

Washington Senior High School

6000 COLLEGE PKWY, Pensacola, FL 32504

www.escambia.k12.fl.us

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

No

Minority

53%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	B

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

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
- Prevent – currently C
- 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Booker T. Washington High School is to provide a quality education in a safe, supportive environment so all students can achieve success.

Provide the school's vision statement

The vision of Booker T. Washington High School is to equip students to make a positive impact on our community, state, and country, while fostering strong and cooperative relationships among all students, employees, and community stakeholders.

School Environment

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

Booker T. Washington High School will offer professional development opportunities for teachers and staff to learn about students' cultures, family structures, and socioeconomic backgrounds. Professional development will also be offered to help teachers to develop communication techniques that will benefit a student population with a wide variety of cultural backgrounds and communication styles.

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

Booker T. Washington High School's PBS program implements a behavioral matrix for students to follow. The matrix promotes safety, respect for others, and the development of positive habits that contribute to maintaining a safe learning environment. In addition, anti-bullying brochures and initiatives will be distributed throughout the school and made available to parents and school visitors. Booker T. Washington will also employ two school resource officers to maintain order and safety on school campus before, during, and after school, which includes extracurricular events. The school also will assign duty stations to teachers and staff during breakfast, bus drop-offs, all lunches, and after school bus and vehicle departures.

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

Booker T. Washington's PBS program implements a school-wide behavioral policy for students to follow during instructional time. This policy is displayed as a behavioral matrix in every teacher's classroom and throughout the school's hallways. Teachers are instructed to follow a behavioral tracking system to record all disciplinary incidents before submitting a referral. If the disciplinary incident requires urgent attention, the teacher may write an immediate referral. Students who have been identified as habitual behavioral problems can be referred to the school's Response to Intervention Behavioral program in order to develop a collaborative plan to change the students' habits. All teachers and staff will be offered professional development with the PBS and Rtl systems in order to become familiar with the programs' purposes, implementation, and execution.

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 T. Washington High School's Rtl program identifies students who are struggling behaviorally and/or academically and establishes collaborative plans to address any social-emotional needs that are contributing to these struggles. The Rtl team utilizes the school's guidance counselors, school psychologists, and other district personnel to refer and counsel students who are in need. In addition, the Rtl program utilizes adult mentors for students who would benefit from such a service. These mentors may include school teachers, coaches, administrators, or other school-district approved personnel.

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).

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

Booker T. Washington High School's Rtl team works closely with the entire school faculty and staff to monitor students' attendance records, disciplinary records, academic class performance, and assessment test performance. School leaders examine grade point averages, Florida Comprehensive Assessment Test scores, end of course exam scores, multiple office discipline referrals (ODRs), and FOCUS attendance records. Students who are struggling in any of the above areas are referred to the Rtl team, which then develops strategies to help the students to make improvements in these areas. Possible interventions may include tutoring services, counseling, mentoring, parent/guardian contact and involvement, and implementing different instructional strategies.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	57	38	29	33	157
One or more suspensions	49	54	33	16	152
Course failure in ELA or Math	18	83	48	38	187
Level 1 on statewide assessment	139	75	55	0	269

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	53	58	40	9	160

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

Booker T. Washington's Rtl team is responsible for implementing intervention strategies for students with two or more early warning indicators. Students who are struggling academically may receive on-campus tutoring and assessment test preparation courses, differentiated instructional techniques, and academic advising from the guidance department. In addition, these students may be required to establish a daily check-in and check-out routine with the Rtl coordinator, as well as maintain a daily planner with upcoming assignments and assessments. Students who are struggling behaviorally may

be assigned a mentor, receive counseling from the guidance department or school psychologist, be required to keep a daily self-assessment record, and establish a daily check-in and check-out routine with the RtI coordinator. For attendance issues, the RtI team contacts the students' parents/guardians in order to address any contributing factors to the students' absences. The RtI team then works with the students' parents/guardians to help improve the students' attendance. Possible interventions include the awarding of "Cat Scratch" student incentive cards for each week the student has perfect attendance. These cards can be redeemed for food or drinks in the school's "Cat Shack" concession stand.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/171569>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The administration, faculty, and athletic coaches will seek out the school's Partners in Education and other community organizations in order to encourage support of student achievement and school resources. School personnel will give presentations of the school's programs and initiatives, as well as share student academic, behavioral, and extracurricular activity data. The school utilizes the services of Pen Air Federal Credit Union on campus. The credit union serves school employees and students with account needs, as well as gives students valuable working experience by working in the school credit union. In addition, Andrews Institute supports our Sports Medicine program. S.T. Aeronautics has partnered with our school to create an employment pipeline for students from high school into a post-secondary career through an offering of an academy on our campus.

