

Sarasota County Schools

# Booker High School



## 2018-19 School Improvement Plan

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## Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

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

### School Demographics

**School Type and Grades Served**  
(per MSID File)

High School  
9-12

**2018-19 Title I School**

No

**2018-19 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 3)

72%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

67%

### School Grades History

**Year**  
**Grade**

**2017-18**  
B

**2016-17**  
C

**2015-16**  
C

**2014-15**  
B\*

### School Board Approval

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

### SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement

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

#### 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.

### School Leadership Team

#### 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
Griffiths, Diane	Teacher, K-12
Miller, Myndel	Teacher, K-12
Camphire, Christian	Teacher, K-12
Davis, Khea	Teacher, K-12
Hutchinson, Chris	Teacher, K-12
Kelley, Ryan	Teacher, K-12
Gumm, Jennifer	Teacher, K-12
Johnson, Deborah	Teacher, K-12
Lemaire, Daphne	Teacher, K-12
Ott, Julie	Teacher, K-12
Abrahamson, rebecca	Teacher, K-12
Williams, Tymesha	Teacher, K-12
Schenk, Merlin	Assistant Principal
Abela, Melissa	Assistant Principal
Lundstrom, Andrew	Teacher, K-12
Catlin, Lynne	Teacher, ESE
Noren-Hoshal, Kari	Teacher, K-12
Gunness, Chantel	Guidance Counselor

**Duties**

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

Members of the instructional leadership team are tasked with reviewing and analyzing all relevant school information and data in order to make purposeful decisions in an organized effort to continually improve the operations of the school and ultimately, student achievement. Through deliberate practice, these professionals work in collaboration to expand their own knowledge while at the same time leading the campus and implementing the strategies outlined in the school improvement plan.

**Early Warning Systems**

**Year 2017-18**

**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	78	81	84	127	370
One or more suspensions	0	0	0	0	0	0	0	0	0	22	21	16	7	66
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	66	35	17	3	121
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	98	89	3	0	190

**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	58	47	17	12	134

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	16	32	18	0	66
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Thursday 9/20/2018

**Year 2016-17 - As Reported**

**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

**Year 2016-17 - Updated**

**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	85	93	89	125	392
One or more suspensions	0	0	0	0	0	0	0	0	0	57	65	33	59	214
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	41	40	4	117
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	112	94	4	7	217

**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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The data component that performed the lowest is the Lowest 25th percentile for both Math and English. Math Lowest 25th Percentile was at 36%, while English Lowest 25th Percentile was at 48%. While we have made progress toward improving the learning gains for the Lowest 25th Percentile, much work remains to increase the gains to align with the gains by

the rest of our students. Previous data has shown that this is not a trend and that both English and Mathematics made gains.

**Which data component showed the greatest decline from prior year?**

Every single component showed an increase from 2016-2017 to 2017-2018. The smallest gain was in the U.S. History EOC scores, but our focus also includes the Math Learning Gains and English Learning Gains, as this only increased by 4 points overall for each component.

**Which data component had the biggest gap when compared to the state average?**

The data component that had the most significant gap when compared to the state average are the Math Learning Gains. Both the overall Math Learning Gains and the Lowest 25th Percentile Math Learning Gains were 11 points lower than the state percentage.

**Which data component showed the most improvement? Is this a trend?**

The data component that showed the most improvement is the Science Achievement score, which increased by 21 points. This was caused by a change to the scheduling of students as well as experienced teachers, stronger interventions in the classroom, and the implementation of progress monitoring. We hope to hold this mark and increase it slightly during the current school year.

**Describe the actions or changes that led to the improvement in this area**

This was caused by a change to the scheduling of students as well as experienced teachers, stronger interventions in the classroom, and the implementation of progress monitoring. We hope to hold this mark and increase it slightly during the current school year.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	54%	67%	56%	49%	63%	53%
ELA Learning Gains	54%	57%	53%	50%	53%	49%
ELA Lowest 25th Percentile	48%	47%	44%	34%	43%	41%
Math Achievement	48%	69%	51%	42%	62%	49%
Math Learning Gains	37%	52%	48%	33%	46%	44%
Math Lowest 25th Percentile	36%	53%	45%	25%	41%	39%
Science Achievement	70%	77%	67%	49%	68%	65%
Social Studies Achievement	68%	79%	71%	67%	76%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	78 (74)	81 (96)	84 (96)	127 (90)	370 (356)

