivation

**Resources Available to Support the Goal** **2**

- Sarasota Virtual School and FLVS. Computer Based instruction during the school day in PBD. Crosspoint and Outlook for parent/teacher communication. Implementation of various diploma options offered by the State. College For Every Student Program

**Plan to Monitor Progress Toward G4.** **8**

Monitor student grades and credits earned.

**Person Responsible**

Millie Wheeler

**Schedule**

Quarterly, from 9/1/2016 to 9/1/2016

**Evidence of Completion**

Grade reports.



**G5.** By June of 2017 our combined Math achievement level will rise from 25% to 71%. Additionally, students making learning gains will increase from 28% to 68% and our Bottom Quartile students making a learning gain will increase from 32% to 50%. 1a

G080488

**Targets Supported** 1b

| Indicator                   | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 71.0          |

**Targeted Barriers to Achieving the Goal** 3

- Students lack basic math skills necessary for success at the high school level.

**Resources Available to Support the Goal** 2

- Florida Standards, use of Algebra Nation electronic tool

**Plan to Monitor Progress Toward G5.** 8

Formative assessments

**Person Responsible**

Lyna Jimenez-Ruiz

**Schedule**

Monthly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Summative Assessments from Algebra Nation will show that the students' mastery of concepts has occurred.

**G6.** By June of 2017, students earning a 3 or higher on the Biology EOC will increase from 54% to 71% and the students earning a 3 or higher on the US History EOC will increase from 59% to 75%. 1a

G080491

**Targets Supported** 1b

| Indicator             | Annual Target |
|-----------------------|---------------|
| Bio I EOC Pass        | 71.0          |
| U.S. History EOC Pass | 75.0          |

**Targeted Barriers to Achieving the Goal** 3

- Student retention of the material.

**Resources Available to Support the Goal** 2

- Technology (USA test-prep, TINspire calculators), Common hands-on activities (relevant and real world), Biology mini-assessments (LEARN), Adaptive curriculum online. DBQ and Reading Like a Historian resources.

**Plan to Monitor Progress Toward G6.** 8

Benchmark assessments  
USA Test Prep  
Progress monitoring using TINspire  
Benchmark Mini assessments  
IFC

**Person Responsible**

Darby Larkin

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

EOC Biology Exam grades in Crosspointe US History EOC exam

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By the Year 2017 our College and Career Acceleration will increase from 63% to 67%. **1**

 G082105

**G1.B1** College or Career and You is a new course, being designed and implemented in the same year. **2**

 B217445

**G1.B1.S1** We have placed one of our most innovative teachers in the role to design and deliver the curriculum. Regular meetings are taking place with administration to review progress and needs. **4**

 S230336

### Strategy Rationale

Ms. Miller has researched College and Career courses and curriculum, has an Education Leadership background. She is very passionate about creating a course that will enrich students and help them to be more motivated and successful.

### Action Step 1 **5**

Continue to meet with Ms. Miller to discuss her research, plans and progress.

#### Person Responsible

Rachel Shelley

#### Schedule

On 6/1/2017

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monthly meetings with Ms. Miller to discuss curriculum and data resulting from student learning.

**Person Responsible**

Rachel Shelley

**Schedule**

On 6/1/2017

**Evidence of Completion**

Classroom formative data, student progress on the online Overgrad tool.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Overgrad data will be studied, along with quarterly data of grades, behavior and attendance of 9th graders.

**Person Responsible**

Rachel Shelley

**Schedule**

On 6/1/2017

**Evidence of Completion**

Grades, behavior, attendance and Overgrad data.

**G1.B2** General Paper, which is an AICE course is a new course to 4 of our teachers. 2

B217446

**G1.B2.S1** Utilize expertise of two staff members who are experienced, in addition to providing training to students. 4

S229763

### Strategy Rationale

Training will provide the comfort level with expectations, curriculum resources and assessment techniques that teachers need.

### Action Step 1 5

Provide training for new teachers.