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).

School Leadership Team

Membership

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

Name	Title
Hicks, Pam	Teacher, K-12
Hendrix, Amy	Teacher, K-12
Espy, Nathan	Other
McGruder, Latasha	Instructional Coach
Gulley, Walter	Teacher, K-12
Brown, Le' Keen	Teacher, K-12
Chodwkiewicz, Candy	Teacher, K-12
McKinney, Jamie	Teacher, ESE
Reeves, Cheryl	Guidance Counselor
Wilson, Alisha	Teacher, K-12
Roberts, Michael	Principal
Gibbs, Dawn	Assistant Principal
Tompkins, Jeremy	Assistant Principal

Duties

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

RTI TEAM

Dr. Michael Roberts, Principal
 Jeremy Tompkins, Assistant Principal-Facilities
 Dawn Gibbs, Assistant Principal-Curriculum
 Nathan Espy, Rtl Coordinator
 Latasha McGruder, Literacy Instructional Coach
 Jaime McKinney, ESE Department Head
 Amy Hendrix, Sports Medicine Academy Teacher
 Walter Gulley, Social Studies Department Chair
 Le'keen Brown, ROTC Instructor
 Candy Chodwkiewicz, Math Department Head
 Cheryl Reeves, 11th Grade Guidance Counselor
 Alisha Wilson, English Teacher
 Pam Hicks, Science Teacher and SGA Sponsor

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

The mission of the BTWHS's Response to Intervention Academic and Behavior Team (Rtl-A and Rtl-B) is to assure that all students are receiving the resources and instruction necessary to reach their full potential by providing support to Classroom Teachers, Support Facilitators, Students, and Parents as they collaborate to identify student learning deficiencies, develop interventions to increase success, and evaluate the effects of those interventions on student achievement. Our Rtl model functions as an all encompassing early intervening system that provides support at all tiered levels. PBS and core instruction is implemented school-wide at Tier I. The school-based Rtl Coordinator position was created in order to design and implement a research-based Rtl model; provide

professional development to teachers and staff; maintain a support system for students, parents, and faculty; and to provide a consistent way to assess, monitor, and reevaluate student progress. In addition, Title I funds are used to pay an instructional coach who will assist teachers in increasing literacy strategies and classroom rigor.

All funds are used to enhance the learning of all students. There is great effort given to the various needs of our vast variety of students. There are funds allocated to our ESE department, general education population, and gifted students. These funds are appropriated to purchase materials and resources to benefit the educational achievement of all of our students. The budgeted funds, internal funds, and all other financial resources are all used according to the guidelines and procedures put in place by the Escambia County School District. Those funds that are allocated which allow parents to have input in the expenditures are spent according to majority vote by parents. The SAC committee determines the use of allocated funds for the implementation of the goals set forth in the School Improvement Plan.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Michael Roberts	Principal
Dawn Gibbs	Principal
Jeremy Tompkins	Principal
Elizabeth Mrachek	Parent
Cheryl Blue	Parent
Sonia Broadway	Parent
Darlean Brown	Parent
Tiffany Cacho	Parent
Charlean Clifton	Parent
Jacob Cukjati, III	Parent
Sophelia Dale	Parent
Steven Del Gallo	Parent
Maren DeWeese	Parent
Michelle Henry	Parent
Kay McWhirter	Parent
GiGi Peterson	Parent
Michelle Phillips	Parent
Rebecca Rodriguez	Parent
Amanda Rollins	Parent
Robin Rosario	Parent
Anthonia Ross	Parent
Mary Schang	Parent
Michelle Shelton	Parent
Nikki Thomas	Parent
Brian Wielhouwer	Parent
Leillanya Williams	Parent
Vicki Yelder	Parent
Robin Norris	Education Support Employee
Jenna Lacy	Business/Community
Mallory Killam	Student

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan is approved by the SAC.

