

Escambia County School District

Washington Senior High School



2017-18 Schoolwide Improvement Plan

Washington Senior High School

6000 COLLEGE PKWY, Pensacola, FL 32504

www.escambiaschools.org

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	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Escambia 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Washington Senior High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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 High School is to provide a quality education in a safe, supportive environment so all students can achieve success.

b. Provide the school's vision statement.

The transformation of the facility located at 6000 College Parkway known as Booker T. Washington High School will be the greatest learning environment in Escambia County. One in which all parties will work together on one shared mission; to equip all students for the future. A school should be a positive learning environment in which all employees report to work daily and on time. It should be one where everyone has the following expectations of students:

- All students are expected to report to class daily and on time.
- All students are expected to have self-respect and respect for others.
- All students are required to follow the rules.
- All students are expected to be their best and do their best.

2. School Environment

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

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

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

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

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's PBS program implements a school-wide behavioral policy for students to follow during instructional time. This system displays a behavioral matrix in every teacher's classroom and throughout the school's hallways. Teachers are instructed to follow a behavioral tracking system to record all disciplinary incidents before submitting a referral. If the disciplinary incident requires

urgent attention, the teacher may write an immediate referral. Students who identify as having chronic behavioral problems can be referred to the school's Response to Intervention Behavioral program to develop a collaborative plan to change the students' habits. All teachers and staff will be offered professional development with the PBS and Rtl systems to become familiar with the programs' purposes, implementation, and execution.

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

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

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.

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

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	73	34	43	31	181
One or more suspensions	0	0	0	0	0	0	0	0	0	101	51	52	42	246
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	137	165	186	130	618
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	216	154	184	112	666

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	154	119	131	88	492

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's Rtl team is responsible for implementing intervention strategies for students with two or more early warning indicators. Students who struggle academically may receive on-campus tutoring and assessment test preparation courses, differentiated instructional techniques, and academic advising from the guidance department. Also, these students may be required to establish a daily check-in and check-out routine with the Rtl coordinator, as well as maintain a daily planner with upcoming assignments and assessments. Students who are struggling with behavior may be assigned a mentor, receive counseling from the guidance department or school psychologist, be required to keep a daily self-assessment record and establish a daily check-in and check-out routine with the Rtl coordinator. For attendance issues, the Rtl team contacts the students' parents/guardians to address any contributing factors to the students' absences. The Rtl team then works with the students' parents/guardians to help improve the students' attendance. Possible interventions include the awarding of "Cat Scratch" student incentive cards for each week the student has perfect attendance. These cards are redeemed for food or drinks in the school's "Cat Shack" concession stand.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/427819>.

2. Description

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

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.

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

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
Harris, Christopher	Teacher, K-12
Roberts, Michael	Principal
Rush, Tara	Other
Williams, Joseph	Dean
McKinney, Jamie	Teacher, ESE
Forney, Sherita	Assistant Principal
Gordon, Amy	Assistant Principal
Shumpert, Holly	School Counselor
Collins, Eric	Teacher, K-12
Watts, Charlotte	Other

b. Duties

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

RTI TEAM

- Dr. Michael Roberts, Principal
- Sherita Williams, Assistant Principal-Facilities
- Amy Gordon, Assistant Principal-Curriculum
- Tara Rush, Rtl Coordinator
- Jaime McKinney, ESE Department Head
- Joshua Steen, Social Studies Teacher
- Le'keen Brown, ROTC Instructor
- Eric Collins, Math Department Head
- Cheryl Reeves, 11th Grade Guidance Counselor
- Pam Hicks, Science Teacher and SGA Sponsor

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 mission of the BTWHS Response to Intervention Academic and Behavior Team (Rtl-A and Rtl-B) is to assure that all students are receiving the resources and instruction necessary to reach their full potential. The team provides support to Classroom Teachers, Support Facilitators, Students, and Parents as they collaborate to identify student learning deficiencies, develop interventions to increase student success, and evaluate the effects of those interventions on student achievement. Our Rtl model functions as an all-encompassing early intervening system that provides support at all tiered levels. The school-based Rtl Coordinator position was created to design and implement a research-based Rtl model; provide professional development to teachers and staff; maintain a support system for students, parents, and faculty; and to provide a consistent way to assess, monitor, and reevaluate student progress.