#### Person Responsible

Chris Hutchinson

#### Schedule

Biweekly, from 8/22/2016 to 5/31/2017

#### Evidence of Completion

Mr. Hutchinson will coordinate with staff to make sure they are collaborating and to make certain the experienced teacher is there as a resource. He will also request funds to provide off site training in AICE GP.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Mini Plcs will be attended by Principal and AP.

#### Person Responsible

Trish Allen

#### Schedule

Biweekly, from 9/26/2016 to 5/31/2017

#### Evidence of Completion

Mini PLC collaboration notes and data samples.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Data and writing samples will be examined, as well as final General Paper results.

**Person Responsible**

Trish Allen

**Schedule**

Monthly, from 10/3/2016 to 6/30/2017

**Evidence of Completion**

General Paper results, as well as monthly data samples from writing at the classroom level.

**G1.B2.S2** Use of mini PLCs in which General Paper teachers collaborate on their shared learning as they tackle this new course. 4

 S229764

**Strategy Rationale**

Several teachers are teaching this course for the first time and will have similar questions and experiences. Having this time together will help, as will the experienced teacher who will also attend.

**Action Step 1 5**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2.** By June of 2017, we will decrease the percentage of students with attendance 90% or below from 34% to 24%. 1

G080484

**G2.B1** Student Motivation 2

B212552

**G2.B1.S1** Connecting privileges and incentives such as Prom, Homecoming and Grad Bash to attendance. 4

S224800

### Strategy Rationale

The majority of students like to participate in traditional high school experiences, such as Prom and Grad Bash.

### Action Step 1 5

The policy will be developed and approved and then monitored.

#### Person Responsible

Darby Larkin

#### Schedule

Monthly, from 10/3/2016 to 6/1/2017

#### Evidence of Completion

Records of attendance monitoring of students and those not eligible to attend privilege events.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Brittany Taylor in attendance will monitor the needed reports to provide data. Administration and support staff will follow up with severe cases. Administration will create advertising to generate excitement about earning the extra privileges.

#### Person Responsible

Darby Larkin

#### Schedule

Weekly, from 10/3/2016 to 6/1/2017

#### Evidence of Completion

Weekly attendance percentages and district attendance reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Weekly percentages and quarterly district reports.

**Person Responsible**

Darby Larkin

**Schedule**

Every 3 Weeks, from 10/3/2016 to 6/1/2017

***Evidence of Completion***


Attendance percentage by quarter.



**G3.** By June of 2017, our combined 9th and 10th grade ELA achievement level will increase from 48% to 65%. Additionally, our ELA Learning Gains will increase from 50% to 65% and our Bottom Quartile students making a learning gain will increase from 36% to 50%. **1**

 G080485

**G3.B1** Lack of familiarity with the Test Specifications and assessment methods may lead to instruction that is good, but is not hitting the mark with regard to what is assessed. **2**

 B212554

**G3.B1.S1** Provide training to give teachers time to unpack the standards, discuss teacher and student actions and assessment techniques aligned with the FSA. Additionally, teachers will be given the opportunity to devise lessons together using each of the aforementioned criteria. **4**

 S224802

### Strategy Rationale

Teachers don't have to do all the work individually. They can share the labor and learn from one another in the process.

### Action Step 1 **5**

Administrators were trained in September 2016, and the teacher training is scheduled for October 4 for ELA. Science and Social Studies teachers will undergo similar PD. After the PD is complete, administration will need to do focused walk-throughs, looking deeply at standards being taught, what teachers and students are doing and how they are being assessed. Data will be reviewed and one on one conversations will take place informally and at the mid year conferences.

#### Person Responsible

Trish Allen

#### Schedule

Daily, from 9/5/2016 to 6/1/2017

#### Evidence of Completion

Benchmark results

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administrators will participate in the training and then will do individual and joint classroom walk-throughs focused on this content. Data will be reviewed in weekly data meetings and one on one conversations will take place with teachers based on their implementation.

**Person Responsible**

Trish Allen

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

***Evidence of Completion***

Student passing rate on FSA.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teacher lessons will reveal implementation of lessons strongly aligned with the FSA assessment types.

**Person Responsible**

Trish Allen

**Schedule**

Daily, from 9/5/2016 to 6/1/2017

***Evidence of Completion***

Assessment Period reports and lesson plans.

