Booker T. Washington Senior High

2016-17 Schoolwide Improvement Plan

Booker T. Washington Senior High

1200 NW 6TH AVE, Miami, FL 33136

http://btw.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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 Dade 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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Booker T. Washington Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Booker T. Washington Senior High School is to promote a safe community that champions high academic standards, self-realization and responsible citizenship for all students.

b. Provide the school's vision statement.

We the faculty and staff of Booker T. Washington Senior High School, are committed to maintaining a safe and comfortable school, where all students gain knowledge from each other and the adults who guide them. Students learn in different ways and succeed through active involvement. In our school, students' learning needs are the primary focus of all decisions. Teachers, administrators, parents, students and community share the responsibility for advancing our mission, promoting mutual respect, and enhancing student self-esteem to become confident, self directed, life long learners.

2. School Environment

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

At Booker T. Washington Senior High School, the entire school team consisting of staff, faculty, community, teachers and outside agencies focus on the entire student and the individual students' needs. We set high expectations from the moment students enter the doors of Booker T. Washington Senior High School. We strategically identify the needs of each student early on to assist us in encompassing and instilling pride in our students as well as work on their self-esteem and leadership qualities. Teachers take the time to build on existing foundations that each student brings with them as well as establishes a level of trust and fairness to involve the student to excel academically, physically, and emotionally; we help the "whole" child.

The administrators and staff work as a team to enhance our success. Holistically, we maintain commitment, energy, and motivation to bring about change in our students. The school culture is a complex web of norms, values, belief, assumptions, traditions, and rituals that have been built up over time but as teachers, students, parents, and administrators, we have worked together to develop relationships to foster unstated expectations for interacting and working together.Through the registration process and completion of different questionnaires the school is able to learn about an individual students' needs and interests as well as to properly place the students in the appropriate academic classes, ie. Dual Enrollment Advanced Placement, Honors, ESOL, ESE, etc. Through the process of building these relationships, we also afford the students the opportunity to involve themselves in after school and Saturday tutoring, an array of magnet/academy programs, electives, and extra curricular activities and sports. Our motto is "Just Teach" and our students will excel as they matriculate to post-secondary options and beyond.

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

Booker T. Washington Senior High School administrative team maintains and encourages all stakeholders to commit to ensuring that the environment is safe and orderly for our students to be successful on a daily basis. Education is the key to success and knowing that safety is one of the number one goals to ensure productivity and refinement, we strive to ensure that safety at Booker T. Washington Senior High School is a top priority. We attain this goal by ensuring our students

understand that they are a part of our learning community and encourage them to take pride in their environment. The administrative team, entire faculty and staff have implemented a number of strategies to ensure a safe and supportive school climate that encourage students to feel safe and supported. On a regular basis, the administrative team conducts practice drills for emergency situations such as basic fire drills, code red or yellow lock down drills, and tornado drills. Security personnel and security cameras monitor the school campus to provide the faculty, staff, and students a safe learning environment. The administrative team conducts weekly team meetings to review concerns over safety measures, uniform policy, student ID policy, and any other issues that may affect the perpetuation of a safe learning environment.Parents are invited and involved in our safety plans and made understands our safety rules and obligations of every student.

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.

Booker T. Washington Senior High School establishes guidelines and protocols aligned to the The School Board of Miami-Dade County Public Schools. Our goal is clear and concise when it relates to violent crimes, incidents, behaviors, and disciplinary issues; and, that is a zero tolerance. The administrative team ensures that all faculty and staff enforces and maintain all Board polices when it comes to student behavior. The behavioral system in place at Booker T. Washington is PBS. PBS information is disseminated at faulty meetings, common planning, and school-wide events. It is imperative that faculty and staff is trained and that all students are involved in the steps created to enforce the discipline procedures.

In order to minimize behavioral issues and concerns, our teachers are provided with a tool kit of lessons that promote higher order thinking skills correlated to enhancing student interactions with their peers. This increases student accountability and affords them with the opportunity to augment their thinking process when dealing with negative behavioral issues. Parents and students are provided with a parent-student handbook as well as the Code of Student Conduct. Ongoing assemblies are conducted monthly to ensure that all students are following these policies. Parents are asked to sign a parent contract as well as signing and acknowledging that they have reviewed the Code of Student Conduct contract.

Administration monitors teachers through daily walk throughs to ensure that bell to bell instruction is provided as well as innovating, rigorous and engaging lessons. Teachers are required to be active and circulating the classrooms by using proximity control. Also, teachers are required to stand to their doors during the changing of classes throughout the day. Finally, the SCSI room is a time-out room where comprehensive work is prepared and aligned to the lessons that the individual teacher has prepared as part of his/her class and is an extension while the student is placed in SCSI.

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.

The school ensures that the social- emotional needs of all students are met through a variety of services that are provided by the counselors, student services and many organizations that assist our student population. The counselor's monitor the referral process and ensure that all the social-emotional needs are met. In addition, Booker T. Washington has numerous agencies that support our students through ongoing mentoring and student services.

Communities in School
Overtown Youth Center
City Year Interventionists
Florida International University

The Education Effect
College Summit
Big Brother Big Sisters
Gear Up
Miami Dade College
Booker T. Washington Alumni Association
Miami Marlins
Miami Heat
Carnival Cruise Lines
HACER
Homeless- Students in Transition
Project- UpStart
Health Connect
PBS
Bullying and Violence Prevention Program

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.

The attendance procedures at Booker T. Washington Senior High School is monitored utilizing multiple early warning indicators and corrective actions are established. The administrative team early warning systems and the effective attendance monitoring for all student consists of teachers, student services, the attendance review committee, and Response to Intervention Team. Identified students will meet with the RTI and ARC teams to determine what services can be provided to assist students. Additionally, ConnectED messages are sent out to parents notifying them of student absences and tardies, and teacher-student-parent conferences are arranged with counselors to address school board policies and procedures. At Booker T. Washington Senior High School, no students have been suspended. Assessing these EWI's, it is noted that many students assessment scores are low (level 1 and 2); therefore, intensive reading and math courses are strategically incorporated to address the academic needs of students. The ARC and RTI team monitor students and provides corrective strategies to address students academic and/or behavior needs.

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	84	65	89	89	327
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	29	18	20	22	89
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	124	129	110	63	426
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	28	15	0	0	43

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

Booker T. Washington Senior High School uses an array of data to assess student performance (FSA, EOC, MIA, FAIR, SRI/SPI, Imagine Learning, Achieve 3000, PSAT, Reading Plus, Topic Assessments, etc.). This aggregate data is monitored and evaluated by administration and teachers to help align resources to assist students. Also, students are identified by ARC and are tracked through the ABC's for performance through attendance, behavior and course performance. Core members through City Year provide intervention strategies in classrooms and establish one on one strategies for students in academic and social emotional need. Also, we have a Teen Court program where students with level one offenses can be referred. Through this process, students receive their corrective action upon the completion of trial by their trained peers. Administration has infused corrective strategies such as after school detention, Saturday and after school tutoring to address academic and behavior actions. These attributes augments student performance through monitoring and the promotion of high standards so that all students are provided with the highest quality of education, fulfilling their aspirations and creating a forum for responsible citizens and life-long learners.

B. Family and Community Engagement

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

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

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

2. Description

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.

Booker T. Washington Senior High School build and sustain business/community partners to upsurge support in the school and student achievement. We foster relationships and collaborative efforts with community/business organizations such as: The EESAC Educational Excellence Advisory Council, FIU Education Effect, the Alumni Association, The Title I Parent Involvement Committee that provide services to our students and support the mission and vision of Booker T. Washington), Cars to Go, City Year, Overtown Youth Center (provide assistance to our students and support our classrooms with vital resources, time and community partnerships to help improve the overall and individual academic achievement of all our students), Big Brothers Big Sisters, University of Miami, PTSA, Hyatt Regency Hotel, Overtown Cookbook, Gear Up, Miami Dade College (Wolfson Campus), and one of our newest partners, Marriott Hotel Incorporation (internships for AOE, AOF, and AOHT students and parents over the span of 30 years). Funding and resources from these organizations allow our students additional resources to gain academic, social and emotional growth.

