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Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

www.sarasotacountyschools.net/bookerhigh

Demographics

Principal: Rachel Shelley

Start Date for this Principal: 9/9/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (47%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

www.sarasotacountyschools.net/bookerhigh

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">58%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">73%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

100% of Booker High School students will graduate college or career ready, and become productive members of our society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Shelley, Rachel	Principal	
Miller, Myndel	Teacher, K-12	
Davis, Khea	Teacher, K-12	
Hutchinson, Chris	Teacher, K-12	
Ott, Julie	Teacher, K-12	
Abrahamson, Rebecca	Teacher, K-12	
Schenk, Merlin	Assistant Principal	
Catlin, Lynne	Teacher, ESE	
Noren-Hoshal, Kari	Teacher, K-12	
Gunness, Chantel	School Counselor	
Fleming, Shannon	Assistant Principal	
Miles-Brown, Tammy	Assistant Principal	
Fair, Sue	Assistant Principal	
Satterly, Becky	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 9/9/2020, Rachel Shelley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

74

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	309	354	331	295	1289
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	47	75	66	61	249
One or more suspensions	0	0	0	0	0	0	0	0	0	0	87	65	51	25	228
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	23	27	13	2	65
Course failure in Math	0	0	0	0	0	0	0	0	0	0	9	7	8	4	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	67	73	56	56	252
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	49	31	0	0	80

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	73	97	61	45	276

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	5	40	21	1	67
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	7	17	14	3	41

Date this data was collected or last updated

Monday 9/14/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	339	374	348	240	1301
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	78	88	72	70	308
One or more suspensions	0	0	0	0	0	0	0	0	0	0	30	40	19	19	108
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	17	32	20	12	81
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	103	112	111	60	386

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	54	69	49	35	207

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	18	26	19	6	69
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	339	374	348	240	1301
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	88	72	70	308
One or more suspensions	0	0	0	0	0	0	0	0	0	30	40	19	19	108
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	17	32	20	12	81
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	103	112	111	60	386

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	54	69	49	35	207

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	18	26	19	6	69
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	67%	56%	49%	63%	53%
ELA Learning Gains	49%	53%	51%	50%	53%	49%
ELA Lowest 25th Percentile	37%	46%	42%	34%	43%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	43%	63%	51%	42%	62%	49%
Math Learning Gains	39%	51%	48%	33%	46%	44%
Math Lowest 25th Percentile	32%	48%	45%	25%	41%	39%
Science Achievement	66%	78%	68%	49%	68%	65%
Social Studies Achievement	77%	81%	73%	67%	76%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	50%	65%	-15%	55%	-5%
	2018	55%	66%	-11%	53%	2%
Same Grade Comparison		-5%				
Cohort Comparison						
10	2019	51%	63%	-12%	53%	-2%
	2018	45%	65%	-20%	53%	-8%
Same Grade Comparison		6%				
Cohort Comparison		-4%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	77%	-11%	67%	-1%
2018	68%	75%	-7%	65%	3%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	77%	-7%	70%	0%
2018	61%	76%	-15%	68%	-7%
Compare		9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	73%	-33%	61%	-21%
2018	41%	77%	-36%	62%	-21%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	69%	-31%	57%	-19%
2018	42%	71%	-29%	56%	-14%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	37	33	15	22	19	45	57		70	32
ELL	8	28	26	32	38		42			65	55
BLK	30	37	38	31	31	32	47	72		76	75
HSP	46	44	33	38	38	25	62	80		79	64
MUL	60	64		48	33		69	70		86	75
WHT	79	63	40	58	49	37	86	80		88	74
FRL	44	46	37	36	37	29	61	74		80	71
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	46	44	38	34	39	46	32		70	12

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	17	46	43	37	30	29		21		61	53
BLK	34	48	52	32	30	33	50	65		82	45
HSP	48	56	50	46	37	31	74	56		73	60
MUL	65	45		41	23		62	55			
WHT	73	58	33	66	46	53	82	81		86	84
FRL	45	50	46	43	36	33	65	63		78	56
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	32	24	18	24	25	19	38		59	21
ELL	6	20	13	21	31	29	12	42		50	38
ASN	60										
BLK	32	42	36	36	37	33	32	50		85	36
HSP	40	43	28	30	27	23	39	64		65	40
MUL	52	38		38	18		62	75		79	45
WHT	72	68	44	58	38	19	70	81		78	66
FRL	41	47	37	35	28	22	42	61		71	40

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	597
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Math Achievement scores are our lowest performance area when compared to the District and State. We had quite a bit of turnover with teachers in our Algebra and Geometry courses up until 2019 combined with an increase in middle schools accelerating students into Algebra 1.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

9th grade FSA scores declined 5% from 2018 to 2019, our greatest decline from year to year. Similar to math we had experienced some teacher turnover in our 9th and 10th ELA courses.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Algebra proficiency was 21% lower than the state. Similar to our overall math achievement we had experienced some teacher turnover in Algebra.