**G3.B2** Failure to devise formative instruction and then use the results to impact instruction and ultimately affect student achievement gains. 2

B217568

**G3.B2.S1** Monitor teacher data monthly, sharing in administrative meetings and then having follow up conversations with teachers for feedback and questions. 4

S229899

### Strategy Rationale

Administrators must not become familiar with their data only once it becomes summative. In order to be impactful, instructional leaders, administrators need to be part of the process all throughout the year.

### Action Step 1 5

Administrators will monitor data of each teacher's choosing once a month and provide feedback and professional development as needed.

#### Person Responsible

Trish Allen

#### Schedule

Monthly, from 9/5/2016 to 6/1/2017

#### Evidence of Completion

Teacher devised data from classroom sources, USA TP, Achieve 3000, Pert, SAT/ACT and others.

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrators must share their collected data with the Principal weekly.

#### Person Responsible

Rachel Shelley

#### Schedule

Weekly, from 9/5/2016 to 6/1/2017

#### Evidence of Completion

All teacher submitted data and all standardized test scores.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Each administrator will receive data from each of their teachers each month and will work individually with those who fail to submit anything, or who have confusion with the process.

**Person Responsible**

Rachel Shelley

**Schedule**

Monthly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Minutes from data analysis meetings.

**G3.B2.S2** Utilize Achieve 3000 in Intensive Reading classes and monitor results weekly. 4

 S229900

**Strategy Rationale**

This is a group of students that impacts us at the bottom quartile and with learning gains. Having a handle on their progress throughout the year is imperative.

**Action Step 1** 5

Monitor classroom results for Achieve 3000 weekly.

**Person Responsible**

Trish Allen

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Achieve 3000 reports

**Plan to Monitor Fidelity of Implementation of G3.B2.S2 6**

Monitor the use of teachers and students weekly for accuracy and task completed.

**Person Responsible**

Trish Allen

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Weekly reports to ILA teachers showing each teachers' results for the week, as well as the reward system designed by ILA teachers.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

Students level sets will be monitored monthly and growth of lexile tracked.

**Person Responsible**

Trish Allen

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Lexile level set reports

**G4.** By June 2016 we will increase our graduation rate from 72% to 76% **1**

G080486

**G4.B1** Student motivation **2**

B212555

**G4.B1.S1** Increased communication with families and students regarding options and tools to assist in meeting their goals. Continuous employment of the MTSS system to assist struggling students with interventions. Informational parent meetings at night for ESOL students, as well as other evenings for parents such as SPIN Night, AICE Night and Back to School Night. Use of MTSS to provide support, resources and assistance to students who are not progressing adequately. **4**

S224803

### **Strategy Rationale**

Increased parental and student awareness of options will provide avenues for students to meet their goals.

### **Action Step 1** **5**

Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist.

Training on Early Warning Indicators system and implementation of Project 10 Progress monitoring system, which is a DOE initiative.

#### **Person Responsible**

Millie Wheeler

#### **Schedule**

Weekly, from 9/5/2016 to 6/1/2017

#### **Evidence of Completion**

MTSS records

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Monitor the MTSS system for fidelity.

**Person Responsible**

Darby Larkin

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

***Evidence of Completion***

MTSS records

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Monitor successful completion of coursework.

**Person Responsible**

Millie Wheeler

**Schedule**

Weekly, from 9/1/2016 to 9/1/2016

***Evidence of Completion***

MTSS records

**G5.** By June of 2017 our combined Math achievement level will rise from 25% to 71%. Additionally, students making learning gains will increase from 28% to 68% and our Bottom Quartile students making a learning gain will increase from 32% to 50%. 1

G080488

**G5.B1** Students lack basic math skills necessary for success at the high school level. 2

B212557

**G5.B1.S1** Based on data received from state testing students will receive access to Algebra Nation both during the school day and independently at home. Math progression changed to add Liberal Arts Math as a stepping stone for students still in need of support before Geometry. 4

S224805

### Strategy Rationale

Remediation will provide the skills necessary for students to pass the assessment and earn the credit for graduation. For the first time, BHS welcomed a class of freshman with 54% on level, which is an automatic gain, since historically below 30% incoming freshman are on level.