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
Lawrence, Kevin	Principal
Baker-Alcide, Markicha	Assistant Principal
Mcarthur, Lena	Assistant Principal
Bellon, Richard	Assistant Principal
Hernandez, Marlene	Instructional Coach
Ellis, Tia	Instructional Coach
Mitchell, Breanna	Instructional Coach
Jones, Carol	Other
Washington, Kenneth	Other

b. Duties

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

Principal-Mr. William Aristide oversees the entire academic and operation of Booker T. Washington Senior High School nearly 1,000 students and over 120 staff members. Booker T. Washington has over 20 community agencies involved in the development and tutorial possibilities for our students.

Vice Principal-Kevin Lawrence- Oversees Science, Title I, and Physical Education, cleanliness and custodial concerns, cafeteria and building procedures, 10th Grade discipline/student support, graduation compliance, CSI and truancy, overall accountability for Operational Meetings.

Assistant Principal Curriculum-Lena McArthur- Oversees curriculum, master schedule, Language arts, reading, ESOL (curriculum/instruction) writing, social studies, 12th Grade discipline/student support property control, clerical staff, SIP, Career Technical Education Department, Advanced Placement. Dual Enrollment, Industry Certification, articulation, payroll, school-wide activities, Saturday Success Academy, security, interventionists, daily operations of substitutes, IPEGs schedules, DPGT, teacher certification, state reports, curriculum leaders (meetings, agendas, support), internal accounts, and purchase orders.

Assistant Principal-Richard Bellon- Oversees math, ESOL compliance, SPED, testing, professional development, schedules faculty meetings, 11th grade/SPED discipline/student support, sustitue plans, student recognition coordinator, report cards/progress reports, incident response team, honor roll, transportation, business partnerships, and supervision of paraprofessionals.

Instructional Coaches - Reading/ Math/ Science:
Literacy Coaches- Marlene Hernandez, Tia Ellis
Math- Frideline Bruno
Science-Breanna Mitchell

Curriculum Leaders (Department Heads): Jack Hart and Kenneth Washington

The above team members develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs, provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Additionally, instructional coaches provide professional development and technical assistance to teachers regarding data based instructional planning;
support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans assist instructors with core instruction aligned to data collection. Additionally, curriculum leaders deliver Tier 1 instruction/ intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Select students with disabilities (SWD) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. The district also provides ongoing support to ensure academic growth in all content areas and that the Florida Standards are followed and implemented with fidelity.

Department Chairs: Yovonka Fields, Tony Renesca, and Cynthia Kyles
Student Service Personnel:, Anissa Lauriston,Cynthia Kyles
CAP Advisor: Carol Jones
Media Specialist: Nydia Cabrera
Title I Community Involvement Specialist: Deanna Region

The RtI leadership Team provides information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. Data will be utilized to create, monitor, and adjust the school's academic goals through data analysis. The RtI Leadership Team will participate in updating and maintaining the School Improvement Plan.

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.

The first level of RtI Leadership Team support will focus on the core instructional and behavioral practices designed for all students in the general curriculum. The second level of RtI Leadership Team support will focus on the supplemental instruction which provides students additional academic and behavioral support to groups of targeted students in need of further support. The third level of RtI Leadership Team support will focus on the intensive intervention which provides additional academic and/ or behavioral support to individual students.
The RtI Leadership Team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and student achievement.
The school-based RtI Leadership Team will:

1. Analyze the progress monitoring data to determine students' learning by disaggregating FAIR-FS and Interim data to identify intervention needs of students
2. Assist with conducting data chats with teachers and students following each FAIR-FS assessment and Interim Assessment administration
3. Participate in regular common planning to discuss research-based instructional strategies and

create effective lesson plans
4. Conduct regular classroom visits (administration and instructional coaches)
5. Assist with the implementation of differentiated instruction to address the students' needs
6. Assist with matching the intervention with the specific need of the student by placing each student in the appropriate intervention setting as identified by the Intervention Decision Tree provided by the district office and monitoring the students' progress through analyzing progress monitoring data to modify interventions as needed.
7. Monitor the intervention plan to be implemented consistently and with fidelity by conducting classroom walk-through and daily meetings with the interventionists.
8. Provide professional development in the area of need
9. Assist with monitoring the needs of the subgroups within the expectations of the low performing students.
10.Participate in parental involvement by assisting in the preparation of the school-wide Literacy/Math night
11. Assist with the implementation of Positive Behavior Support (PBS)

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
• Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation
and protocols.

Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless (Students in Transition)
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students
receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless
children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and
transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the
procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School
Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity,

awareness campaign to all the schools - each school is provided a video and curriculum manual, and a

contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces

as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento

Law ensuring appropriate services are provided to the homeless students.
• Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators,

counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress,

suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy

of the Miami-Dade County Public School District that all of its students and school employees have an

educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which

bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors,

or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24

hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per

grade level Pre-K thru 12.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education
High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education
Booker T. Washington Senior High School career technical education programs specialize in the skilled trades, applied sciences, technology, and career preparation. By promoting Career Pathways and technical programs of study, students gain work experience through internships, job shadowing, on-the-job training, and industry certification. Booker T. Washington Senior High School offers these career-oriented programs in which academic coursework is aligned with specific career paths, such as culinary arts, engineering, finance, entrepreneurship, law, and information technology. Additionally, articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will also gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training
Booker T. Washington Senior High Schools offer students vocational preparedness for the job market, while academically being prepared for post-secondary studies. This division of purpose has evolved into two distinct educational approaches. Vocational studies are taught by the application approach, while academic studies were taught by a more theoretical approach. This differentiation has resulted in an increase of academics for low-achieving student. Additionally, this is accomplished through school partnerships with employers, unions, civic groups, and other public and private sector organizations. Together, these organizations help the students at Booker T. Washington Senior High School develop the skills needed for the competitive job market while making their educational experience relevant to the world they will experience as adults.

Other
Health Connect in Our Schools
Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds; Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide; HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services; HCiOS delivers coordinated social work and mental/ behavioral health interventions in a timely manner; HCiOS enhances the health education activities provided by the schools and by the health department; HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!
AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12; HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel; HIV/AIDS

curriculum content is also in alignment with Florida Sunshine State Standards; HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics; Miami Lighthouse/Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mr. Aristide	Principal
Mr. Jennings	Teacher
Mr. Lawrence	Education Support Employee
Dr. Hale	Business/Community
Veronique Tousaaint	Teacher
Cynthia Kyles	Teacher
Dee Roberson	Business/Community
Takia Ragin	Student
David Brown	Business/Community
Adelaida Arzu	Parent
Myriam Centena	Parent
Isabel Tobar	Parent
Vivian Borregales	Parent
Katherine Mesa	Student
Marquis Hardrick	Parent
Tia Ellis	Teacher

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

Booker T. Washington Senior High School's 2015-2016 SIP plan was developed by the school's leadership team and the EESAC reviewed and provided comments as appropriate. The council provided timely approval of the document prior to its submission. In the EESAC meeting scheduled on 5-20-15 a review of the SIP was also conducted.

b. Development of this school improvement plan

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

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

The SAC will request that the principal hold a budget presentation professional development, so that members will understand how the budget is created and the process for submitting future budget requests. SAC will be provided to all EESAC members during its regularly scheduled EESAC meeting for the 2016-2017 school year.