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
One or more suspensions	22 (58)	21 (53)	16 (55)	7 (25)	66 (191)
Course failure in ELA or Math	66 (80)	35 (56)	17 (41)	3 (22)	121 (199)
Level 1 on statewide assessment	98 (78)	89 (134)	3 (143)	0 (131)	190 (486)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	55%	66%	-11%	53%	2%
	2017	51%	64%	-13%	52%	-1%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	45%	65%	-20%	53%	-8%
	2017	43%	62%	-19%	50%	-7%
Same Grade Comparison		2%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	75%	-7%	65%	3%
2017	46%	69%	-23%	63%	-17%
Compare		22%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	61%	76%	-15%	68%	-7%
2017	61%	73%	-12%	67%	-6%



HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	41%	77%	-36%	62%	-21%
2017	33%	71%	-38%	60%	-27%
Compare		8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	42%	71%	-29%	56%	-14%
2017	51%	70%	-19%	53%	-2%
Compare		-9%			

## Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	73	58	33	66	46	53	82	81		86	84
BLK	34	48	52	32	30	33	50	65		82	45
HSP	48	56	50	46	37	31	74	56		73	60
MUL	65	45		41	23		62	55			
SWD	24	46	44	38	34	39	46	32		70	12
FRL	45	50	46	43	36	33	65	63		78	56
ELL	17	46	43	37	30	29		21		61	53

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	72	68	44	58	38	19	70	81		78	66
BLK	32	42	36	36	37	33	32	50		85	36
HSP	40	43	28	30	27	23	39	64		65	40
ASN	60										
MUL	52	38		38	18		62	75		79	45
SWD	14	32	24	18	24	25	19	38		59	21
FRL	41	47	37	35	28	22	42	61		71	40
ELL	6	20	13	21	31	29	12	42		50	38

### **Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### **Areas of Focus:**

**Activity #1**

**Title**

During the 2018-2019 school year, our College and Career Acceleration will increase from our projected 2017-2018 score of 68% to a score of 73% and our graduation rate will increase from a 2017-2018 projected 81% to 83%.

**Rationale**

Our vision states that 100 percent of our students will graduate college and career ready and become productive members of society. To support this, we have designed and implemented strategies that we utilize to advance college and career awareness, which includes establishing partnerships with business, industry and community organizations.

**Intended Outcome**

Students are 'College or/and Career Ready' when they have the knowledge, skills and academic preparation needed to enroll and succeed in introductory college credit-bearing courses, within an associate or bachelor level degree program, without the need for remedial courses. Students need these same attributes and levels of achievement to enter and succeed in the post-secondary workforce education programs, or to obtain a job that offers a living wage and chance for career advancement.

We will use data such as High School Acceleration, Graduation Rate, and Post-Secondary data collection to track our success in this area.

**Point Person**

Rachel Shelley (rachel.shelley@sarasotacountyschools.net)

**Action Step**

Post-secondary education planning and implementation will change students' lives, so we will support this on our campus. We acknowledge that first-generation college students require unique and creative interventions, so we will support plans to reach all students. We believe every student who has the ability or desire can attend college, and we will support each student for this outcome. We believe that teachers should have a nurturing spirit, and we will continue to implement professional development that focuses on the "growth mindset" for teachers, staff & students.

We are working toward closing the Achievement Gap by working with all stakeholders' "growth mindset"

**Description**

Students are supported academically and emotionally to ensure that they have the support needed to excel post graduation. We continue to work with our District office and the community to ensure that we provide unique educational experiences for our students. Teachers and staff are mindful and deliberate to ensure that these three areas are addressed.

The Booker High School Acceleration Committee will review data and determine growth opportunities in the areas of college and career. This team meets quarterly with the sole purpose of increasing college and career readiness.

A new Career Advisor position will provide additional options and pathways for students, including adding a Career Fair for students and working with identified at-risk students. This is in addition to the support from Guidance Counselors and our College Advisor.

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 and/or our new Career Advisor. They assist students in the development of a post-secondary portfolio, career counseling, and financial aid.

Additional AICE and CTE courses have been added this year to the master schedule. The number of courses in AICE, Advanced Placement and Dual Enrollment have increased and are available to qualifying students. A representative from Sarasota Technical College comes to BHS weekly to provide students information regarding post-secondary education opportunities in technical fields. Our college advisor is a funded position. He guides students through the college searching process and the application process. The College Advisor 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, participate in a Professional Mentoring Program, USF Speed Reading Course, Princeton Review PSAT/SAT/ACT prep classes, Princeton Review Assessment and Summer College Tour.

