

Miami-Dade County Public Schools

Booker T. Washington Senior High



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	I	C	C*	D

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	18
Ambitious Instruction and Learning	20
8-Step Planning and Problem Solving Implementation	27
Goals Summary	27
Goals Detail	27
Action Plan for Improvement	30
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Booker T. Washington Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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, beliefs, 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 policies when it comes to student behavior. The behavioral system in place at Booker T. Washington is PBS. PBS information is disseminated at faculty 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 SCS 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 SCS.

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 Heat
Carnival Cruise Lines
University of Miami
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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	83	61	86	88	318
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	121	140	110	98	469
	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	26	10	0	0	36

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 aggregated 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Booker T. Washington Senior High School uses it's Parent Teacher Student Association (PTSA) to maintain strong parental and community involvement through a variety of activities to engage our stakeholders. The school also host events such as Junior/Senior Parent Night, Literacy For A Day, and Parent Resource Center, At the region level Booker T. Washington Senior staff members attend feed pattern showcases to enlighten our community, future attendees and their guardians of the many programs that our school has to offer.

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 are: FIU-Education Effect (provide college assistance, test prep., college application support, tutoring, FASFA application assistance, and college scholarships), City Year (Tutoring and small group interventions), 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

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
Mcarthur, Lena	Assistant Principal
Ellis, Tia	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 Principal Curriculum-Lena McArthur- Oversees curriculum, master schedule, Language arts, reading, ESOL (curriculum/instruction), Writing, Social Studies, Professional Development, 12th Grade discipline/student support, Property control, Clerical staff, SIP, Career Technical Education Department, Advanced Placement. Dual Enrollment, Industry Certification, Articulation, School-wide activities, Saturday Success Academy, Interventionists, Daily operations of substitutes, IPEGs schedules, DPGT, Teacher certification, State reports, Principal's designee, Curriculum leaders (meetings, agendas, support), Internal accounts and purchase orders, and other duties assigned by the principal..

Assistant Principal-Michael Dearmas - Oversees Math, Payroll, cleanliness and Custodial concerns, Cafeteria and building procedures, Faculty meetings, 11th Grade discipline/student support, graduation compliance, overall accountability for Operational Meetings.

Assistant Principal-Leroy Axem - Oversees Science, ESOL compliance, SPED, testing, professional development, schedules faculty meetings, graduation compliance, 10th grade/SPED discipline/student support, substitute plans, student recognition coordinator, report cards/progress reports, incident response team, honor roll, transportation, business partnerships, and supervision of paraprofessionals.

Curriculum Leaders (Department Heads):
Instructional Coaches - Reading/ Math/ Science:
Literacy Coaches- Tia Ellis and Itita Alexander
Math- Frideline Bruno
Science-Chandale Williams
Kenneth Washington-PBS

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, Jack Hart, Ahmad Newbold, Tony Renesca, and Cynthia Kyles
Student Service Personnel:, Anissa Lauriston, Cynthia Kyles, Kim Wright, Lisa Starks, Hector Gray
CAP Advisor: Carol Jones
Media Specialist: Nydia Cabrera
Title I Community Involvement Specialist: Deanna Region

The Rtl 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 Rtl 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 Rtl Leadership Team support will focus on the core instructional and behavioral practices designed for all students in the general curriculum. The second level of Rtl 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 Rtl Leadership Team support will focus on the intensive intervention which provides additional academic and/ or behavioral support to individual students.

The Rtl 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 CHEADS (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
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
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Booker T. Washington Senior High School's 2017-2018 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 in Wednesday, September 27, 2017, 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 2017-2018 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 2017-2018 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
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

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, CERT 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 2017-2018 Booker T. Washington has 4 new first year teachers and 13 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 year 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 and advanced courses. Advanced Placement courses are available in English Literature and Language, Calculus, American-Government and economics, AP Art, AP Spanish Language and Spanish Literature, AP French, Chemistry, Microeconomics, AP Psychology, AP Capstone Seminar, and Human Geography.