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

The Booker T. Washington (BTW) EESAC will continue to utilize school improvement funds during the 2016-2017 school year in a manner consistent with Florida Statutes and MDCPS guidelines. The BTW EESAC projects expenditures for the following items:

- Snacks for students taking the Florida Standards Assessment and End of Course exams- 1200
- Payment of registration fees for students who have exhausted their free waivers for ACT and SAT -1,000, examinations; and payments of college application fees for students that do not receive Free or Reduced Lunch
- A subsidized amount to assist the Positive Behavioral System (PBS) program to purchase student incentives - 800.00
- Purchase of awards for end of school awards program for Outstanding Student Achievement in core subjects and school activities - 1500
- Honor Roll activities for students that have established high academic grades each semester-1000

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
Lawrence, Kevin	Principal
Hernandez, Marlene	Instructional Coach
Baker-Alcide, Markicha	Assistant Principal
Mcarthur, Lena	Assistant Principal
Hart, Jack	Teacher, K-12
Jones, Carol	Instructional Coach
Washington, Kenneth	Administrative Support
Ellis, Tia	Instructional Coach
Bruno, Frideline	Instructional Coach
Bellon, Richard	Assistant Principal

b. Duties

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

The LLT at Booker T. Washington promotes literacy through many initiatives such as strategic common planning across all content areas, and will provide ongoing literacy activities and initiatives to increase student achievement and proficiency levels. Major initiatives will include: building and maintaining a school-wide literacy environment, which includes: word of the week (televised and posted throughout the school), specific focus on Tier III words in content areas (posted throughout the building), drop and read, Literacy Gallery, Literacy Night, assisting with the development and use of interactive walls/theme charts, Frayer Model to aid ELL and SPED students. Additionally, implement the CLOSE read of text, CER for evidence-based support, R.E.S.T Writing Strategy, and ELA Sate Rubric across all content areas. Teachers will be provided with ongoing professional development throughout the year.

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.

To ensure and encourage positive working relationships between teachers, our school provides a variety of strategies characterized by mutual cooperation and professionalism. This collaboration is evident through our scheduling of teachers with common planning times and additional common planning meetings through departments and grade levels. The focus of the common planning is discussed in advanced as well as the "look fors". This allows for the teachers to focus on effective planning, rigorous activities and a productive culminating end product to ensure standards and assessments are achieved with proficiency.

This year at Booker T. Washington ongoing professional development will be conducted to ensure that new teachers are provided the tools to perform well with their students and with their academics. A series of "new teacher" trainings have been planned as well as all teachers have been paired with motivating and successful veteran teachers. In addition, new teachers have been assigned a mentor as well as an instructional coach.

Through collaborative planning meetings and MINT meetings both mentors and mentees will be provided with strategies to increase student achievement, learn about behavior and disciplinary frameworks and be supported in every aspect of the teaching field.

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

The administrative staff will ensure that all teachers are equipped with the strategies and curriculum necessary to be effective teachers. As a Tier 3 and Title I school, Booker T. Washington ensures that all teachers are certified, trained and are provided with the necessary requirements to meet their expected performance. New personnel are required to complete the Teacher Match requirement as well as a professional interview is conducted to satisfy the most appropriate position is attained.

In addition, new teachers and all teachers will attend ongoing professional development, faculty meetings, common planning meetings and parent meetings. Teachers will be provided with strategies and performance standards to develop their DPGT and be trained in the evaluation system IPEG's.

• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, and ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Support Team (PLST) development and facilitation, as well as Lesson Study Group implementation and protocols.

This school year 2016-2017 Booker T. Washington has 9 new first year teachers and 10 second year teachers.

Additionally, teachers will complete school-wide surveys and information will be gathered for a needs assessment and comprehensive follow-ups will be conducted.

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

Our school's new teacher mentoring program, is a very comprehensive program that offers support to all new and early teachers. In addition, the program also provides support and assistance to veteran teachers that may also be in need of assistance. This program also aims to increase the knowledge base and general awareness of best practices for new and early teachers. The MINT program promotes and provides effective training for new and early teachers. More importantly, the goal is to establish through mentoring, the norms of collegiality, collaboration, and continuous professional development.

Careful planning was conducted to pair and ensure that the new teacher and the mentor teacher assigned were a good fit. Consideration was placed on the subject area, the classroom management policies and compliance and fidelity procedures.

1) Meetings are held twice a month after school.
2) Teachers are given training in Classroom Management/Preventive Strategies.
3) Using good Professional Judgment.
4) Electronic Gradebook and Acceptable use Policy for the Internet.
5) Modeling of lessons and effective lesson planning.
6) Differentiated Instruction.
7) Common Core.
8) Curriculum and Instruction.
9) Technology and Integrating Technology in the Classroom.
10) PBS.
11) SPED/ELL Training and strategies.
12) Time Management.
New teachers are paired with veteran teachers that have proven to be "highly effective" in their respected areas. All new teachers are not always necessarily paired with teachers in the same subject area. In some instances, they are paired with veteran teachers that offer them the best opportunity for success and comfortably. Examples of some mentoring activities, but not limited to include:
1) Teacher modeling and classroom visitations.
2) Lesson planning/lesson development.
3) Weekly meetings.
4) Supplemental literature and manipulatives.
5) Monthly trainings/meetings.

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.

Booker T. Washington Senior High School adheres to Florida Standards as delineated by the Florida Department of Education. Each department utilizes a pacing guide specific to the content area based on the specific standards, ELA Supplemental Instructional Guide (SIG's), and benchmarks. Literacy

coaches are in place to support each core subject area. The role of the coaches is to provide coaching cycles which will ensure that teachers are properly suited to address the specific instructional focus of the Florida Standards.

The continued implementation of the Continuous Improvement Model is evident through the desegregation of test data, the use of tutorials to re-teach targeted areas and offering enrichment opportunities for mastery. Content area teachers and students share information in data chats.

A strong emphasis is placed on continuous assessments as a means of monitoring student achievement. The assessments include: District Interim, FAIR-FS, Florida Standards, EOC's in biology, algebra and US History, Biology Topic Assessments, and US History Benchmark Mini Assessments.

Provisions are in place for the social studies curriculum as well as the elective courses and advanced courses. AP courses are available in English literature and language,Calculus, American-government and economics, AP art, AP Spanish language and Spanish literature. We also offer Chemistry, Microeconomics, AP Psychology, AP Capstone, and Human Geography.

Dual enrollment and Online course offerings are as follows: Writing and Rhetoric I and II, World Literature, Introduction to Education, Teaching Diverse Populations, Engineering through the FIU Education Effect, Virtual school classes, driver's education, personal and family finance along with survey of world literature, astronomy and American history. These courses are aligned to transition our students into post-secondary courses and achieve the highest level of success.

All of these instructional programs and courses are aligned to the Florida standards and lessons are unwrapped and planned according to the target learning goals for effective ongoing instruction and differentiation.

Social Studies: The district's Digital convergence plan is a fundamental evolution of the structures and environment of education. Students in 9th grade World history classes are provided with tablets to take home for the school year and are learning how to integrate technology and learning of the social studies skills. The tablets have the social studies textbook pre-loaded into them. In addition, with the adoption of the new Language arts textbooks and curriculum the use of the tablets are also incorporated in these classes, thus allowing for our students to use them through both social studies and language arts courses.

Science: In order to ensure that the Science Instruction align with the Florida's standards the Science teachers are working to put in place two approaches. Both approaches are to build on student achievement. The first is to assist all level 1 and 2 ESOL students; the focus is to build on their knowledge of the English language. The second is to focus on the rigor for all students to be college ready. The goal for ESOL students is to find internships that will assist with college readiness as well as motivate them to achieve their continued student status academically as a post high school students. Students in science will use gizmos as lab experiments as well as hands on experiments to achieve success and rigorous instruction. Promethean boards and a full science lab have been added to the science wing for student and class rotations.

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.

Through the dissemination of information in the common planning meetings; data is used to discuss students' individual needs and academic concerns and criteria. The analysis of data through assessments created by the teacher, district assessments, interim and EOC's, students scores and levels are reviewed for proper placement in differentiated groups.

Through proper planning and use of the pacing guides and the unpacking of the Florida Standards, much effort is placed on the needs of meeting the individual student with effective strategies and remediation or enrichment focus. Through the assistance and flexibility of the assigned interventionists additional one -on -one activities are incorporated into instruction. The push in and Saturday school interventionists are also used to address the specific needs of the students and allow for differentiated instruction.

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: After School Program

Minutes added to school year: 60

City Year will provide after school tutoring daily from 2:30pm-3:30pm.
ELL students will be provided with the opportunity to participate in after school tutoring utilizing Title 3 funds.

Strategy Rationale

Through individualized use of the interventionists in the classrooms the students receive specialized instruction to support the strategies used in the lessons for additional learning.