### Action Step 1 5

Use of Algebra Nation for math skill remediation. Add Liberal Arts Math to progression and hand identify students who need to move into this course vs. Geometry or Algebra II.

#### Person Responsible

Tracy Schenk

#### Schedule

Weekly, from 8/22/2016 to 6/1/2017

#### Evidence of Completion

Student scores on benchmark assessments and EOC.

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Formative assessments

#### Person Responsible

Lyna Jimenez-Ruiz

#### Schedule

Monthly, from 8/22/2016 to 8/22/2016

#### Evidence of Completion

Result of the formative assessment will be sent to classroom teacher and teachers will monitor for improvement.



**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Student results will be analyzed and remediation will be provided for those in need.

**Person Responsible**

Tracy Schenk

**Schedule**

Weekly, from 9/1/2016 to 6/1/2017

**Evidence of Completion**

Benchmark exams showing mastery of the standards.

**G6.** By June of 2017, students earning a 3 or higher on the Biology EOC will increase from 54% to 71% and the students earning a 3 or higher on the US History EOC will increase from 59% to 75%. 1

G080491

**G6.B1** Student retention of the material. 2

B212560

**G6.B1.S1** Teachers will provide hands-on labs and inquiry based activities that are relevant and real world. 4

S224808

**Strategy Rationale**

Showing students how their studies are connected to real-life will increase interest.

**Action Step 1** 5

Teachers will provide hands on labs and activities that will spark student interest in science and provide opportunities for collaboration with peers.

**Person Responsible**

Lisa Rouwenhorst

**Schedule**

Biweekly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Teacher data on Crosspointe

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Science teachers will research and collaborate with peers to design weekly hands-on labs and inquiry activities and analyze results together.  
Social Studies teachers will participate in book study and do classroom visits to peers classroom, providing feedback in our group sessions.

**Person Responsible**

Lisa Rouwenhorst

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

Report card grades and benchmark assessments, as well as USA TP scores.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Teachers will evaluate student work.  
Administrator data review  
Progress monitoring using TINspire calculator

**Person Responsible**

Darby Larkin

**Schedule**

Daily, from 9/5/2016 to 6/1/2017

**Evidence of Completion**

PRIDE evaluation student grades % of students completing activities with proficiency  
benchmark assessments showing mastery

**G6.B1.S2** TINspire calculators or Blackboard will be used to provide students with immediate feedback on progress toward achieving benchmark proficiency by using "quick polls", mini quizzes, and simulation activities. 4

S224809

### **Strategy Rationale**

Technology in the hands of students increases interest in learning.

### **Action Step 1** 5

TINspires will be used at least weekly in class.

#### **Person Responsible**

Lisa Rouwenhorst

#### **Schedule**

Monthly, from 9/5/2016 to 6/1/2017

#### **Evidence of Completion**

Lesson Plans Formative Data from TINspires

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2** 6

Look at Progress Monitoring data.

#### **Person Responsible**

Darby Larkin

#### **Schedule**

Monthly, from 9/5/2016 to 6/1/2017

#### **Evidence of Completion**

Gradebook and scores of students.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Review teachers progress monitoring data.