Development of this school improvement plan

Members that include parents, students, and community members were participants in the creation of the School Improvement Plan, and they will approve the final draft.

Preparation of the school's annual budget and plan

The SAC will assist in the planning of the annual budget and plan, as well as signing off on the final draft of these documents.

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

If funds are allocated, they will be used on various purchases to impact student learning and to improve the school and curriculum.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McGruder, Latasha	Instructional Coach
Gibbs, Dawn	Assistant Principal
Hicks, Pam	Teacher, K-12
Tompkins, Jeremy	Assistant Principal
Hendrix, Amy	Teacher, K-12
Espy, Nathan	Teacher, K-12
Gulley, Walter	Teacher, K-12
Brown, Le' Keen	Teacher, K-12
Chodwkiewicz, Candy	Teacher, K-12
McKinney, Jamie	Teacher, ESE
Reeves, Cheryl	Guidance Counselor
Wilson, Alisha	Teacher, K-12
Roberts, Michael	Principal

Duties

Describe how the LLT promotes literacy within the school

This year, the LLT will host a Literacy Night to include both parents and students. The purpose of this literacy night will be to inform parents of strategies that they may utilize at home that will help to support the teachers and increase the reading skills and development of the student.

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).

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

Booker T. Washington holds multiple faculty breakfasts and lunches throughout the school year during in-service days. During these events, door prize drawings are conducted, group activities are organized, and team building activities are implemented. The school encourages the discussion among faculty of thematic units based around literacy and writing achievement. In addition, the Rtl team engages multiple teachers in the evaluation process of a student who has been enrolled in the Rtl program. The student's teachers work together to establish a plan that best suits the student's learning and/or behavioral needs. The Sunshine Committee also promotes a sense of community among faculty and staff.

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

At the beginning of each school year, prior to the teacher's returning, the administrators invite all new hires to attend an informal luncheon so they can become better acquainted with the administration and each other. During the preschool in-service days, Mrs. Gibbs, Assistant Principal for Curriculum, arranges for the new teachers to have an orientation to the services provided within the school. Instructional personnel that provide services: Media Specialist, Technology Coordinator, Rtl Coordinator, and Deans are asked to present to teachers what the policies and procedures are for those programs with regard to Booker T. Washington High School. All new hire teachers are also provided with an onsite mentor to assist with any questions specific to the site. Booker T. Washington High School makes use of the district's START program to assist beginning teachers in becoming successful in the classroom. Mrs. Gibbs works with the district to insure that all beginning teachers are provided with the appropriate services for their needs. Dr. Roberts will attend universities with various district personnel to recruit a more diverse group of college graduates to our community.

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

During the preschool in-service days, Mrs. Gibbs, Assistant Principal for Curriculum, arranges for the new teachers to have an orientation to the services provided within the school. The instructional personnel that provide services, which include the: Media Specialist, Technology Coordinator, Rtl Coordinator, and the Deans are asked to present to teachers what the policies and procedures are for those programs at Booker T. Washington High School. All newly hired teachers are also provided with an onsite mentor to assist with any questions specific to the site. Every attempt is made to pair new teachers with a mentor from the same department in order to help with subject area pacing, benchmarks, and state assessment testing. New teachers are encouraged to meet with their mentors on a bi-weekly basis in order to discuss lesson planning, student issues, technology implementation, and other teacher concerns.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Booker T. Washington High School's administrators provide all instructional personnel with the benchmarks and objectives of Florida's standards for each educational course. Teachers and staff are trained on how to implement class content lesson plans that meet and align with Florida's standards. In addition, all school employees are alerted to and educated on changes to Florida's standards, including changes that affect assessment testing, teacher evaluations, and school grades.

Administrators will also conduct teacher evaluations that assess a teacher's adherence to Florida's standards.

Instructional Strategies

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 T. Washington High School utilizes the school RtI team, instructional coaches, and guidance department in order to identify students who need interventions based on performance data. School personnel examine assessment test scores, grade point averages, and teacher feedback in order to make sound conclusions of students' needs. The school implements before and after school on-campus tutoring, assessment test training, enrichment and accelerated programs for gifted students, and the READ 180 program in order to address student deficiencies. In addition, the school may utilize 504 plans and Individual Educational Plans (IEPs) for students who have challenges that justify such plans. Teachers are trained on how to best meet each student's learning needs by assessing personality of the student, artifacts of the student, and culture and socioeconomic background of the student.