Dual enrollment and Online course offerings are as follows: Writing and Rhetoric I and II, World Literature, Introduction to Education, American Government, Survey to World Literature, US History (1877 and beyond), 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: 3,600

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)

- Enrichment

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: 2,400

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)

- Enrichment

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: 7,200

Students that do not pass the Algebra EOC or Biology EOC will be given the opportunity to attend summer school in 2018-.

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
- Enrichment

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 teams 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 and Mathematics. 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 lowest 35% in reading 9th grade students are enrolled in a Freshman Experience Transition course to help prepare them for career development, post-secondary endeavors, and additional reading and writing support. Dual Enrollment courses are being offered to ninth, tenth, eleventh and twelfth grade students in the areas of English, Social Studies, Science, and elective courses. Advanced Placement courses are offered to 9th - 12th 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 2017-2018 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 or 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096701

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	45.0
U.S. History EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- There is an opportunity for teachers to maximize student learning with the use of differentiated 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, Power BI, collaborative planning guide, Professional Development Power-Point, Interactive whiteboard, DOK level of complexity, note-taking, note-making, highlighters, FSA Rubrics, student tablets/iPADs, tutoring, CSS, and literacy coaches, Reading Plus, USA Test Prep
- 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, tutoring, think-write-pair-share, and other strategies to promote student discourse
- 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 8/21/2017 to 12/1/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096701

G1.B1 There is an opportunity for teachers to maximize student learning with the use of differentiated instruction. **2**

 B260095

G1.B1.S1 Teachers require further development and training in the facilitation of differentiated instruction to increase reading comprehension, student discourse, promote critical thinking, and deepen student engagement with the text. **4**

 S275545

Strategy Rationale

Teachers will be properly trained on how to effectively facilitate DI stations which will provide students with a range of activities addressing readiness, interest, learning styles, and proficiency levels.

Action Step 1 **5**

Transformation coaches will provide professional development on how to effectively implement differentiated instruction during daily instruction.

Person Responsible

Tia Ellis

Schedule

Weekly, from 9/25/2017 to 12/1/2017

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**

Transformation coaches will provide complete coaching cycles by modeling differentiated instruction.

Person Responsible

Tia Ellis

Schedule

Weekly, from 9/25/2017 to 12/1/2017

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 being taught during differentiated instruction.

Person Responsible

Tia Ellis

Schedule

Weekly, from 9/25/2017 to 12/1/2017

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 differentiated instruction; coaching cycle, curriculum leadership planning/support.

Person Responsible

Lena Mcarthur

Schedule

Daily, from 9/25/2017 to 12/1/2017

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 9/25/2017 to 12/1/2017

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.B1.S2 There is an opportunity to improve the alignment of standard-based lessons. 4

 S275546

Strategy Rationale

Teachers will be able to create rigorous and well structured lessons in order to increase student achievement.

Action Step 1 5

Restructure common planning so that teachers are prepared to present standards-based lesson plans using rigorous materials and will be more willing to work collaboratively,

Person Responsible

Frideline Bruno

Schedule

Weekly, from 9/25/2017 to 12/1/2017

Evidence of Completion

Common Planning Agenda, Sign In Sheets, Coaching Logs, Calendar; and Administrative Walk-through's

Plan to Monitor Fidelity of Implementation of G1.B1.S2 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 challenges; classroom walk-through's; feedback; leadership meetings; district support; and ongoing and systematic data collection.

Person Responsible

Kevin Lawrence

Schedule

Weekly, from 9/25/2017 to 1/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2 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 challenges; classroom walk-through's; feedback; leadership meetings; district support; and ongoing and systematic data collection.