**Person Responsible**

Darby Larkin

**Schedule**

Monthly, from 9/5/2016 to 6/1/2017

***Evidence of Completion***

Data

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity   | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date  |
|-------------------------|--|--------------------|-------------------------------|---|--------------------|
| <b>2016</b>             |  |                    |                               |   |                    |
| G5.B1.S1.MA1<br>M283520 | Formative assessments  | Jimenez-Ruiz, Lyna | 8/22/2016                     | Result of the formative assessment will be sent to classroom teacher and teachers will monitor for improvement.   | 8/22/2016 monthly  |
| G1.B2.S1.A1<br>A292847  | Provide training for new teachers.   | Hutchinson, Chris  | 8/22/2016                     | Mr. Hutchinson will coordinate with staff to make sure they are collaborating and to make certain the experienced teacher is there as a resource. He will also request funds to provide off site training in AICE GP. | 5/31/2017 biweekly |
| G5.B1.S1.A1<br>A284446  | Use of Algebra Nation for math skill remediation. Add Liberal Arts Math to progression and hand...     | Schenk, Tracy      | 8/22/2016                     | Student scores on benchmark assessments and EOC.  | 6/1/2017 weekly    |
| G4.MA1<br>M283515       | Monitor student grades and credits earned.   | Wheeler, Millie    | 9/1/2016                      | Grade reports.  | 9/1/2016 quarterly |
| G4.B1.S1.MA1<br>M283513 | Monitor successful completion of coursework.   | Wheeler, Millie    | 9/1/2016                      | MTSS records  | 9/1/2016 weekly    |
| G5.B1.S1.MA1<br>M283519 | Student results will be analyzed and remediation will be provided for those in need.                   | Schenk, Tracy      | 9/1/2016                      | Benchmark exams showing mastery of the standards.   | 6/1/2017 weekly    |
| G4.B1.S1.A1<br>A284444  | Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that... | Wheeler, Millie    | 9/5/2016                      | MTSS records  | 6/1/2017 weekly    |
| G3.B2.S2.MA1<br>M295331 | Students level sets will be monitored monthly and growth of lexile tracked.                            | Allen, Trish       | 9/5/2016                      | Lexile level set reports  | 6/1/2017 weekly    |
| G6.B1.S2.A1<br>A284450  | TINspires will be used at least weekly in class.   | Rouwenhorst, Lisa  | 9/5/2016                      | Lesson Plans Formative Data from TINspires  | 6/1/2017 monthly   |
| G3.B1.S1.MA1<br>M283510 | Teacher lessons will reveal implementation of lessons strongly aligned with the FSA assessment...      | Allen, Trish       | 9/5/2016                      | Assessment Period reports and lesson plans.   | 6/1/2017 daily     |
| G3.B1.S1.MA1<br>M283511 | Administrators will participate in the training and then will do individual and joint classroom...     | Allen, Trish       | 9/5/2016                      | Student passing rate on FSA.  | 6/1/2017 weekly    |
| G3.B1.S1.A1<br>A284443  | Administrators were trained in September 2016, and the teacher training is scheduled for October 4...  | Allen, Trish       | 9/5/2016                      | Benchmark results   | 6/1/2017 daily     |
| G6.MA1<br>M283532       | Benchmark assessments USA Test Prep Progress monitoring using TINspire Benchmark Mini...               | Larkin, Darby      | 9/5/2016                      | EOC Biology Exam grades in Crosspointe US History EOC exam  | 6/1/2017 weekly    |
| G4.B1.S1.MA1<br>M283514 | Monitor the MTSS system for fidelity.  | Larkin, Darby      | 9/5/2016                      | MTSS records  | 6/1/2017 weekly    |
| G3.B2.S2.MA1<br>M295330 | Monitor the use of teachers and students weekly for accuracy and task completed.                       | Allen, Trish       | 9/5/2016                      | Weekly reports to ILA teachers showing each teachers' results for the week, as well as the reward system designed by ILA teachers.  | 6/1/2017 weekly    |
| G5.MA1<br>M283521       | Formative assessments  | Jimenez-Ruiz, Lyna | 9/5/2016                      | Summative Assessments from Algebra Nation will show that the students' mastery of concepts has occurred.  | 6/1/2017 monthly   |
| G3.B2.S2.A1<br>A293092  | Monitor classroom results for Achieve 3000 weekly.   | Allen, Trish       | 9/5/2016                      | Achieve 3000 reports  | 6/1/2017 weekly    |
| G3.MA1<br>M283512       | Writing benchmarks, FSA practice test results, Achieve 3000 data, teachers' informal data, PERT,...    | Allen, Trish       | 9/5/2016                      | Copies of data reports and notes from conversations with teachers as data is released throughout the year.  | 6/1/2017 daily     |