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: Before School Program

Minutes added to school year:

Teachers provide individual assistance to students before school at their discretion.

Strategy Rationale

The strategy's rationale is to prepare students to excel in core academic instruction and meet all of Florida's requirements for grade promotion and high school graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Espy, Nathan, nespy@escambia.k12.fl.us

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

The principal, Dr. Roberts, is aware of those teachers who provide this service for their students and uses the EOC or FCAT scores from those individual students to determine the effectiveness of these strategies.

Strategy: After School Program

Minutes added to school year:

Teachers provide individual assistance to students after school at their discretion.

Strategy Rationale

The strategy's rationale is to prepare students to excel in core academic instruction and meet all of Florida's requirements for grade promotion and high school graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Espy, Nathan, nespy@escambia.k12.fl.us

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

The principal, Dr. Roberts, is aware of those teachers who provide this service for their students and uses the EOC or FCAT scores from those individual students to determine the effectiveness of these strategies.

Student Transition and Readiness

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).

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

Booker T. Washington High School hosts a ninth-grade summer transition event every July that allows all ninth graders enrolled at the school and their parents to visit the school campus. During this event, the school implements multiple activities that educate the students and their parents on district and school policy, school campus outlay, school services, text book and locker distribution, school personnel, academic requirements, school programs and academies offered, and tips for transitioning into high school. In addition, the school offers a new student orientation for upperclassmen and their parents that addresses the above issues. The school annually plans to hold a Project Graduation event for each year's senior class.

College and Career Readiness

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

The four guidance counselors each work with their cohort group of students throughout their high school experience. The counselors visit their student's classrooms several times during the school year to inform students about changes in graduation requirements, courses of study that are available, review of transcripts, testing information, scholarship information, post secondary information, and individual education plans. The PBS team also will conduct a Career Day in February of 2015 in order to educate students on career paths and vocations. Representatives from the Fortis Institute will also visit senior classes in order to provide guidance on post-high school vocations and budget planning. In addition, our school has become a part of Florida Partnership with College Board in order to develop a pipeline of diverse students from middle school to post-secondary school with rigorous academics. Eighth graders will be taking the readiness test, ninth

graders will be taking the PSAT, and eleventh graders will be taking the PSAT in preparation for the SAT test in February.

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

Booker T. Washington High School has academy opportunities for students to gain real world experiences in the areas of Marketing, Web Design, Early Childhood Education, Culinary Arts, Marine Science, and Sports Medicine. These academies provide students with practical uses for the skills they are learning in the classrooms. The Marketing Academy also has a branch of the Credit Union available in the school where students and staff members can make transactions. Students who participate in the Web Design and Early Childhood Education academies are provided with opportunities to work outside of the school in order to gain valuable practical experience within their chosen field. The Marine Science academy works with the local university to develop field experience opportunities for students to work with post-secondary students on local projects.

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

Booker T. Washington High School will continue to promote the importance of post-secondary education for our students through the use of guidance counselors and college visits to our school. We will also investigate opportunities for our students to experience career readiness activities through the use of industry certification classes. We will also continue to use PLAN information to help us provide the educational offerings that our students need in order to meet their goals.

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

Booker T. Washington High School offers Advanced Placement classes, dual enrollment classes, career academies, workforce education and internships, and college visits in order to improve student readiness for the post-secondary level. The school also utilizes outside organizations such as the Fortis Institute in order to educate students on college and career issues and budget management. In addition, the school helps students to prepare and register for college entrance exams and military skill evaluation exams.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the lowest quartile in math by 5% (based on Algebra 1 EOC data).
- G2.** To increase reading proficiency by 5% and writing proficiency by 8% through the use of reading and writing strategies across the curriculum.
- G3.** Decrease the number of days in out-of-school suspension by 20% and decrease the number of students in OSS by 20%.