Which data component showed the most improvement? What new actions did your school take in this area?

US History increased 9% from 2018 to 2019. This increase was due to a more focused effort with scheduling as well as a strong contingent of teachers working and planning together.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our suspension rate seems to have increased according to the EWS Data. This is in contrast to where we thought we actually finished, we will have to dig deeper into the numbers and see where the discrepancy is. Suspensions are something that we always want to limit, they can hold students back academically and have other negative consequences.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase our graduation rate while focusing in on specific subgroups
2. Increase Mathematics achievement while also increasing our learning gains for all students.
3. Increase ELA achievement while also increasing our learning gains for all students.
4. Increase our Biology achievement
5. Increase our US History achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Graduation

Area of Focus Description and Rationale:	While our graduation rate increased slightly, we didn't see the increase that other schools saw in light of Covid. There was a noticeable decrease in our Hispanic graduation rate and as a result it has become a focus area. In addition to our Hispanic subgroup having the lowest graduation rate they are also our largest population which increases the need to focus in this area.
Measurable Outcome:	We will increase our overall graduation rate from 83% to 87% while increasing our Hispanic subgroup graduation rate from 73% to 80%.
Person responsible for monitoring outcome:	Merlin Schenk (merlin.schenk@sarasotacountyschools.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Align and assign students alphabetically to a team consisting of 1 Administrator and 1 Counselor 2. Break At-Risk team into two groups, one that focuses on grades 9/10 and one that focuses on grades 11/12 3. Create committee to help reach our Hispanic population through mentoring and other creative methods.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. When Admin/Counselor teams meet they not only talk about students' grades and behaviors but those meetings help create interventions both academically and socially to get them back on track. 2. Project 10 is typically geared toward working with Seniors and Juniors and by placing an emphasis on Freshmen and Sophomores we can work with them at an earlier stage and ensure fewer end up as At-Risk. 3. By placing an emphasis on working with our Hispanic students we can better understand the challenges they face and find ways to bring them into the fold at BHS. Through this intentional process, students will feel accepted and a part of the fabric of Booker.

Action Steps to Implement

Schedule and monitor weekly meetings between Administrator and Counselor teams. Have monthly check in meetings with teams to ensure everything is going as planned.

Person Responsible Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

Separate At-Risk teams into grade levels, 9/10 and 11/12. Schedule and monitor monthly meetings for check-ins on progress of students and interventions that are or aren't working.

Person Responsible Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

Create a comprehensive team to oversee and implement changes relating to our Hispanic student subgroup. Meet bi-weekly to check on progress of tasks.

Person Responsible Rachel Shelley (rachel.shelley@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our mathematics data has consistently shown the largest gap between school-wide achievement and overall state achievement. Students need to take both the Algebra 1 and Geometry EOCs while also needing a passing score on the Algebra 1 EOC to graduate.

Measurable Outcome: Mathematics achievement will increase from 43% in 2019 to 50% this year. Learning gains and learning gains of the lowest quartile will increase from 39% to 46% and 32% to 40% respectively.

Person responsible for monitoring outcome: Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

Evidence-based Strategy:

1. Offer support to all teachers in regards to offering instruction concurrently.
2. Intentional and purposeful PLC planning time scheduled to focus on lesson planning and formative assessments.
3. Track and monitor remote learners in their academic courses.
4. Progress monitor through the use of USA Test Prep, District Benchmarks, and Algebra Nation. Provide push-in and/or pull-out support in Algebra and Geometry classes.

Rationale for Evidence-based Strategy:

1. In these uncertain times we need to be as supportive as possible to ensure teachers have continual access to PD or support in areas that are foreign to them. By providing these supports teachers can focus on content and instructional strategies.
2. To ensure consistent gains across the Math department there needs to be a common focus and goal. PLC times give teachers the opportunity to collaborate and reflect on instruction.
3. By continually tracking our remote learners we can offer support and interventions to either get them back on track remotely or bring them back on campus as an in-person learner.
4. Through continuous progress monitoring teachers are able to adjust instruction to ensure mastery of standards and provide interventions when needed. By providing these targeted interventions students will get the necessary remediation to achieve proficiency and show learning gains.