Strategy Purpose(s)

   • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mcarthur, Lena, lmcarthur@dadeschools.net

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

Student level data and attendance data is collected for each tutoring session. Effectiveness is measured via student performance on FSA, FAIR-FS, interims, and EOC exams to gauge effectiveness.

Strategy: Weekend Program

Minutes added to school year: 180

Students that have not passed the Florida Standard Assessment (FSA) in Reading and/or End of Year Course Exam (EOC) Reading , Algebra, Geometry, or Biology, will be offered Saturday School (Saturday Success Academy) tutorial sessions held from 9am-12pm.

Strategy Rationale

Additional one to one instruction is provided to ensure mastery of the standards and success on the assessments and eoc.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mcarthur, Lena, lmcarthur@dadeschools.net

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

Student level data and attendance data is collected for each tutoring session. Effectiveness is measured via student performance on FSA, FAIR-FS, interims, and EOC exams to gauge effectiveness.

Strategy: Summer Program

Minutes added to school year:

Students that do not pass the Algebra EOC or Biology EOC will be given the opportunity to attend summer school in 2017.

Strategy Rationale

Additional one-to-one instruction will be provided to ensure mastery and success on the EOC Assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lawrence, Kevin, pr7791@dadeschools.net

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

Student level attendance data is collected for each tutoring session. Effectiveness is measured via student performance on interim and EOC exams to gauge effectiveness.

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. Â§ 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.

The Administrative and Student Services team will assist in the process of articulation for all incoming and outgoing students. Through careful planning and communications with the middle school and the CAP Advisor and community agencies; both the incoming Freshmen and the outgoing Seniors are provided with effective transition strategies to succeed.

The Administrative team and Student Services will ensure that the outgoing seniors have the correct number of courses, credits and substantial college and career readiness information to transition into college and universities. Articulation will occur with ongoing orientations, support and staff awareness; so that pertinent information will be distributed and disseminated to all students especially the 12th graders and then transitioning to the 11th and 10th graders. All students at Booker T. Washington are tracked and required to meet with their counselors to ensure graduation.

Students are involved in orientations where they are given the necessary information for academic success and graduation requirements.

Freshmen students will participate in the freshmen experience academy to understand and acquire the necessary skills to develop in high school.

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.

All students entering Booker T. Washington Senior High select one of the career academies: Academy of Business and Information Technology, Academy of Engineering (Magnet), Academy of Entrepreneurship and Finance, Academy of Law and Public Service, Academy of Hospitality and Tourism and our most recent Magnet, our Academy of Astronomy through our Planetarium. Teachers are assigned to an academy and performance based projects are assigned within each academy to ensure the student based knowledge for career direction is acquired.

The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at post-secondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students in the areas of English, Mathematics, and Criminal Justice. During the articulation process, students are encouraged to take elective courses that are aligned within an area of student that may be relevant to the students' future study. Additionally, core content departments are encouraged to work interdisciplinary with electives and vocational courses in order for students to see the relationship together.

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

Because all students are part of an academy at Booker T. Washington Sr. High, students begin to see the importance of applied and integrated courses early in their high school endeavor. As part of the courses, both academic and vocational, students notice how subject areas intertwine and collaborate with each other, especially reading, writing, mathematics, social studies and science. Most importantly, all students know the necessary assessments they must take as well as EOC's and State Exams.

All ninth grade students are enrolled in a Freshman Experience Transition course to help prepare them for career development and post-secondary endeavors. Dual Enrollment courses are being

offered to eleventh and twelfth grade students in the areas of English, Math and Criminal Justice. Advanced Placement courses are offered to eleventh and twelfth grade students in the areas of English/Literature, Math/Calculus, Science/Chemistry, Studio Art, Comparative Government and Politics, Microeconomics, Spanish, and French.

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

During the 2016-2017 school year,we will provide SAT/ACT Preparation course through the daytime program, where all senior students have been scheduled. This will provide students with college assessment strategies in the area of reading and mathematics. Additionally, students will continue to be provided with waivers in order to assist with the financial burden of the examination.

We will also have Dual Enrollment offerings in writing, literature, science engineering, education, and student life skills. These courses will provide students with a college course within their daytime schedule. Also, as a part of a District initiative, we will have the services of College Summit to promote the importance of post-secondary readiness and assist students with the college admission process.

Additionally, the Student Services department will continue to meet with seniors during the month of September to discuss graduation requirements and the importance of monitoring their GPA and will meet with seniors throughout the year to ensure that they are monitoring their GPA. The College Assistance Program Counselor will continue to invite colleges and universities to meet with students. The College Assistance Program Counselor will conduct a college fair to provide information to students with regards to the various colleges, universities and scholarships available. Additionally, she will also establish a Financial Aid night to invite students and parents in order to disseminate pertinent information.

Florida International University and The Education Effect: created to support and challenge students to acquire the knowledge, skills and disposition needed to effectively graduate high school and enroll and succeed in credit- bearing, first year courses at a two year of four year post secondary institution. The Education Effect is focused on 21st Century academic and workforce readiness skills such as critical thinking, problem solving, decision making, team work, collaboration, communication, self-direction, personal responsibility, creativity, invention, and information technology.

We will also begin to target the junior class with college information. We will promote juniors to take the SAT/ACT by the spring of their junior year. Administrators will monitor the progress of such students.

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.

Students at Booker T. Washington will be provided with strategies on an ongoing basis through the support of the Administration, student services team, and the entire faculty and staff. Students in grade 12 will be ensured successful involvement and participation in the correct courses and career path through College Summit and college and career readiness courses. In addition, preparation for end of course exams tutorials and ACT/SAT preps are provided.

Ongoing visits via field trips away from school and school-wide will allow for further development in the areas of academic needs and strengths to enable to social emotional component of seniors and all students.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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"Â? 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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔑 G088041

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	79.0
FSA ELA Achievement	26.0
FSA Mathematics Achievement	23.0
Bio I EOC Pass	36.0
U.S. History EOC Pass	47.0

Targeted Barriers to Achieving the Goal 3

- Literacy: Teachers require further development in the area of close reading instruction and utilizing strategies to increase reading comprehension, promote critical thinking, and deepen student engagement with the text.

- Literacy: There is a need for increased evidence of student discourse in order to promote critical thinking, language acquisition, and student achievement.

- Math: Although teachers are using instructional strategies to support instruction, there is an engagement gap within some classrooms.

- Math: New instructors have limited knowledge on well-organized lesson structure.

- Science: Increase the effectiveness of the common planning process to improve the quality of instruction.

- Science: Lesson plans show limited evidence of consideration for the development of all learners.

- Social Sciences: Although teachers are creating lesson plans, there is a need for increased evidence for developing lessons that are clear, logical, sequential, and aligned to standard-based learning and CBC.

- Social Sciences: Although some teachers are using the spring FSA data to group students, additional and current reading and ESOL data is needed to make informed decisions while planning for instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy: HMH Resources, Edge, Read 180, Engage New York, Strategic lesson plans, Framework for Effective Instruction, collaborative planning guide, common planning Exit Tickets, Professional Development Power-Point, Interactive whiteboard, WIN-GIST, annotation strategy, graphic organizers, think-write-pair and other strategies to promote student discourse, DOK level of complexity, note-taking, note-making, highlighters, FSA Rubrics, student tablets/iPADs, tutoring, CSS, and literacy coaches

- Math: HMH Resources (e.g., Real World Videos); CPALMS Resources; Pacing Guide (e.g., Discovery Education, Gizmos, Khan Academy); YouTube Educational Videos; Framework for Effective Instruction, and turing

- Science: Pacing guides, Item Specs, CSS, Framework for Effective Instruction, GRRM lesson plans, interactive whiteboard, Google Documents; FIU modeling career curriculum labs

- Social Studies: Core text, pacing guides, modules, common planning meetings, tablets in US History classes, planning cards, Gateway to US History, political cartoons, images from the

National Archives, Quizlet, Schoology, Remind 101, Edgenuity; FSA rubrics, DOk level of complexity, and tutoring

- Social Science: Pacing guides, Item Specs, CSS, Framework for Effective Instruction, PowerPoint presentation, GRRM lesson plans, interactive whiteboard, Core Text, DOK level of Complexity, and tutoring

- Career Technical Education: Academy student recruitment, industry certification, frameworks, NAF Curriculum, NFTE

Plan to Monitor Progress Toward G1. 8

Ongoing data analysis of school-wide District Mid-Year Assessments, Florida Standard Assessment, EOC data, topic assessment

Person Responsible
Kevin Lawrence

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

Evidence of Completion
Administrative/leadership team walk-through checklist, common planning agendas, coaching cycle logs and calendars, student work samples, lesson plans, note-taking, note-making, and Informal/ formal assessments.