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. Increase the lowest quartile in math by 5% (based on Algebra 1 EOC data). 1a

G043380

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	5.0

Resources Available to Support the Goal 2

- Before-school tutoring by specific topic will be offered two days a week leading up to the end-of-course exam.
- One-and-a-half hour tutoring sessions will be offered after school in the weeks leading up to the EOC. Teachers will be paid the community school rate.

Targeted Barriers to Achieving the Goal 3

- Students who ride a bus to and from school might not be able to attend before- and after-school sessions.

Plan to Monitor Progress Toward G1. 8

Algebra 1A and 1B teachers will test students using an algebra EOC practice test periodically during the school year. Those results will be logged and compared before students take the EOC.

Person Responsible

Sylvia Gasa

Schedule

Every 2 Months, from 9/15/2014 to 5/29/2015

Evidence of Completion

Algebra EOC practice test scores and subject area grades will be used to monitor student progress and determine whether progress is being made toward the selected targets.

G2. To increase reading proficiency by 5% and writing proficiency by 8% through the use of reading and writing strategies across the curriculum. 1a

G038888

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	5.0
CELLA Writing Proficiency	8.0

Resources Available to Support the Goal 2

- Literacy Coach, Leadership Committee, Literacy Team, District personnel, and professional development opportunities.

Targeted Barriers to Achieving the Goal 3

- Time for training teachers
- Funds for materials and training

Plan to Monitor Progress Toward G2. 8

School personnel will monitor students' practice EOC tests, classroom artifacts, classroom tests, and student quarterly grades in reading and English classes.

Person Responsible

Dawn Gibbs

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students' test scores increase the desired amount in both reading and writing.

G3. Decrease the number of days in out-of-school suspension by 20% and decrease the number of students in OSS by 20%. **1a**

G038889

Targets Supported **1b**

Indicator	Annual Target
1+ Suspensions Grade 09	10.0
1+ Suspensions Grade 10	10.0

Resources Available to Support the Goal **2**

- Resources: Administration; Rtl Coordinator; Administrative Deans; and Teachers. Monitoring plan: Discipline data will be reviewed once a month by the PBS Team, in addition to each nine weeks through the reporting of progress to the Director of High School. Administrators will observe classroom teachers and look for expectations, reward incentive plans, and consequence implementation happening within the classroom. The Rtl Coordinator will conduct student classroom observations to assure that PBS is being implemented and to address classroom management needs that teachers may have. Student and teacher surveys will be used to assess overall changes in the climate of the school. PBS model will support positive behavior change in students and school as a whole.

Targeted Barriers to Achieving the Goal **3**

- A barrier to success will be a lack of parental support systems in homes to provide support and maintenance of the behavioral goals established for students and supported by the school.

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

RTI Team and PBS meetings.

Person Responsible

Nathan Espy

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Records will be maintained by Rtl Coordinator and PBS Team.

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. Increase the lowest quartile in math by 5% (based on Algebra 1 EOC data). **1**

 G043380

G1.B1 Students who ride a bus to and from school might not be able to attend before- and after-school sessions. **2**

 B106319

G1.B1.S1 Offer weekend tutoring to students who can't get to school early or stay late. **4**

 S117621

Strategy Rationale

This provides one more option for our lower-quartile students.

Action Step 1 **5**

The goal of our weekend tutoring program is to prepare students to achieve math district and state assessment tests, as well as achieve academic success in math subject areas.

Person Responsible

Sylvia Gasa

Schedule

Monthly, from 10/25/2014 to 5/23/2015

Evidence of Completion

Tutors will maintain a sign-in/sign-out sheet that will record the attendance of students and the amount of time spent on instruction.

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

Students need to be tested during the process to ensure growth in their deficient areas.

Person Responsible

Sylvia Gasa

Schedule

Biweekly, from 11/17/2014 to 12/12/2014

Evidence of Completion

Practice EOC tests.

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

We will take attendance every Saturday to determine the number of students who show up to tutoring.

Person Responsible

Sylvia Gasa

Schedule

On 12/13/2014

Evidence of Completion

There will be a sign-up sheet to ensure students are counted accurately.

G2. To increase reading proficiency by 5% and writing proficiency by 8% through the use of reading and writing strategies across the curriculum. 1

G038888

G2.B1 Time for training teachers 2

B093525

G2.B1.S1 Use of substitute teachers to cover classes so that teachers can attend on campus training and collaborate with peers concerning strategies for achieving goals. 4

S104569

Strategy Rationale

With effective, relevant professional development, the knowledge of the teachers will be increased to help to provide quality instruction for all students.