All funds are used to enhance the learning of all students. There is great effort given to the various needs of our student body. There are funds allocated to our ESE department, general education

population, and gifted students. These funds are appropriated to purchase materials and resources to benefit the educational achievement of all of our students. The budgeted funds, internal funds, and all other financial resources are all used according to the guidelines and procedures put in place by the Escambia County School District. The SAC committee determines the use of allocated funds for the implementation of the goals outlined in the School Improvement Plan.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Michael Roberts	Principal
Amy Gordon	Principal
Sherita Williams	Principal
Denise Walker SAC Chair	Parent
Amanda Armstead	Parent
Ida Benson	Parent
Cindi Bonner	Student
Karen Conway	Parent
Keisha Gainey	Parent
Hannah Kotick	Student
Lisa Mair	Parent
Patricia Maxwell	Parent
Rebecca Nale	Parent
Tom Owens	Parent
Sandra Preer	Parent
Madison Smith	Parent
Mary Thomas	Parent
Jane Teets	Parent
Tracy Walton	Parent
Juana White	Parent
Kelton Williams	Student
Marsha Williams	Parent
Kimberly Williamson	Parent
Karen Boyce	Parent
Tara Rush	Teacher
Helen Trawick	Student
Toni Mitchell	Education Support Employee
Dena Grier SAC Secretary	Student
Lowe's Home Builders	Business/Community
Mei Davis	Parent

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

The SAC's committee approves the school improvement plan.

b. Development of this school improvement plan

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

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

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

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

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

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
Harris, Christopher	Teacher, K-12
McKinney, Jamie	Teacher, ESE
Roberts, Michael	Principal
Rush, Tara	Other
Watts, Charlotte	Other
Williams, Joseph	Dean
Forney, Sherita	Assistant Principal
Gordon, Amy	Assistant Principal
Shumpert, Holly	School Counselor

b. Duties

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

This year, the LLT will provide the faculty and staff with useful data/information on the school's literacy rate. The LLT will also provide staff with Professional Development to help aid in

strengthening those areas of weakness discovered by the LLT. The LLT will work with the school's Innovation Specialist, Alisha Wilson, to help promote monthly book talks/competitions. Mrs. Wilson will also work in conjunction with the LLT to assist the teachers in promoting literacy within their classrooms with various activities, such as book talks and literacy based projects.

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.

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

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

At the beginning of each school year, before the teachers' return, the administrators invite all new hires to attend an informal luncheon so they can become better acquainted with the administration, fellow teachers, and each other. During the preschool in-service days, the administration arranges for the new teachers to have an orientation to the services provided by the school. Instructional personnel that provides services: Media Specialist, Technology Coordinator, Rtl Coordinator, and Deans are asked to present to teachers what the policies and procedures are for those programs concerning Booker T. Washington High School. Booker T. Washington High School makes use of the district's START program to assist beginning teachers in becoming successful in the classroom. The administration works with the district to ensure that all beginning teachers have access of tools and resources to the appropriate services for their needs. Dr. Roberts will attend universities with various district personnel to recruit a more diverse group of college graduates to our community.

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

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

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 High School's administrators provide all instructional personnel with the benchmarks and objectives of Florida's standards for each educational course. Training exposes teachers and staff on how to implement class content and lesson plans that meet and align with Florida's standards. Also, all school employees are made aware of changes to Florida's standards, including changes that affect assessment testing, teacher evaluations, teacher certification, and school grades. Administrators will also conduct teacher evaluations with timely feedback that assess a teacher's adherence to Florida's standards.

b. Instructional Strategies

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

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

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: Before School Program

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rush, Tara, trush@escambia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rush, Tara, trush@escambia.k12.fl.us

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

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

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.

Booker T. Washington High School hosts a ninth-grade summer transition event every August that allows all ninth-graders enrolled at the school and their parents to visit the school campus. During this event, the school implements multiple activities that educate the students and their parents on district and school policy, school campus outlay, school services, school personnel, academic requirements, school programs and academies offered, and tips for transitioning into high school. Also, the school offers a new student orientation for upperclassmen and their parents that address the above issues. In February, the school holds a Registration Fair for all students and parents to attend for them to make informed choices about the following year's academic courses. The school annually plans to hold a Project Graduation event for each year's senior class.

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.

The four guidance counselors each work with their cohort group of students throughout their high school experience. The counselors visit their students' classrooms several times during the school year to inform students about changes in graduation requirements, courses of study that are available, review of transcripts, testing information, scholarship information, postsecondary information, and individual education plans. Representatives from the Fortis Institute will also visit senior classes to provide guidance on post-high school vocations and budget planning. Also, our school has become a part of Florida Partnership with College Board to develop a pipeline of diverse students from middle school to post-secondary school with rigorous academics. Eighth graders will be

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

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

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

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

Booker T. Washington has formed a partnership with College Board to administer the PSAT and SAT to a more populated group of students. Now, more students are provided benchmarks and feedback that can be used to navigate their path through high school toward college and career. The feedback from the tests offers a range of unique benefits to the students such as free resources and programs, including a partnership with Khan Academy, college application fee waivers, and increased access to Advanced Placement courses. The test results propel students toward college and career readiness.