Person Responsible

Kevin Lawrence

Schedule

Weekly, from 9/25/2017 to 1/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 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

Kevin Lawrence











Schedule

On 12/1/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M398481	Ongoing data analysis of school-wide District Mid-Year Assessments, Florida Standard Assessment,...	Lawrence, Kevin	8/21/2017	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.	12/1/2017 weekly
G1.B1.S1.MA1  M398461	Ongoing data analysis of school-wide assessments, District Mid-Year Assessments, SPI/SRI, FAIR-FS,...	Mcarthur, Lena	9/25/2017	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.	12/1/2017 daily
G1.B1.S1.MA1  M398462	Administrative/leadership team walk-through for evidence of differentiated instruction; coaching...	Mcarthur, Lena	9/25/2017	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.	12/1/2017 daily
G1.B1.S1.A1  A370051	Transformation coaches will provide professional development on how to effectively implement...	Ellis, Tia	9/25/2017	Evidence of strategic lesson plans, student work samples, administrative walk-through checklist, Professional Development PowerPoint handout, sign-in sheets, and agendas.	12/1/2017 weekly
G1.B1.S1.A2  A370052	Transformation coaches will provide complete coaching cycles by modeling differentiated instruction.	Ellis, Tia	9/25/2017	Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist	12/1/2017 weekly
G1.B1.S1.A3  A370053	During Common Planning, teachers will share students' end products to evaluate mastery of the...	Ellis, Tia	9/25/2017	Common planning agendas, lesson plans, student work samples, coaching calendars and logs, administrative walk-through checklist	12/1/2017 weekly
G1.B1.S2.MA1  M398463	To monitor the effectiveness, we will develop measurable goals/objectives; measure our goals during...	Lawrence, Kevin	9/25/2017	Administrative/leadership team walk-through's, common planning agendas, coaching cycle logs and calendars, student work samples, lesson plans, professional development agendas, sign-in sheets, and informal/formal assessments.	12/1/2017 one-time
G1.B1.S2.A1  A370054	Restructure common planning so that teachers are prepared to present standards-based lesson plans...	Bruno, Frideline	9/25/2017	Common Planning Agenda, Sign In Sheets, Coaching Logs, Calendar; and Administrative Walk-through's	12/1/2017 weekly
G1.B1.S2.MA1  M398464	The monitoring and supporting for fidelity of implementation will be done, but not limited to:...	Lawrence, Kevin	9/25/2017	Administrative/leadership team walk-through checklist, common planning agendas, coaching cycle logs, calendars, and curriculum leadership planning/support.	1/1/2018 weekly
G1.B1.S2.MA1  M398465	The monitoring and supporting for fidelity of implementation will be done, but not limited to:...	Lawrence, Kevin	9/25/2017	Administrative/leadership team walk-through checklist, common planning agendas, coaching cycle logs, calendars, and curriculum leadership planning/support.	1/1/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 There is an opportunity for teachers to maximize student learning with the use of differentiated instruction.

G1.B1.S1 Teachers require further development and training in the facilitation of differentiated instruction to increase reading comprehension, student discourse, promote critical thinking, and deepen student engagement with the text.

PD Opportunity 1

Transformation coaches will provide professional development on how to effectively implement differentiated instruction during daily instruction.

Facilitator

Tia Ellis, I'Tita Alexander, Fredeline Bruno, and Chandale Williams, Transformation Coaches

Participants

Core Content Teachers

Schedule

Weekly, from 9/25/2017 to 12/1/2017

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	Transformation coaches will provide professional development on how to effectively implement differentiated instruction during daily instruction.	\$0.00
2	G1.B1.S1.A2	Transformation coaches will provide complete coaching cycles by modeling differentiated instruction.	\$0.00
3	G1.B1.S1.A3	During Common Planning, teachers will share students' end products to evaluate mastery of the standards being taught during differentiated instruction.	\$0.00
4	G1.B1.S2.A1	Restructure common planning so that teachers are prepared to present standards-based lesson plans using rigorous materials and will be more willing to work collaboratively,	\$0.00
Total:			\$0.00