Action Step 1 5

Close Read and Complex text reading training for all departments.

Person Responsible

Latasha McGruder

Schedule

Quarterly, from 10/22/2014 to 1/21/2015

Evidence of Completion

Sign-in sheets from training and classroom walkthroughs to measure implementation.

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

Use of strategies that were provided during training.

Person Responsible

Latasha McGruder

Schedule

Quarterly, from 10/22/2014 to 1/21/2015

Evidence of Completion

Classroom walkthroughs.

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

The FCAT, Florida Writes, Escambia Writes, EOC, and other test scores that use reading and writing as part of the assessment of student learning.

Person Responsible

Dawn Gibbs

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Students' test scores increase the desired amount in both reading and writing.

G2.B2 Funds for materials and training 2

 B093526

G2.B2.S1 We will attempt to use SAI funds when possible to purchase the professional development supplies necessary for trainings. 4

 S104570

Strategy Rationale

With sufficient funding, the presenter can provide quality professional development trainings.

Action Step 1 5

Funding for resources.

Person Responsible

Michael Roberts

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Materials for training.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Materials being purchased for training and professional use.

Person Responsible

Michael Roberts

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Evidence of training and materials available.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

If materials are being used by teachers to work with students.

Person Responsible

Latasha McGruder

Schedule

Quarterly, from 10/22/2014 to 1/21/2015

Evidence of Completion

Classroom walkthroughs.

G3. Decrease the number of days in out-of-school suspension by 20% and decrease the number of students in OSS by 20%. 1

G038889

G3.B1 A barrier to success will be a lack of parental support systems in homes to provide support and maintenance of the behavioral goals established for students and supported by the school. 2

B093527

G3.B1.S1 The strategy will be to meet one-on-one with parents of students who are placed on Tier II/III RTI behavioral intervention process in an attempt to establish a foundation for working together to reach student behavioral goals. The meeting will be followed up by letters to the parent and periodic phone calls/conferences as needed. 4

S104571

Strategy Rationale

To encourage parental support and engagement with our school's PBS and RTI programs. This support and engagement will foster a collaborative effort with school personnel and parents to improve student behavioral performance.

Action Step 1 5

Rtl/PBS professional development that addresses the importance of parental engagement, as part of the overall PBS and RTI programs at Booker T. Washington High School.

Person Responsible

Nathan Espy

Schedule

Every 2 Months, from 9/23/2014 to 5/29/2015

Evidence of Completion

The RTI coordinator will follow up with the professional development participants on the effectiveness of the strategies discussed.

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

Rtl Team meetings.

Person Responsible

Nathan Espy

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Records will be maintained by Rtl Coordinator.

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

Rtl Meetings.