Additionally, speakers on career topics, including the military, and college admission counselors are utilized to help students prepare for college. Admission counselors' visits to our campus and college visits days for students provide opportunities to continue to explore post-secondary options.

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.

To improve student readiness for the postsecondary level, counselors first ensure they are abreast of the most current information. Knowledge attained by attending yearly workshops sponsored by the State University System (SUS), Private Colleges and Universities of Florida (PCUF), College Board, ACT, and George Stone Technical Center. Advanced Placement, dual enrollment courses, career academies and workforce education and internships are in place to directly improve student readiness for the Postsecondary level.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the lowest quartile in math by 5% (based on Algebra 1 EOC data).
- G2.** To increase English Language Arts Proficiency by 8% through the use of reading and writing strategies across the curriculum.
- G3.** Decrease the number of student suspensions by 10%

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

G099054

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	5.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Algebra 1A and 1B teachers will test students using an Algebra test created from the Mathematics Florida Standards every 4 1/2 weeks, while including literacy questions for students to read formulas on cumulative tests.

Person Responsible

Eric Collins

Schedule

Every 2 Months, from 10/16/2017 to 5/11/2018

Evidence of Completion

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

G2. To increase English Language Arts Proficiency by 8% through the use of reading and writing strategies across the curriculum. 1a

G099055

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	6.0

Targeted Barriers to Achieving the Goal 3

- Time for training teachers/collaboration of inexperienced teachers
- Funds for materials and training

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Amy Gordon

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

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

G3. Decrease the number of student suspensions by 10% 1a

G099056

Targets Supported 1b

Indicator	Annual Target
1+ Suspensions Grade 09	5.0
1+ Suspensions Grade 10	5.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

RTI Team and PBS meetings.

Person Responsible

Tara Rush

Schedule

Biweekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Records will be maintained by Rtl Coordinator and PBS Team.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the lowest quartile in math by 5% (based on Algebra 1 EOC data). **1**

 G099054

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

 B266691

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

 S282581

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Eric Collins

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Eric Collins

Schedule

Biweekly, from 11/13/2017 to 5/18/2018

Evidence of Completion

Practice EOC tests.

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

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

Person Responsible

Eric Collins

Schedule

On 5/18/2018

Evidence of Completion

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

G2. To increase English Language Arts Proficiency by 8% through the use of reading and writing strategies across the curriculum. 1

G099055

G2.B1 Time for training teachers/collaboration of inexperienced teachers 2

B266692

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

S282582

Strategy Rationale

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

Action Step 1 5

NGCARPD Training Across the curricula

Person Responsible

Amy Gordon

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

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

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

Use of strategies that were provided during training.

Person Responsible

Amy Gordon

Schedule

Quarterly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Quarterly Data Chats with Teachers

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

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

Person Responsible

Amy Gordon

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

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

G2.B2 Funds for materials and training 2

 B266693

G2.B2.S1 Literacy based school-wide professional development. 4

 S282583

Strategy Rationale

With effective, relevant, school-wide professional development, the knowledge of all teachers will increase to provide quality instruction across the curriculum.

Action Step 1 5

Funding for resources.

Person Responsible

Michael Roberts

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Materials for training.

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

Materials being purchased for training and professional use.

Person Responsible

Michael Roberts

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Evidence of training and materials available.

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

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

Person Responsible

Amy Gordon

Schedule

Quarterly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Classroom walkthroughs.

G3. Decrease the number of student suspensions by 10% 1

G099056

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

B266694

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

S282584

Strategy Rationale

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

Action Step 1

 5

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

Person Responsible

Tara Rush

Schedule

Every 2 Months, from 9/11/2017 to 5/18/2018

Evidence of Completion

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

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

 6

Rtl Team meetings.

Person Responsible

Tara Rush

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Records will be maintained by Rtl Coordinator.

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

Rtl Meetings.

Person Responsible

Tara Rush

Schedule

Biweekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Records will be maintained by Rtl Coordinator.