Action Steps to Implement

Continue offering different PD options after school for staff to engage in. PD will cover the different platforms used to deliver instruction concurrently. Teacher input will be sought and used in the creation of ongoing PD.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Support PLC groups by attending meetings and providing needed resources. Ensure curriculum specialists are invited and play a role with PLCs to help create lessons, create assessments, and plan interventions.

Person Responsible Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction. Organize and schedule push-in/pull-out sessions with Algebra and Geometry teachers.

Person Responsible Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

Check with teachers for list of disengaged remote learners.
Coordinate phone calls home to all disengaged learners.
Share names with Guidance and Admin to be added to SWST.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: In looking over our data, ELA achievement and learning gains have been stagnant over the last four years. Students are required to pass the 10th grade ELA FSA for graduation.

Measurable Outcome: Our ELA achievement will increase from 54% in 2019 to 60% this year. In addition to this increase we will see an increase in learning gains as well as learning gains of the lowest quartile. Learning gains will increase from 49% to 55% and lowest quartile learning gains will increase from 37% to 45%.

Person responsible for monitoring outcome: Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Evidence-based Strategy:

1. Offer support to all teachers in regards to offering instruction concurrently.
2. Intentional and purposeful PLC planning time scheduled to focus on lesson planning and formative assessments.
3. Track and monitor remote learners in their academic courses.
4. Progress monitor through the use of USA Test Prep and District Benchmarks.

Rationale for Evidence-based Strategy:

1. In these uncertain times we need to be as supportive as possible to ensure teachers have continual access to PD or support in areas that are foreign to them. By providing these supports teachers can focus on content and instructional strategies.
2. To ensure consistent gains across the English department there needs to be a common focus and goal. PLC times give teachers the opportunity to collaborate and reflect on instruction.
3. By continually tracking our remote learners we can offer support and interventions to either get them back on track remotely or bring them back on campus as an in-person learner.
4. Through continuous progress monitoring teachers are able to adjust instruction to ensure mastery of standards and provide interventions when needed.

Action Steps to Implement

Continue offering different PD options after school for staff to engage in. PD will cover the different platforms used to deliver instruction concurrently. Teacher input will be sought and used in the creation of ongoing PD.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Support PLC groups by attending meetings and providing needed resources. Ensure curriculum specialists are invited and play a role with PLCs to help create lessons, create assessments, and plan interventions.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Check with teachers for list of disengaged remote learners.
 Coordinate phone calls home to all disengaged learners.
 Share names with Guidance and Admin to be added to SWST.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our data has shown a steady increase in achievement levels on the Biology EOC. However, we are performing below both the state and district in terms of proficiency. Students are required to take Biology and sit for the EOC for graduation purposes.

Measurable Outcome: Biology achievement will increase from 66% to 70% this school year.

Person responsible for monitoring outcome: Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

Evidence-based Strategy:

1. Offer support to all teachers in regards to offering instruction concurrently.
2. Intentional and purposeful PLC planning time scheduled to focus on lesson planning and formative assessments.
3. Track and monitor remote learners in their academic courses.
4. Progress monitor through the use of USA Test Prep and District Benchmarks.

Rationale for Evidence-based Strategy:

1. In these uncertain times we need to be as supportive as possible to ensure teachers have continual access to PD or support in areas that are foreign to them. By providing these supports teachers can focus on content and instructional strategies.
2. To ensure consistent gains across the Science department there needs to be a common focus and goal. PLC times give teachers the opportunity to collaborate and reflect on instruction.
3. By continually tracking our remote learners we can offer support and interventions to either get them back on track remotely or bring them back on campus as an in-person learner.
4. Through continuous progress monitoring teachers are able to adjust instruction to ensure mastery of standards and provide interventions when needed.

Action Steps to Implement

Continue offering different PD options after school for staff to engage in. PD will cover the different platforms used to deliver instruction concurrently. Teacher input will be sought and used in the creation of ongoing PD.

Person Responsible: Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Support PLC groups by attending meetings and providing needed resources. Ensure curriculum specialists are invited and play a role with PLCs to help create lessons, create assessments, and plan interventions.