Informational Technology students can earn certification in the Microsoft Bundle for Excel, PowerPoint and Word. Recently, the Digital Design Academy 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/motion design, theatre and dance.

Department Based Data-Driven Decision-Making Teams will be formed that are designed to look for areas to improve.

**Person Responsible**

Darby Larkin (darby.larkin@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

Bi-weekly data is run and shared with designated staff members. Acceleration data for all grade levels is tracked. Seniors not yet receiving an acceleration point are the focus of resources and support.

Liberal Arts Math was added to the master schedule to support students who have not met the graduation requirement for Algebra 1. Students will be progress monitored using USA TestPrep to reinforce standards-based instruction.

**Description**

Students who need to recover credits take their courses via APEX. The PBD department is focused on positively motivating students to recover credits that count towards meeting the State of Florida's graduation requirements.

**Targeted Barriers:**

College or Career and You is a new program implemented in 2016-2017 school year for our 9th grade students. Our 12th grade students did not have the opportunity to take this course and we must do more interventions for these students to internalize the importance of college and career.

General Paper, which is an AICE course, is a new course for several teachers. Professional development and purposeful collaboration must be provided.

Industry certification courses are being added, but many of our exiting seniors did not have the opportunity to earn these certifications prior to their senior year. Seniors who took the course Digital Information Technology earned only 1 or 2 of the required 3 certifications needed to complete the bundle.

Resources Available to Help Reduce/Eliminate the Barriers:  
Staff members with expertise in AICE General Paper and innovative teachers who are willing to share and we are also sending new teachers to AICE training this fall.

Faculty members trained in industry certification courses and receive ongoing support.

Industry certifications will be honored through Senior Awards and other methods as a success.

Class time and lab time will be honored to be sure teachers have the time needed to support students.

**Person  
Responsible**

Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

## Activity #2

### Title

By June of 2019, our combined 9th and 10th grade ELA achievement level will increase from 54% to 60%. Additionally, our ELA Learning Gains will increase from 54% to 60% and our Bottom Quartile students making a learning gain will increase from 48% to 52%.

### Rationale

While we start the year with half of our student population below grade level per the state ELA assessment, we work to close the achievement gap so we in turn can close the opportunity gap for students. According to Students First, "Students not reading well in third grade are 4 times more likely to drop out." In order to support students, we must work to raise their reading level.

### Intended Outcome

Students will increase by a minimum of 6 points in the 9th and 10th grade ELA Achievement. By raising students to grade level fluency and comprehension, students will have an overall improvement in their ability to read grade level text as required by their high school courses. Additionally, students will be closer to being college and career ready.

### Point Person

Melissa Abela (melissa.abela@sarasotacountyschools.net)

### Action Step

Booker High School has a solid foundation for early warning indicators. We maintain a strong approach when it comes to identifying and assigning interventions for students who are showing signs of potentially becoming at-risk. The entire campus is provided with the most updated Project 10 list as it becomes available. This sharing of data allows teachers to truly know their students and it allows them to key in on certain students who may be at-risk or extremely at-risk. In order to fully support students in the lowest 25%, a teacher has been tasked with working closely with at-risk students in grades 9-12. In addition, at-risk seniors were strategically scheduled in an English 4 course with the at-risk coordinator so they can continue to work towards meeting the ELA graduation requirement and passing their final English class. The at-risk English 4 sections are focused on meeting graduation requirements, purposeful preparation for the SAT and/or ACT, small class sizes and guest speakers.

### Description

If there are students that teachers/ counselors/administrators are concerned about they recommend them to be a part of the SWST agenda where interventions are discussed and assigned. In partnership with school leaders, guidance counselors, teachers, and other staff members we maintain the following list of responsibilities for supporting students:

- \*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
- \*Credits earned

We will continue to use formative measures to support reading. These include:

- \*Daily assessments for learning
- \*Achieve 3000
- \*USA Test Prep
- \*Kahn Academy
- \*Course Grades
- \*Write Score

**Person Responsible** Jennifer Gumm (jennifer.gumm@sarasotacountyschools.net)

#### Plan to Monitor Effectiveness

Intensive Language Arts, for English students in grades 9 through 12, provides instruction using the research-based Achieve 3000 program. 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. Students in grades 11 and 12 are also exposed to USA TestPrep and Kahn Academy to strengthen skills in preparation for scoring college ready on the SAT or ACT.