Person Responsible

Nathan Espy

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Records will be maintained by Rtl Coordinator.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Close Read and Complex text reading training for all departments.	McGruder, Latasha	10/22/2014	Sign-in sheets from training and classroom walkthroughs to measure implementation.	1/21/2015 quarterly
G2.B2.S1.A1	Funding for resources.	Roberts, Michael	8/18/2014	Materials for training.	5/29/2015 quarterly
G3.B1.S1.A1	Rtl/PBS professional development that addresses the importance of parental engagement, as part of the overall PBS and RTI programs at Booker T. Washington High School.	Espy, Nathan	9/23/2014	The RTI coordinator will follow up with the professional development participants on the effectiveness of the strategies discussed.	5/29/2015 every-2-months
G1.B1.S1.A1	The goal of our weekend tutoring program is to prepare students to achieve math district and state assessment tests, as well as achieve academic success in math subject areas.	Gasa, Sylvia	10/25/2014	Tutors will maintain a sign-in/sign-out sheet that will record the attendance of students and the amount of time spent on instruction.	5/23/2015 monthly
G1.MA1	Algebra 1A and 1B teachers will test students using an algebra EOC practice test periodically during the school year. Those results will be logged and compared before students take the EOC.	Gasa, Sylvia	9/15/2014	Algebra EOC practice test scores and subject area grades will be used to monitor student progress and determine whether progress is being made toward the selected targets.	5/29/2015 every-2-months
G1.B1.S1.MA1	We will take attendance every Saturday to determine the number of students who show up to tutoring.	Gasa, Sylvia	11/17/2014	There will be a sign-up sheet to ensure students are counted accurately.	12/13/2014 one-time
G1.B1.S1.MA1	Students need to be tested during the process to ensure growth in their deficient areas.	Gasa, Sylvia	11/17/2014	Practice EOC tests.	12/12/2014 biweekly
G2.MA1	School personnel will monitor students' practice EOC tests, classroom artifacts, classroom tests, and student quarterly grades in reading and English classes.	Gibbs, Dawn	8/18/2014	Students' test scores increase the desired amount in both reading and writing.	5/29/2015 quarterly
G2.B1.S1.MA1	The FCAT, Florida Writes, Escambia Writes, EOC, and other test scores that use reading and writing as part of the assessment of student learning.	Gibbs, Dawn	9/15/2014	Students' test scores increase the desired amount in both reading and writing.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Use of strategies that were provided during training.	McGruder, Latasha	10/22/2014	Classroom walkthroughs.	1/21/2015 quarterly
G2.B2.S1.MA1	If materials are being used by teachers to work with students.	McGruder, Latasha	10/22/2014	Classroom walkthroughs.	1/21/2015 quarterly
G2.B2.S1.MA1	Materials being purchased for training and professional use.	Roberts, Michael	8/18/2014	Evidence of training and materials available.	5/29/2015 quarterly
G3.MA1	RTI Team and PBS meetings.	Espy, Nathan	9/2/2014	Records will be maintained by Rtl Coordinator and PBS Team.	5/29/2015 biweekly
G3.B1.S1.MA1	Rtl Meetings.	Espy, Nathan	9/2/2014	Records will be maintained by Rtl Coordinator.	5/29/2015 biweekly
G3.B1.S1.MA1	Rtl Team meetings.	Espy, Nathan	9/2/2014	Records will be maintained by Rtl Coordinator.	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. To increase reading proficiency by 5% and writing proficiency by 8% through the use of reading and writing strategies across the curriculum.

G2.B1 Time for training teachers

G2.B1.S1 Use of substitute teachers to cover classes so that teachers can attend on campus training and collaborate with peers concerning strategies for achieving goals.

PD Opportunity 1

Close Read and Complex text reading training for all departments.

Facilitator

Literacy Coach

Participants

All teachers

Schedule

Quarterly, from 10/22/2014 to 1/21/2015

G3. Decrease the number of days in out-of-school suspension by 20% and decrease the number of students in OSS by 20%.

G3.B1 A barrier to success will be a lack of parental support systems in homes to provide support and maintenance of the behavioral goals established for students and supported by the school.

G3.B1.S1 The strategy will be to meet one-on-one with parents of students who are placed on Tier II/III RTI behavioral intervention process in an attempt to establish a foundation for working together to reach student behavioral goals. The meeting will be followed up by letters to the parent and periodic phone calls/conferences as needed.

PD Opportunity 1

RtI/PBS professional development that addresses the importance of parental engagement, as part of the overall PBS and RTI programs at Booker T. Washington High School.

Facilitator

Nate Espy, RTI coordinator and Tara Rush, PBS Coach

Participants

Booker T. Washington High School Faculty

Schedule

Every 2 Months, from 9/23/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase the lowest quartile in math by 5% (based on Algebra 1 EOC data).	2,880
Goal 2: To increase reading proficiency by 5% and writing proficiency by 8% through the use of reading and writing strategies across the curriculum.	4,880
Grand Total	7,760

Goal 1: Increase the lowest quartile in math by 5% (based on Algebra 1 EOC data).

Description	Source	Total
B1.S1.A1	Title I Part A	2,880
Total Goal 1		2,880

Goal 2: To increase reading proficiency by 5% and writing proficiency by 8% through the use of reading and writing strategies across the curriculum.

Description	Source	Total
B2.S1.A1	School Improvement Funds	1,000
B2.S1.A1	General Fund	1,000
B2.S1.A1	Title I Part A	2,880
B2.S1.A1		0
Total Goal 2		4,880