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. To increase student achievement by improving core instruction in all content areas. 1

🔑 G088041

G1.B1 Literacy: Teachers require further development in the area of close reading instruction and utilizing strategies to increase reading comprehension, promote critical thinking, and deepen student engagement with the text. 2

🔑 B234070

G1.B1.S1 Teachers require further development in the area of close reading instruction and utilizing strategies to increase reading comprehension, promote critical thinking, and deepen student engagement with the text. 4

🔑 S246871

Strategy Rationale

The close reading instruction and strategies will allow students to have a deeper understanding of the text. Students will be able to think analytically when accurately translating words into intended meanings. Additionally, students will be able to read for a purpose, develop a "map" of knowledge, and read within disciplines to have a better understanding of academic subjects.

Action Step 1 5

Literacy coaches will provide professional development in close reading instruction and strategies (WIN/GIST and annotations) to increase reading comprehension.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Evidence of strategic lesson plans, student work samples, administrative walk-through checklist, Professional Development PowerPoint handout, sign-in sheets, and agendas.

Action Step 2 `5`

Literacy coaches will provide complete coaching cycles by modeling close reading instruction and strategies to increase academic achievement.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist

Action Step 3 `5`

During Common Planning, teachers will share students' end products to evaluate mastery of the standards.

Person Responsible

Tia Ellis

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist

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

Administrative/leadership team walk-through for evidence of the close reading instruction; guided common planning strategies to promote effective implementation of the close reading; coaching cycle, curriculum leadership planning/support.

Person Responsible

Lena Mcarthur

Schedule

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

Evidence of Completion

Administrative/leadership team will utilize checklist for teacher feedback; common planning agenda, coaching cycle logs and calendar, student work folders, lesson plans, professional development agendas and sign-in sheets.

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

Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, SPI/SRI, FAIR-FS, and informal assessments.

Person Responsible

Lena Mcarthur

Schedule

Daily, from 9/5/2016 to 10/11/2016

Evidence of Completion

Administrative/leadership team will utilize a checklist for teacher feedback; teacher data chats with administration; common planning agenda (topic discussion) to review student data and create differentiated grouping, coaching cycles logs and calendar to support teachers on the utilization of data aligned to instruction, student work folders, lesson plans, professional development agendas and sign-in sheets.

G1.B2 Literacy: There is a need for increased evidence of student discourse in order to promote critical thinking, language acquisition, and student achievement. 2

🔍 B234071

G1.B2.S1 Teachers will create a safe learning environment that is stimulating, challenging, and fostering of intellectual risk-taking for all students. 4

🔍 S246872

Strategy Rationale

Having a safe and stimulating learning environment will have great effects on the emotional responses and can serve to support the learning process.

Action Step 1 5

Literacy coaches will provide a professional development on engaging students using academic discourse (at all learning levels) during the second common planning and/or faculty meetings.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Common Planning, agendas, sign-in sheets, strategic lesson plans, student work samples, Exit Tickets, Professional Development Power-Point, and coaching cycles

Action Step 2 5

Literacy coaches will provide complete coaching cycles modeling wait-time and collaborative discussion strategies.

Person Responsible

Tia Ellis

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist

Action Step 3 5

During common planning teachers will share-out best practices effectively demonstrating how they are implementing student discourse.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist

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

Administrative/leadership team walk-through for evidence of the close reading instruction; guided common planning strategies to promote effective implementation of the close reading; coaching cycle, curriculum leadership planning/support.

Person Responsible

Lena Mcarthur

Schedule

Weekly, from 9/5/2016 to 11/8/2016

Evidence of Completion

Administrative/leadership team will utilize checklist for teacher feedback; common planning agenda, coaching cycle logs and calendar, student work folders, lesson plans, professional development agendas and sign-in sheets

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

Ongoing data analysis of school-wide District interim Assessments, Florida Standard Assessment, PMRN, SPI/SRI data, Imagine Learning, and Achieve 3000

Person Responsible

Lena Mcarthur

Schedule

Weekly, from 9/5/2016 to 11/8/2016

Evidence of Completion

Administrative/leadership team will utilize a checklist for teacher feedback; teacher data chats with administration; common planning agenda (topic discussion) to review student data and create differentiated grouping, coaching cycles logs and calendar to support teachers on the utilization of data aligned to instruction, student work folders, lesson plans, professional development agendas and sign-in sheets

G1.B3 Math: Although teachers are using instructional strategies to support instruction, there is an engagement gap within some classrooms. 2

🔍 B234072

G1.B3.S1 Use a variety of strategies to engage students in higher order learning tasks by using nonverbal communication, visual aids, and context to add meaning and incorporate vocabulary building. 4

🔍 S246873

Strategy Rationale

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences

Action Step 1 5

The school will provide teachers with ongoing professional development and coaching support to accelerate learning for all students by building teacher capacity through implementation of effective instructional practices.

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/5/2016 to 11/8/2016

Evidence of Completion

PD Agenda; Sigh-in Sheets; Coaching Log & Calendar; Administrative walk-through checklist

Action Step 2 5

During common planning, identify appropriate videos/visual aids/activities to incorporate into lesson

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/5/2016 to 10/21/2016

Evidence of Completion

PD Agenda; Sigh-in Sheets; Coaching Log & Calendar; Administrative walk-through checklist

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The monitoring and supporting for fidelity of implementation will be done, but not limited to: effective planning and staff preparation; documentation of program successes and challenge; classroom walk-through; feedback; leadership meetings; district support; and ongoing and systematic data collection.

Person Responsible

Richard Bellon

Schedule

Weekly, from 9/5/2016 to 11/8/2016

Evidence of Completion

Administrative/leadership team walk-through checklist, common planning agendas, coaching cycle logs and calendar, and curriculum leadership planning/support

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

To monitor the effectiveness, we will develop measurable goals/objectives; measure our goals during implementation; continuously evaluate performance and review effectiveness for modification and or additions.

Person Responsible

Richard Bellon

Schedule

Weekly, from 9/5/2016 to 11/8/2016

Evidence of Completion

Administrative/leadership team walk-through, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, professional development agenda and sign-in sheets. Informal/formal assessments.

G1.B4 Math: New instructors have limited knowledge on well-organized lesson structure. 2

🔑 B234073

G1.B4.S1 During Common Planning the Coach will guide teachers to plan and model an aligned lesson with all parts of the GRRM. 4

🔑 S246874

Strategy Rationale

Teachers will be able to create rigorous and purposeful aligned lessons in order to increase student achievement.

Action Step 1 5

Develop lesson plans where all parts of the GRRM are thought out in detail.

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/5/2016 to 10/7/2016

Evidence of Completion

Common planning agendas, GRRM lesson plans, student work samples, administrative walk-through checklist

Action Step 2 5

Utilize stopwatch and assign time segments to each part of the lesson to maximize instructional time.

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/5/2016 to 10/15/2016

Evidence of Completion

Lesson plans, student work samples being timmed, and administrative walk-through checklist

Action Step 3 `5`

Every lesson must include problems from the "Evaluate: Homework and Practice" portion of the HMH Workbook

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/5/2016 to 11/14/2016

Evidence of Completion

Lesson plans, student homework samples, and administrative walk-through checklist

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

The monitoring and supporting for fidelity of implementation will be done but not limited to effective planning and staff preparation; documentation of program successes and challenge; classroom walk-through feedback; leadership meetings; district support; and ongoing and systematic data collection.