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 M414164	Algebra 1A and 1B teachers will test students using an Algebra test created from the Mathematics...	Collins, Eric	10/16/2017	Algebra EOC practice test scores and subject area grades will be used to monitor student progress and determine whether progress is being made toward the selected targets.	5/11/2018 every-2-months
G2.MA1 M414169	School personnel will monitor students' practice EOC tests, classroom artifacts, classroom tests,...	Gordon, Amy	8/14/2017	Students' test scores increase the desired amount in both reading and writing.	5/18/2018 quarterly
G3.MA1 M414172	RTI Team and PBS meetings.	Rush, Tara	9/5/2017	Records will be maintained by Rtl Coordinator and PBS Team.	5/18/2018 biweekly
G1.B1.S1.MA1 M414162	We will take attendance every Saturday to determine the number of students who show up to tutoring.	Collins, Eric	10/16/2017	There will be a sign-up sheet to ensure students are counted accurately.	5/18/2018 one-time
G1.B1.S1.MA1 M414163	Students need to be tested during the process to ensure growth in their deficient areas.	Collins, Eric	11/13/2017	Practice EOC tests.	5/18/2018 biweekly
G2.B1.S1.MA1 M414165	The FSA, Florida Writes, Escambia Writes, EOC, and other test scores that use reading and writing...	Gordon, Amy	9/4/2017	Students' test scores increase the desired amount in both reading and writing.	5/18/2018 monthly
G2.B1.S1.MA1 M414166	Use of strategies that were provided during training.	Gordon, Amy	10/2/2017	Quarterly Data Chats with Teachers	5/18/2018 quarterly
G2.B1.S1.A1 A381277	NGCARPD Training Across the curricula	Gordon, Amy	8/10/2017	Sign-in sheets from training and classroom walkthroughs to measure implementation.	5/18/2018 quarterly
G2.B2.S1.MA1 M414167	If materials are being used by teachers to work with students.	Gordon, Amy	9/11/2017	Classroom walkthroughs.	5/18/2018 quarterly
G2.B2.S1.MA1 M414168	Materials being purchased for training and professional use.	Roberts, Michael	8/14/2017	Evidence of training and materials available.	5/18/2018 quarterly
G2.B2.S1.A1 A381278	Funding for resources.	Roberts, Michael	8/14/2017	Materials for training.	5/18/2018 quarterly
G3.B1.S1.MA1 M414170	Rtl Meetings.	Rush, Tara	9/1/2017	Records will be maintained by Rtl Coordinator.	5/18/2018 biweekly
G3.B1.S1.MA1 M414171	Rtl Team meetings.	Rush, Tara	8/14/2017	Records will be maintained by Rtl Coordinator.	5/18/2018 biweekly
G3.B1.S1.A1 A381279	Rtl/PBS professional development that addresses the importance of parental engagement, as part of...	Rush, Tara	9/11/2017	The RTI coordinator will follow-up with the professional development participants on the effectiveness of the strategies discussed.	5/18/2018 every-2-months
G1.B1.S1.A1 A381276	The goal of our weekend tutoring program is to prepare students to achieve math district and state...	Collins, Eric	10/23/2017	Tutors will maintain a sign-in/sign-out sheet that will record the attendance of students and the amount of time spent on instruction.	5/25/2018 monthly

V. Professional Development Opportunities

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

G2. To increase English Language Arts Proficiency by 8% through the use of reading and writing strategies across the curriculum.

G2.B1 Time for training teachers/collaboration of inexperienced teachers

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

PD Opportunity 1

NGCARPD Training Across the curricula

Facilitator

Assistant Principal

Participants

All teachers

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

G3. Decrease the number of student suspensions by 10%

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

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

PD Opportunity 1

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

Facilitator

Tara Rush, RTI Coordinator and Jade Brown, PBS Coach

Participants

Booker T. Washington High School Faculty

Schedule

Every 2 Months, from 9/11/2017 to 5/18/2018

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	The goal of our weekend tutoring program is to prepare students to achieve math district and state assessment tests, as well as achieve academic success in math subject areas.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0951 - Washington Senior High School	Title I, Part A		\$6,000.00
2	G2.B1.S1.A1	NGCARPD Training Across the curricula				\$0.00
3	G2.B2.S1.A1	Funding for resources.				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0951 - Washington Senior High School			\$0.00
			0951 - Washington Senior High School	General Fund		\$2,500.00
			0951 - Washington Senior High School	School Improvement Funds		\$3,500.00
			0951 - Washington Senior High School	Title I, Part A		\$7,000.00
4	G3.B1.S1.A1	RtI/PBS professional development that addresses the importance of parental engagement, as part of the overall PBS and RTI programs at Booker T. Washington High School.				\$0.00
					Total:	\$19,000.00