Person Responsible: Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

Check with teachers for list of disengaged remote learners.
 Coordinate phone calls home to all disengaged learners.
 Share names with Guidance and Admin to be added to SWST.

Person Responsible: Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction.

Person Responsible: Shannon Fleming (shannon.fleming@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Our US History data shows we are performing below both the state and district in terms of proficiency. Students are required to take US History and sit for the EOC for graduation purposes.

Measurable Outcome: Social studies achievement will increase from 77% to 81% for this school year.

Person responsible for monitoring outcome: Sue Fair (sue.fair@sarasotacountyschools.net)

Evidence-based Strategy:

1. Offer support to all teachers in regards to offering instruction concurrently.
2. Intentional and purposeful PLC time among the different areas within Social Studies to create common formative assessments and deconstruct standards.
3. Progress monitoring through the use of USA Test Prep.
4. Track and monitor remote learners in their academic courses.
5. Progress monitor through the use of USA Test Prep and District Benchmarks.

Rationale for Evidence-based Strategy:

1. In these uncertain times we need to be as supportive as possible to ensure teachers have continual access to PD or support in areas that are foreign to them. By providing these supports teachers can focus on content and instructional strategies.
2. By intentionally focusing PLC time on creating formative assessments and deconstructing standards US History teachers will be able to continually adjust instruction to maximize student knowledge.
3. By progress monitoring teachers have the ability to share and review data and adjust instruction where needed.
4. By continually tracking our remote learners we can offer support and interventions to either get them back on track remotely or bring them back on campus as an in-person learner.
5. Through continuous progress monitoring teachers are able to adjust instruction to ensure mastery of standards and provide interventions when needed.

Action Steps to Implement

Continue offering different PD options after school for staff to engage in. PD will cover the different platforms used to deliver instruction concurrently. Teacher input will be sought and used in the creation of ongoing PD.

Person Responsible: Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Support PLC groups by attending meetings and providing needed resources. Ensure curriculum specialists are invited and play a role with PLCs to help create lessons, create assessments, and plan interventions.

Person Responsible: Sue Fair (sue.fair@sarasotacountyschools.net)

Monitor USA Test Prep data.

Person Responsible: Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Check with teachers for list of disengaged remote learners.
 Coordinate phone calls home to all disengaged learners.
 Share names with Guidance and Admin to be added to SWST.

Person Responsible: Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The only item in our Needs Analysis that isn't covered by one of our 5 goals is our suspension data. While there is some discrepancy between what our internal data said and what was reported we can always improve in this area. Last year we really put an emphasis on SEL with teachers to reinforce what they already know, building relationships with students is key. Working with them on a social and emotional level creates a learning environment where students are more comfortable and less likely to act out. In our current situation with Covid we have anticipate a decrease in minor discipline events which in turn will result in fewer major discipline events.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Building a positive school culture and environment is one of the most important roles we play as educators. We take this responsibility very seriously and engage all stakeholders as often as possible to ensure their voices are heard and implement changes they feel we need to make. We involve teachers often in decisions that will affect the entire campus through our ILT (Instructional Leadership Team). It consists of Leaders from each department and we meet at least once per month. These meetings allow us to share any new happenings occurring and how they may impact the school. ILT members are then encouraged to help troubleshoot and solve issues as their arise. It is also their responsibility to bring forth any concerns from anyone in their departments. While we always have an open door policy for staff to present any challenges they are encountering, allowing them to go through their ILT representative gives them a sense of anonymity which gives us more honest and accurate feedback. Students are constantly encouraged to participate and provide feedback with regards to issues. A small group of students sit on the "Principal's Cabinet". These students represent the diverse backgrounds of our campus and allows us to hear directly from students what is bothering or concerning them. As with ILT, these students represent all other students and they bring forth concerns from others. Parent involvement, while not as actively sought or received, is crucial as we build a positive school culture. Parents are encouraged to volunteer their time for various

activities on campus as well as asked to join our SAC (School Advisory Council). Through this vehicle we can meet with parents and hear first hand anything they feel would benefit the school. Community partnerships are extremely important at BHS. Through these various partnerships we have been able to keep a pulse on what is occurring in our community as well as provide time, resources, scholarships, and many other benefits to our students. At the end of the day our students live in and participate in the surrounding communities and it is important that we involve the communities to help us guide and shape our students.

Parent Family and Engagement Plan (PFEP) Link

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