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Administrative/leadership team walk-through checklist, common planning agendas and sign-in sheets, coaching cycle logs and calendar, and curriculum leadership planning/support

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

The monitoring and supporting for fidelity of implementation will be done but not limited to effective planning and staff preparation; documentation of program successes and challenge; classroom walk-through feedback; leadership meetings; district support; and ongoing and systematic data collection.

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Administrative/leadership team walk-through, common planning agendas and sign-in sheets, coaching cycle logs and calendar, and curriculum leadership planning/support.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Ongoing data analysis of school-wide District Mid-Year Assessments , EOC, and informal assessments

Person Responsible

Richard Bellon

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

Administrative/leadership team walk-through checklist, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, note-taking, note-making, and Informal/formal assessments.

G1.B5 Science: Increase the effectiveness of the common planning process to improve the quality of instruction. 2

🔧 B234074

G1.B5.S1 Restructure common planning so that teachers are prepared to present standards-based lesson plans using rigorous materials. 4

🔧 S246875

Strategy Rationale

Restructuring the common planning process, so that teachers are prepared to present standards-based lesson plans using rigorous materials, will improve time efficiency of the common planning process. Using resources that are derived from the Office of Academic Support, ensuring our resources are standard aligned and rigorous enough to improve student data.

Action Step 1 5

Create common planning resource binder for every teacher that contains: common planning meetings calendar schedules; item specs, materials from OATS, resources from One-Drive, FIU modeling Summer Institute resources, and ICAD materials for effective planning.

Person Responsible

Breanna Mitchell

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Common planning sign in sheets, common planning calendar schedule, lesson plans, Administrative walk-through checklist, benchmark clarification checklist to ensure lessons address all aspects of the benchmark

Action Step 2 5

In order to build capacity, during common planning, teachers will be able to present best practices and model their lessons to their colleagues.

Person Responsible

Breanna Mitchell

Schedule

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

Evidence of Completion

Common planning sign in sheets, common planning calendar schedule, lesson plans, Administrative walk-through checklist, evidence of best practice resources

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Administrative/leadership team walk-through, common planning, coaching cycle logs and calendar, curriculum leadership planning/support.

Person Responsible

Markicha Baker-Alcide

Schedule

Weekly, from 8/22/2016 to 10/11/2016

Evidence of Completion

Administrative/leadership team walk-through checklist common planning agenda, coaching cycles logs and calendar, student work folders, lesson plans, topic assessments

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, and topic assessments

Person Responsible

Markicha Baker-Alcide

Schedule

Weekly, from 8/22/2016 to 10/11/2016

Evidence of Completion

Administrative/leadership team walk-through checklist, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, topic assessments

G1.B6 Science: Lesson plans show limited evidence of consideration for the development of all learners.
2

🔍 B234075

G1.B6.S1 Infuse the use of hands on learning opportunities in every classroom (i.e., higher order thinking labs, argument driven inquiry labs, the creation of foldables, graphic organizers and visual aids) to promote engagement and learner development. 4

🔍 S246876

Strategy Rationale

During Common Planning, teachers and coach will become familiar with the lesson structure, assess the materials and make appropriate modifications to suit the unique needs of their learners. Accomplishing these tasks during common planning will equip teachers to teach the lessons with fidelity, thus improve student achievement.

Action Step 1 5

Provide professional development opportunities for teachers to get hands on practice with lab experience in order to teach diverse learners.

Person Responsible

Breanna Mitchell

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

PD sign in sheets, common planning agendas and sign in sheets, and lesson plans

Action Step 2 5

Promote the effective use of graphic organizers and foldables during the note taking process.

Person Responsible

Breanna Mitchell

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Common planning agendas and sign-in sheets, student work samples, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Administrative/leadership team walk-through, common planning, coaching cycle, logs and calendars, curriculum leadership planning/support.

Person Responsible

Markicha Baker-Alcide

Schedule

Weekly, from 8/22/2016 to 11/11/2016

Evidence of Completion

Administrative/leadership team walk-through checklist, common planning agendas and sign-in sheets, PD PowerPoint handout, lesson plans and student work samples.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, and topic assessments.

Person Responsible

Markicha Baker-Alcide

Schedule

Weekly, from 8/22/2016 to 10/11/2016

Evidence of Completion

Administrative/leadership team walk-through, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, professional development agenda and sign-in sheets. Informal/formal assessments.

G1.B7 Social Sciences: Although teachers are creating lesson plans, there is a need for increased evidence for developing lessons that are clear, logical, sequential, and aligned to standard-based learning and CBC. 2

🔑 B234076

G1.B7.S1 The Social Studies teachers will be provided with a complete coaching cycle on how to develop clear, logical, sequential, aligned lesson plans with the built in GRRM in order to maximize academic achievement. 4

🔑 S246877

Strategy Rationale

Teachers will be able to develop purposeful and aligned lessons in order to improve student achievement.

Action Step 1 5

The Social Studies Coach will model how to align a lesson plan to the CBC in order for students to have a clear understanding of the daily learning target and expected learning outcomes.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, student work sample, and administrative walk-through checklist

Action Step 2 5

The Social Studies Coach will model how to interactively utilize the common board configuration throughout the lesson (bell-to-bell).

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, administrative walk-through checklist

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Administrative/leadership team walk-through, common planning, coaching cycle, logs and calendar, curriculum leadership planning/support.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, student work samples, and administrative walk-through checklist

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Ongoing data analysis of school-wide District Mid-Year Assessments, mini assessments, and EOC

Person Responsible

Lena Mcarthur

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Administrative/leadership team walk-through checklist, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, and agendas

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Ongoing data analysis of school-wide District Mid-Year Assessments, mini assessments, and EOC

Person Responsible

Lena Mcarthur

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, student work samples, administrative walk-through checklist, common planning agendas

G1.B7.S2 Coach teachers on how to develop a uniformed common board configuration for the purpose of helping students adapt to instructional routines and procedures. 4

🔑 S246878

Strategy Rationale

Students will be able to have a clear understanding of the expected learning outcome.

> Action Step(s) Missing for Goal #1, Barrier #7, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

G1.B8 Social Sciences: Although some teachers are using the spring FSA data to group students, additional and current reading and ESOL data is needed to make informed decisions while planning for instruction. 2

🔑 B234077

G1.B8.S1 Teachers will use pre-assessment data, formative and summative assessments to make informed instructional decisions which will lead to improved student performance 4

🔑 S246879

Strategy Rationale

Teachers will be able to effectively create strategic and rigorous lesson plans that caters to the needs of all students.

Action Step 1 5

Social Studies Coach will provide a coaching cycle on how to dissaggregate data to influence classroom decisions that positively affect student outcomes.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through

Action Step 2 5

During our second common planning, the Social Studies Coach will provide ESOL training on Second Language Acquisitions for ESOL levels 1-4 in order to differentiate instruction to meet the needs of all students.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/5/2016 to 11/11/2016

Evidence of Completion

ESOL resource handout, common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Administrative/leadership team walk-through for evidence of small group differentiated instruction, ESOL resources, coaching cycle, and curriculum leadership planning/support.

Person Responsible

Lena Mcarthur

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Administrative/leadership team will utilize checklist for teacher feedback; common planning agendas and sign-in sheets, coaching cycle logs and calendar, student work folders, and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, and informal assessment.