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 (SWST), which includes administrators, counselors, liaisons, the behavior specialist, and the school psychologist, social worker, nurse and language pathologist.

#### Description

We will also do the following:

- \*Progress Monitoring by District Benchmarks for FSA Writing and Reading
- \*Progress Monitoring by use of Write Source to assist in scoring student essays and providing resources for remediation
- \*Support of Students Requiring Remediation Through Intensive Language Arts courses with Achieve 3000
- \*Targeted Professional Development Aligned with the Research of Kafele, Hattie and Saphier (closing the attitude, opportunity and achievement gaps)
- \*District support from Program Specialists (coaching and professional development)
- \*Data-Driven Teams and Common Planning Time
- \*Progress monitoring of lowest 25% by at-risk coordinator (students in grades 9-12)

**Person Responsible** Melissa Abela (melissa.abela@sarasotacountyschools.net)

### Activity #3

**Title**

By June of 2019 our combined Math achievement level will rise from 48% to 53%. Additionally, students making learning gains will increase from 37% to 50% and our Bottom Quartile students making a learning gain will increase from 36% to 50%.

**Rationale**

Students lack basic math skills necessary for success at the high school level and beyond. According to data from the Census Bureau's Current Population Survey (CPS), "the median income of persons ages 18 through 67 who had not completed high school was roughly \$26,000 in 2014. By comparison, the median income of persons ages 18 through 67 who completed their education with at least a high school credential (i.e., a regular credential or an alternative high school credential such as a General Educational Development [GED] certificate) was approximately \$45,000." We know that we must prepare students to become productive members of society.

**Intended Outcome**

Remediation will provide the skills necessary for students to pass the assessment and earn the credit for graduation. Furthermore, we know students need skills for post-secondary success and will provide students with the opportunity to acquire these skills.

**Point Person**

Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

**Action Step****Description**

The following steps will be taken:

- \*Standards-Based Progress Monitoring in class and at home through the use of USA Test Prep
- \*Standards-Based Progress Monitoring through the use of District Benchmarks for Algebra and Geometry
- \*Common formative assessments created through the program, Edulastic
- \*Support of Students Requiring Remediation
- \*Continued support from ESE and ESOL Aides
- \*Targeted Professional Development Aligned with the Research of Kafele, Hattie and Saphier (closing the attitude, opportunity and achievement gaps)
- \*District support from Program Specialists (coaching and professional development)
- \*Data-Driven Teams: meet every five weeks by department to analyze data and determine next steps
- \*PLCs to develop lesson plans and analysis of formative data
- \*Lower class size for Algebra 1 and Geometry classes (more class sections added)
- \*Strategic placement of students in an accelerated Algebra 1 and Geometry course to earn credits at an accelerated pace
- \*Substitutes are being utilized so teachers can work within their content area with the program specialist to develop formative assessments, review benchmark data and discuss high-impact strategies
- \*Specific PD on how learning gains are made
- \*Boot Camps/Intensive Review prior to testing

**Person Responsible**

Julie Ott (julie.ott@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**



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.

**Description**

We will also do the following:

- \*Progress Monitoring by District Benchmarks for Algebra and Geometry
- \*Progress Monitoring by use of USA Test Prep to aid in scoring student essays and providing resources for remediation
- \*Support of Students Through Math Nation
- \*Targeted Professional Development Aligned with the Research of Kafele, Hattie and Saphier (closing the attitude, opportunity and achievement gaps)
- \*District support and professional development led by Math Program Specialist
- \*Data Driven Teams and Common Planning Time