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Booker High School

| Source                  | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|-------------------------|---|-------------------|-------------------------------|--|------------------------|
| G6.B1.S1.MA1<br>M283528 | Teachers will evaluate student work. Administrator data review Progress monitoring using TINspire...  | Larkin, Darby     | 9/5/2016                      | PRIDE evaluation student grades % of students completing activities with proficiency benchmark assessments showing mastery | 6/1/2017 daily         |
| G1.B1.S1.A1<br>A293918  | Continue to meet with Ms. Miller to discuss her research, plans and progress.                         | Shelley, Rachel   | 9/5/2016                      |  | 6/1/2017 one-time      |
| G6.B1.S1.A1<br>A284449  | Teachers will provide hands on labs and activities that will spark student interest in science and... | Rouwenhorst, Lisa | 9/5/2016                      | Teacher data on Crosspointe  | 6/1/2017 biweekly      |
| G6.B1.S2.MA1<br>M283531 | Look at Progress Monitoring data.   | Larkin, Darby     | 9/5/2016                      | Gradebook and scores of students.  | 6/1/2017 monthly       |
| G6.B1.S2.MA1<br>M283530 | Review teachers progress monitoring data.   | Larkin, Darby     | 9/5/2016                      | Data   | 6/1/2017 monthly       |
| G2.MA1<br>M283509       | Attendance rates will be measured quarterly and compared to last year's results.                      | Larkin, Darby     | 9/5/2016                      | The benchmark scores.  | 6/1/2017 one-time      |
| G3.B2.S1.MA1<br>M295329 | Each administrator will receive data from each of their teachers each month and will work...          | Shelley, Rachel   | 9/5/2016                      | Minutes from data analysis meetings.   | 6/1/2017 monthly       |
| G3.B2.S1.MA1<br>M295328 | Administrators must share their collected data with the Principal weekly.                             | Shelley, Rachel   | 9/5/2016                      | All teacher submitted data and all standardized test scores.   | 6/1/2017 weekly        |
| G3.B2.S1.A1<br>A293076  | Administrators will monitor data of each teacher's choosing once a month and provide feedback and...  | Allen, Trish      | 9/5/2016                      | Teacher devised data from classroom sources, USA TP, Achieve 3000, Pert, SAT/ACT and others.                               | 6/1/2017 monthly       |
| G1.B1.S1.MA1<br>M296446 | Overgrad data will be studied, along with quarterly data of grades, behavior and attendance of 9th... | Shelley, Rachel   | 9/5/2016                      | Grades, behavior, attendance and Overgrad data.  | 6/1/2017 one-time      |
| G1.B1.S1.MA1<br>M296444 | Monthly meetings with Ms. Miller to discuss curriculum and data resulting from student learning.      | Shelley, Rachel   | 9/5/2016                      | Classroom formative data, student progress on the online Overgrad tool.  | 6/1/2017 one-time      |
| G6.B1.S1.MA1<br>M283529 | Science teachers will research and collaborate with peers to design weekly hands-on labs and...       | Rouwenhorst, Lisa | 9/5/2016                      | Report card grades and benchmark assessments, as well as USA TP scores.  | 6/1/2017 weekly        |
| G1.B2.S1.MA1<br>M295011 | Mini PLCs will be attended by Principal and AP.   | Allen, Trish      | 9/26/2016                     | Mini PLC collaboration notes and data samples.   | 5/31/2017 biweekly     |
| G1.MA1<br>M295015       | Writing data  | Allen, Trish      | 10/3/2016                     | Writing samples that are graded according to the GP standards.   | 5/31/2017 biweekly     |
| G2.B1.S1.A1<br>A284441  | The policy will be developed and approved and then monitored.   | Larkin, Darby     | 10/3/2016                     | Records of attendance monitoring of students and those not eligible to attend privilege events.                            | 6/1/2017 monthly       |
| G2.B1.S1.MA1<br>M283505 | Weekly percentages and quarterly district reports.  | Larkin, Darby     | 10/3/2016                     | Attendance percentage by quarter.  | 6/1/2017 every-3-weeks |
| G2.B1.S1.MA1<br>M283506 | Brittany Taylor in attendance will monitor the needed reports to provide data. Administration and...  | Larkin, Darby     | 10/3/2016                     | Weekly attendance percentages and district attendance reports  | 6/1/2017 weekly        |
| G1.B2.S1.MA1<br>M295013 | Data and writing samples will be examined, as well as final General Paper results.                    | Allen, Trish      | 10/3/2016                     | General Paper results, as well as monthly data samples from writing at the classroom level.                                | 6/30/2017 monthly      |
| G1.B2.S2.MA1<br>M296188 | [no content entered]  |                   | No Start Date                 |  | No End Date one-time   |
| G1.B2.S2.A1<br>A293691  | [no content entered]  |                   | No Start Date                 |  | No End Date one-time   |