Person Responsible

Lena Mcarthur

Schedule

Weekly, from 9/5/2016 to 10/11/2016

Evidence of Completion

Common planning agendas, review student data and differentiated grouping, coaching cycles logs and calendar to support teachers, student work folders, and lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S1.A1 🔍 A320844	Develop lesson plans where all parts of the GRRM are thought out in detail.	Bruno, Frideline	9/5/2016	Common planning agendas, GRRM lesson plans, student work samples, administrative walk-through checklist	10/7/2016 weekly
G1.B1.S1.MA1 🔍 M334072	Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, SPI/SRI, FAIR-FS,...	Mcarthur, Lena	9/5/2016	Administrative/leadership team will utilize a checklist for teacher feedback; teacher data chats with administration; common planning agenda (topic discussion) to review student data and create differentiated grouping, coaching cycles logs and calendar to support teachers on the utilization of data aligned to instruction, student work folders, lesson plans, professional development agendas and sign-in sheets.	10/11/2016 daily
G1.B5.S1.MA1 🔍 M334081	Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, and topic...	Baker-Alcide, Markicha	8/22/2016	Administrative/leadership team walk-through checklist, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, topic assessments	10/11/2016 weekly
G1.B5.S1.MA1 🔍 M334082	Administrative/leadership team walk-through, common planning, coaching cycle logs and calendar,...	Baker-Alcide, Markicha	8/22/2016	Administrative/leadership team walk-through checklist common planning agenda, coaching cycles logs and calendar, student work folders, lesson plans, topic assessments	10/11/2016 weekly
G1.B5.S1.A1 🔍 A320847	Create common planning resource binder for every teacher that contains: common planning meetings...	Mitchell, Breanna	9/5/2016	Common planning sign in sheets, common planning calendar schedule, lesson plans, Administrative walk-through checklist, benchmark clarification checklist to ensure lessons address all aspects of the benchmark	10/11/2016 weekly
G1.B6.S1.MA1 🔍 M334083	Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, and topic...	Baker-Alcide, Markicha	8/22/2016	Administrative/leadership team walk-through, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, professional development agenda and sign-in sheets. Informal/formal assessments.	10/11/2016 weekly
G1.B6.S1.A2 🔍 A320850	Promote the effective use of graphic organizers and foldables during the note taking process.	Mitchell, Breanna	9/5/2016	Common planning agendas and sign-in sheets, student work samples, and lesson plans	10/11/2016 weekly
G1.B7.S1.MA1 🔍 M334085	Ongoing data analysis of school-wide District Mid-Year Assessments, mini assessments, and EOC	Mcarthur, Lena	9/5/2016	Administrative/leadership team walk-through checklist, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, and agendas	10/11/2016 weekly
G1.B7.S1.MA1 🔍 M334086	Ongoing data analysis of school-wide District Mid-Year Assessments, mini assessments, and EOC	Mcarthur, Lena	9/5/2016	Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, student work samples, administrative walk-through checklist, common planning agendas	10/11/2016 weekly
G1.B7.S1.MA1 🔍 M334087	Administrative/leadership team walk-through, common planning, coaching cycle, logs and calendar,...	Hernandez, Marlene	9/5/2016	Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, student work samples, and administrative walk-through checklist	10/11/2016 weekly
G1.B7.S1.A1 🔍 A320851	The Social Studies Coach will model how to align a lesson plan to the CBC in order for students to...	Hernandez, Marlene	9/5/2016	Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, student work sample, and administrative walk-through checklist	10/11/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A2 🔑 A320852	The Social Studies Coach will model how to interactively utilize the common board configuration...	Hernandez, Marlene	9/5/2016	Coaching calendar, coaching logs, note-taking, note-making sheet, lesson plans, administrative walk-through checklist	10/11/2016 weekly
G1.B8.S1.MA1 🔑 M334088	Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, and informal...	Mcarthur, Lena	9/5/2016	Common planning agendas, review student data and differentiated grouping, coaching cycles logs and calendar to support teachers, student work folders, and lesson plans	10/11/2016 weekly
G1.B8.S1.MA1 🔑 M334089	Administrative/leadership team walk-through for evidence of small group differentiated instruction,...	Mcarthur, Lena	9/5/2016	Administrative/leadership team will utilize checklist for teacher feedback; common planning agendas and sign-in sheets, coaching cycle logs and calendar, student work folders, and lesson plans	10/11/2016 weekly
G1.B8.S1.A1 🔑 A320853	Social Studies Coach will provide a coaching cycle on how to dissaggregate data to influence...	Hernandez, Marlene	9/5/2016	Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through	10/11/2016 weekly
G1.B4.S1.A2 🔑 A320845	Utilize stopwatch and assign time segments to each part of the lesson to maximize instructional...	Bruno, Frideline	9/5/2016	Lesson plans, student work samples being timmed, and administrative walk-through checklist	10/15/2016 weekly
G1.B3.S1.A2 🔑 A320843	During common planning, identify appropriate videos/visual aids/activities to incorporate into...	Bruno, Frideline	9/5/2016	PD Agenda; Sigh-in Sheets; Coaching Log & Calendar; Administrative walk-through checklist	10/21/2016 weekly
G1.B2.S1.MA1 🔑 M334074	Ongoing data analysis of school-wide District interim Assessments, Florida Standard Assessment,...	Mcarthur, Lena	9/5/2016	Administrative/leadership team will utilize a checklist for teacher feedback; teacher data chats with administration; common planning agenda (topic discussion) to review student data and create differentiated grouping, coaching cycles logs and calendar to support teachers on the utilization of data aligned to instruction, student work folders, lesson plans, professional development agendas and sign-in sheets	11/8/2016 weekly
G1.B2.S1.MA1 🔑 M334075	Administrative/leadership team walk-through for evidence of the close reading instruction; guided...	Mcarthur, Lena	9/5/2016	Administrative/leadership team will utilize checklist for teacher feedback; common planning agenda, coaching cycle logs and calendar, student work folders, lesson plans, professional development agendas and sign-in sheets	11/8/2016 weekly
G1.B3.S1.MA1 🔑 M334076	To monitor the effectiveness, we will develop measurable goals/objectives; measure our goals during...	Bellon, Richard	9/5/2016	Administrative/leadership team walk-through, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, professional development agenda and sign-in sheets. Informal/ formal assessments.	11/8/2016 weekly
G1.B3.S1.MA1 🔑 M334077	The monitoring and supporting for fidelity of implementation will be done, but not limited to:...	Bellon, Richard	9/5/2016	Administrative/leadership team walk-through checklist, common planning agendas, coaching cycle logs and calendar, and curriculum leadership planning/support	11/8/2016 weekly
G1.B3.S1.A1 🔑 A320842	The school will provide teachers with ongoing professional development and coaching support to...	Bruno, Frideline	9/5/2016	PD Agenda; Sigh-in Sheets; Coaching Log & Calendar; Administrative walk-through checklist	11/8/2016 weekly
G1.B1.S1.A1 🔑 A320836	Literacy coaches will provide professional development in close reading instruction and strategies...	Hernandez, Marlene	9/5/2016	Evidence of strategic lesson plans, student work samples, administrative walk-through checklist, Professional Development PowerPoint handout, sign-in sheets, and agendas.	11/11/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2 A320837	Literacy coaches will provide complete coaching cycles by modeling close reading instruction and...	Hernandez, Marlene	9/5/2016	Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist	11/11/2016 weekly
G1.B1.S1.A3 A320838	During Common Planning, teachers will share students' end products to evaluate mastery of the...	Ellis, Tia	9/5/2016	Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist	11/11/2016 weekly
G1.B2.S1.A1 A320839	Literacy coaches will provide a professional development on engaging students using academic...	Hernandez, Marlene	9/5/2016	Common Planning, agendas, sign-in sheets, strategic lesson plans, student work samples, Exit Tickets, Professional Development Power-Point, and coaching cycles	11/11/2016 weekly
G1.B2.S1.A2 A320840	Literacy coaches will provide complete coaching cycles modeling wait-time and collaborative...	Ellis, Tia	9/5/2016	Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist	11/11/2016 weekly
G1.B2.S1.A3 A320841	During common planning teachers will share-out best practices effectively demonstrating how they...	Hernandez, Marlene	9/5/2016	Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist	11/11/2016 weekly
G1.B4.S1.MA1 M334078	Ongoing data analysis of school-wide District Mid-Year Assessments , EOC, and informal assessments	Bellon, Richard	9/5/2016	Administrative/leadership team walk-through checklist, common planning and agendas, coaching cycle logs and calendars, student work samples, lesson plans, note-taking, note-making, and Informal/formal assessments.	11/11/2016 weekly
G1.B4.S1.MA1 M334079	The monitoring and supporting for fidelity of implementation will be done but not limited to...	Bruno, Frideline	9/5/2016	Administrative/leadership team walk-through checklist, common planning agendas and sign-in sheets, coaching cycle logs and calendar, and curriculum leadership planning/support	11/11/2016 weekly
G1.B4.S1.MA1 M334080	The monitoring and supporting for fidelity of implementation will be done but not limited to...	Bruno, Frideline	9/5/2016	Administrative/leadership team walk-through, common planning agendas and sign-in sheets, coaching cycle logs and calendar, and curriculum leadership planning/support.	11/11/2016 weekly
G1.B6.S1.MA1 M334084	Administrative/leadership team walk-through, common planning, coaching cycle, logs and calendars,...	Baker-Alcide, Markicha	8/22/2016	Administrative/leadership team walk-through checklist, common planning agendas and sign-in sheets, PD PowerPoint handout, lesson plans and student work samples.	11/11/2016 weekly
G1.B6.S1.A1 A320849	Provide professional development opportunities for teachers to get hands on practice with lab...	Mitchell, Breanna	9/5/2016	PD sign in sheets, common planning agendas and sign in sheets, and lesson plans	11/11/2016 weekly
G1.B8.S1.A2 A320854	During our second common planning, the Social Studies Coach will provide ESOL training on Second...	Hernandez, Marlene	9/5/2016	ESOL resource handout, common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through	11/11/2016 weekly
G1.B4.S1.A3 A320846	Every lesson must include problems from the "Evaluate: Homework and Practice" portion of the HMH...	Bruno, Frideline	9/5/2016	Lesson plans, student homework samples, and administrative walk-through checklist	11/14/2016 weekly
G1.B5.S1.A2 A320848	In order to build capacity, during common planning, teachers will be able to present best practices...	Mitchell, Breanna	9/5/2016	Common planning sign in sheets, common planning calendar schedule, lesson plans, Administrative walk-through checklist, evidence of best practice resources	6/5/2017 weekly
G1.MA1 M334090	Ongoing data analysis of school-wide District Mid-Year Assessments, Florida Standard Assessment,...	Lawrence, Kevin	9/5/2016	Administrative/leadership team walk-through checklist, common planning agendas, coaching cycle logs and calendars, student work samples,	6/9/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				lesson plans, note-taking, note-making, and Informal/formal assessments.	
G1.B1.S1.MA1 🔑 M334073	Administrative/leadership team walk-through for evidence of the close reading instruction; guided...	Mcarthur, Lena	9/5/2016	Administrative/leadership team will utilize checklist for teacher feedback; common planning agenda, coaching cycle logs and calendar, student work folders, lesson plans, professional development agendas and sign-in sheets.	6/9/2017 daily