**Person Responsible**

Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

<b>Activity #4</b>	
<b>Title</b>	By June of 2019, students earning a 3 or higher on the Biology EOC will increase from 70% to 75%.
<b>Rationale</b>	By June of 2019, students earning a 3 or higher on the Biology EOC will increase from 70% to 75%. Students must take the EOC. This score will comprise 30% of a student's course grade for the year.
<b>Intended Outcome</b>	Through teacher collaboration, formative assessments, and strong curriculum planning, we believe the overall achievement rate for the Biology EOC will increase 5 points from 2018 to 2019.
<b>Point Person</b>	Melissa Abela (melissa.abela@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>The following steps will be taken:</p> <ul style="list-style-type: none"> <li>*Standards-Based Progress Monitoring in class and at home through the of USA Test Prep</li> <li>*Standards-Based Progress Monitoring through the use of District Benchmarks for Biology</li> <li>*Common formative assessments through the use of USA Test Prep</li> <li>*Support of Students Requiring Remediation</li> <li>*Continued support from ESE and ESOL Aides</li> <li>*Strategic placement of 11th grade students in Biology and collaboration with their ILA teacher</li> <li>*Targeted Professional Development Aligned with the Research of Kafele, Hattie and Saphier (closing the attitude, opportunity and achievement gaps)</li> <li>*Implementation of laboratory experiments for real world application of science concepts</li> <li>*Development of hands-on models</li> <li>*District support from Program Specialists (coaching and professional development)</li> <li>*Data-Driven Teams</li> <li>*Implementation of PLCs by content area</li> <li>*Focus on Academic Vocabulary and high-impact strategies (use of word walls and increase daily use of vocabulary)</li> <li>*Specific Professional Development on how learning gains are made and test specs</li> <li>*District support and professional development led by Science Program Specialist</li> <li>*Boot Camps prior to testing</li> </ul>
<b>Person Responsible</b>	Andrew Lundstrom (andrew.lundstrom@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	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.

We will also do the following:

- \*Progress Monitoring by District Benchmarks for Biology EOC
- \*Progress Monitoring by use of USA Test Prep to aid in scoring student essays and providing resources for remediation
- \*Support of Students Requiring Remediation Common Assessments for Learning
- \*Biology Bootcamp/Review prior to the EOC
- \*Targeted Professional Development Aligned with the Research of Kafele, Hattie and Saphier (closing the attitude, opportunity and achievement gaps)
- \*Data-Driven Teams and Common Planning Time

**Person  
Responsible**

Melissa Abela (melissa.abela@sarasotacountyschools.net)

<b>Activity #5</b>	
<b>Title</b>	By June of 2019, we will increase student achievement on the Florida U.S. History end-of-course exam from 68% to 75%.
<b>Rationale</b>	By June of 2019, students earning a 3 or higher on the U.S. History EOC will increase from 70% to 75%. Students must take the EOC. This score will comprise 30 % of a student's course grade for the year.
<b>Intended Outcome</b>	Students will score a proficient score on the U.S. History EOC. More specifically, 75% of students will score at a 3, 4, or 5 achievement level on the U.S. History EOC.
<b>Point Person</b>	Merlin Schenk (merlin.schenk@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>The following steps will be taken:</p> <ul style="list-style-type: none"> <li>*Standards-Based Progress Monitoring in class and at home through the use of USA Test Prep</li> <li>*Standards-Based Progress Monitoring through the use of District Benchmarks for U.S. History</li> <li>*Support of Students Requiring Remediation</li> <li>*Strategic placement and support from ESE and ESOL Aides</li> <li>*Targeted Professional Development Aligned with the Research of Kafele, Hattie and Saphier (closing the attitude, opportunity and achievement gaps)</li> <li>*District support from Program Specialists (coaching and professional development)</li> <li>*Data-Driven Teams</li> <li>*Provide feedback on DBQs (Document-Based Questions)</li> <li>*PLCs by content area to disaggregate formative and summative data</li> <li>*Variety of field trip opportunities provided for all students</li> <li>*Specific Professional Development on how learning gains are made and test specifications</li> <li>*Boot Camps prior to testing</li> <li>*Determine areas of focus by quarter to increase foundational skills in all content areas</li> </ul>
<b>Person Responsible</b>	Ryan Kelley (ryan.kelley@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>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.</p> <p>We will also do the following:</p> <ul style="list-style-type: none"> <li>*Progress Monitoring by District Benchmarks for U.S. History EOC</li> <li>*Progress Monitoring by use of USA Test Prep to aid in scoring student essays and providing resources for remediation</li> <li>*Support of Students Requiring Remediation Common Assessments for Learning</li> </ul>

- \*U.S. History Bootcamp/Review prior to the EOC
- \*Targeted Professional Development Aligned with the Research of Kafele, Hattie and Saphier (closing the attitude, opportunity and achievement gaps)
- \*Professional Development aligned to Universal Design for Learning (UDL)
- \*Data Driven Teams and Common Planning Time

**Person Responsible**

Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

**Part V: Budget**

<b>Total:</b>	<b>\$216,110.40</b>
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