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** By the Year 2017 our College and Career Acceleration will increase from 63% to 67%.

**G1.B2** General Paper, which is an AICE course is a new course to 4 of our teachers.

**G1.B2.S1** Utilize expertise of two staff members who are experienced, in addition to providing training to students.

### **PD Opportunity 1**

Provide training for new teachers.

#### **Facilitator**

Chris Hutchinson

#### **Participants**

New General Paper teachers

#### **Schedule**

Biweekly, from 8/22/2016 to 5/31/2017

**G3.** By June of 2017, our combined 9th and 10th grade ELA achievement level will increase from 48% to 65%. Additionally, our ELA Learning Gains will increase from 50% to 65% and our Bottom Quartile students making a learning gain will increase from 36% to 50%.

**G3.B1** Lack of familiarity with the Test Specifications and assessment methods may lead to instruction that is good, but is not hitting the mark with regard to what is assessed.

**G3.B1.S1** Provide training to give teachers time to unpack the standards, discuss teacher and student actions and assessment techniques aligned with the FSA. Additionally, teachers will be given the opportunity to devise lessons together using each of the aforementioned criteria.

### **PD Opportunity 1**

Administrators were trained in September 2016, and the teacher training is scheduled for October 4 for ELA. Science and Social Studies teachers will undergo similar PD. After the PD is complete, administration will need to do focused walk-throughs, looking deeply at standards being taught, what teachers and students are doing and how they are being assessed. Data will be reviewed and one on one conversations will take place informally and at the mid year conferences.

#### **Facilitator**

Catherine Coccozza, Bernadette Bennett & Ryan Miller- Standards, Test Specs and Assessments  
Michelle Anderson- Formative Data: Samples and What to DO With It PD Committee- Writing in the Content Area PD Committee- Peer Coaching and Collaboration

#### **Participants**

All teachers (optional)

#### **Schedule**

Daily, from 9/5/2016 to 6/1/2017



**G4.** By June 2016 we will increase our graduation rate from 72% to 76%

**G4.B1** Student motivation

**G4.B1.S1** Increased communication with families and students regarding options and tools to assist in meeting their goals. Continuous employment of the MTSS system to assist struggling students with interventions. Informational parent meetings at night for ESOL students, as well as other evenings for parents such as SPIN Night, AICE Night and Back to School Night. Use of MTSS to provide support, resources and assistance to students who are not progressing adequately.

**PD Opportunity 1**

Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist. Training on Early Warning Indicators system and implementation of Project 10 Progress monitoring system, which is a DOE initiative.

**Facilitator**

Lisa Lyon

**Participants**

All Guidance and Support Team members

**Schedule**

Weekly, from 9/5/2016 to 6/1/2017

**G6.** By June of 2017, students earning a 3 or higher on the Biology EOC will increase from 54% to 71% and the students earning a 3 or higher on the US History EOC will increase from 59% to 75%.

**G6.B1** Student retention of the material.

**G6.B1.S1** Teachers will provide hands-on labs and inquiry based activities that are relevant and real world.

**PD Opportunity 1**

Teachers will provide hands on labs and activities that will spark student interest in science and provide opportunities for collaboration with peers.

**Facilitator**

Argument Inquiry Training- Ryan Miller Reading Like a Historian Book Study- Tricia Allen

**Participants**

Science teachers Social Studies teachers

**Schedule**

Biweekly, from 9/5/2016 to 6/1/2017

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*