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Literacy: Teachers require further development in the area of close reading instruction and utilizing strategies to increase reading comprehension, promote critical thinking, and deepen student engagement with the text.

G1.B1.S1 Teachers require further development in the area of close reading instruction and utilizing strategies to increase reading comprehension, promote critical thinking, and deepen student engagement with the text.

PD Opportunity 1

Literacy coaches will provide professional development in close reading instruction and strategies (WIN/GIST and annotations) to increase reading comprehension.

Facilitator

Marlene Hernandez and Tia Ellis, Literacy Coaches

Participants

Reading and Language Arts Teachers

Schedule

Weekly, from 9/5/2016 to 11/11/2016

G1.B2 Literacy: There is a need for increased evidence of student discourse in order to promote critical thinking, language acquisition, and student achievement.

G1.B2.S1 Teachers will create a safe learning environment that is stimulating, challenging, and fostering of intellectual risk-taking for all students.

PD Opportunity 1

Literacy coaches will provide a professional development on engaging students using academic discourse (at all learning levels) during the second common planning and/or faculty meetings.

Facilitator

Marlene Hernandez and Tia Ellis, Literacy Coaches

Participants

Reading and ELA Teachers

Schedule

Weekly, from 9/5/2016 to 11/11/2016

G1.B3 Math: Although teachers are using instructional strategies to support instruction, there is an engagement gap within some classrooms.

G1.B3.S1 Use a variety of strategies to engage students in higher order learning tasks by using nonverbal communication, visual aids, and context to add meaning and incorporate vocabulary building.

PD Opportunity 1

The school will provide teachers with ongoing professional development and coaching support to accelerate learning for all students by building teacher capacity through implementation of effective instructional practices.

Facilitator

Instructional Math Coach; Assistant Principal over Math; Instructional Supervisor, Curriculum Support Specialist

Participants

Mathematics Teachers

Schedule

Weekly, from 9/5/2016 to 11/8/2016

G1.B6 Science: Lesson plans show limited evidence of consideration for the development of all learners.

G1.B6.S1 Infuse the use of hands on learning opportunities in every classroom (i.e., higher order thinking labs, argument driven inquiry labs, the creation of foldables, graphic organizers and visual aids) to promote engagement and learner development.

PD Opportunity 1

Provide professional development opportunities for teachers to get hands on practice with lab experience in order to teach diverse learners.

Facilitator

Ms. Breana Mitchell, Instructional Coach

Participants

Science Department Teachers

Schedule

Weekly, from 9/5/2016 to 11/11/2016

PD Opportunity 2

Promote the effective use of graphic organizers and foldables during the note taking process.

Facilitator

Ms. Mitchell, Instructional Coach

Participants

Science Department Teachers

Schedule

Weekly, from 9/5/2016 to 10/11/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Literacy coaches will provide professional development in close reading instruction and strategies (WIN/GIST and annotations) to increase reading comprehension.	$0.00
2	G1.B1.S1.A2	Literacy coaches will provide complete coaching cycles by modeling close reading instruction and strategies to increase academic achievement.	$0.00
3	G1.B1.S1.A3	During Common Planning, teachers will share students' end products to evaluate mastery of the standards.	$0.00
4	G1.B2.S1.A1	Literacy coaches will provide a professional development on engaging students using academic discourse (at all learning levels) during the second common planning and/or faculty meetings.	$0.00
5	G1.B2.S1.A2	Literacy coaches will provide complete coaching cycles modeling wait-time and collaborative discussion strategies.	$0.00
6	G1.B2.S1.A3	During common planning teachers will share-out best practices effectively demonstrating how they are implementing student discourse.	$0.00
7	G1.B3.S1.A1	The school will provide teachers with ongoing professional development and coaching support to accelerate learning for all students by building teacher capacity through implementation of effective instructional practices.	$0.00
8	G1.B3.S1.A2	During common planning, identify appropriate videos/visual aids/activities to incorporate into lesson	$0.00
9	G1.B4.S1.A1	Develop lesson plans where all parts of the GRRM are thought out in detail.	$0.00
10	G1.B4.S1.A2	Utilize stopwatch and assign time segments to each part of the lesson to maximize instructional time.	$0.00
11	G1.B4.S1.A3	Every lesson must include problems from the "Evaluate: Homework and Practice" portion of the HMH Workbook	$0.00
12	G1.B5.S1.A1	Create common planning resource binder for every teacher that contains: common planning meetings calendar schedules; item specs, materials from OATS, resources from One-Drive, FIU modeling Summer Institute resources, and ICAD materials for effective planning.	$0.00
13	G1.B5.S1.A2	In order to build capacity, during common planning, teachers will be able to present best practices and model their lessons to their colleagues.	$0.00
14	G1.B6.S1.A1	Provide professional development opportunities for teachers to get hands on practice with lab experience in order to teach diverse learners.	$0.00
15	G1.B6.S1.A2	Promote the effective use of graphic organizers and foldables during the note taking process.	$0.00
16	G1.B7.S1.A1	The Social Studies Coach will model how to align a lesson plan to the CBC in order for students to have a clear understanding of the daily learning target and expected learning outcomes.	$0.00
17	G1.B7.S1.A2	The Social Studies Coach will model how to interactively utilize the common board configuration throughout the lesson (bell-to-bell).	$0.00

18	G1.B8.S1.A1	Social Studies Coach will provide a coaching cycle on how to dissaggregate data to influence classroom decisions that positively affect student outcomes.	$0.00
19	G1.B8.S1.A2	During our second common planning, the Social Studies Coach will provide ESOL training on Second Language Acquisitions for ESOL levels 1-4 in order to differentiate instruction to meet the needs of all students.	$0.00
		Total:	$0.00