Sarasota County Schools

Booker High School

2021-22 Schoolwide Improvement Plan

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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: 7/1/2011

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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

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www.sarasotacountyschools.net/bookerhigh

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	60%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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. 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: 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	Position Title	Job Duties and Responsibilities
Shelley, Rachel	Principal	
Fleming, Shannon	Assistant Principal	
Persaud, Jasmine	Other	
Abrahamson, Rebecca	Other	
Catlin, Lynne	Teacher, ESE	
Davis, Khea	Dropout Prevention Coordinator	
Hutchinson, Chris	Other	
Kelley, Ryan	Other	
Miller, Myndel	Other	
Noren-Hoshal, Kari	Other	
Ott, Julie	Other	
Williams, Tymesha	Other	
Hamill, Alexandra	Other	
Riebe, Toni	Other	
Urquiza, Loridia	Other	
Tinkis, Stacey	Assistant Principal	
Leinweber, Joshua	Assistant Principal	
Rumph, Greg	Assistant Principal	

Demographic Information

Principal start date
Friday 7/1/2011, 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.*

11

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.*

5

Total number of teacher positions allocated to the school

83

Total number of students enrolled at the school

1,311

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	359	347	343	273	1322
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	124	113	133	76	446
One or more suspensions	0	0	0	0	0	0	0	0	0	37	19	35	15	106
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	30	16	1	61
Course failure in Math	0	0	0	0	0	0	0	0	0	3	14	12	3	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	60	51	32	206
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	65	45	22	0	132
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	44	34	43	15	136

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	14	35	32	1	82
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	13	8	2	27

Date this data was collected or last updated

Monday 8/9/2021

2020-21 - 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	309	354	331	295	1289
Attendance below 90 percent	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	87	65	51	25	228
Course failure in ELA	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	9	7	8	4	28
Level 1 on 2019 statewide ELA assessment	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	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	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	5	40	21	1	67
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	17	14	3	41

2020-21 - 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	324	345	340	308	1317
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	66	63	58	226
One or more suspensions	0	0	0	0	0	0	0	0	0	40	33	26	13	112
Course failure in ELA	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	9	7	8	4	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	68	64	54	59	245
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	48	29	0	0	77

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	68	79	54	46	247

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	4	23	23	4	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	13	11	5	35

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	67%	56%	54%	67%	56%
ELA Learning Gains				49%	53%	51%	54%	57%	53%
ELA Lowest 25th Percentile				37%	46%	42%	48%	47%	44%
Math Achievement				43%	63%	51%	48%	69%	51%
Math Learning Gains				39%	51%	48%	37%	52%	48%
Math Lowest 25th Percentile				32%	48%	45%	36%	53%	45%
Science Achievement				66%	78%	68%	70%	77%	67%
Social Studies Achievement				77%	81%	73%	68%	79%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	50%	65%	-15%	55%	-5%
Cohort Comparison						
10	2021					
	2019	51%	63%	-12%	53%	-2%
Cohort Comparison		-50%				

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
2021					
2019	66%	77%	-11%	67%	-1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	77%	-7%	70%	0%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	73%	-33%	61%	-21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	69%	-31%	57%	-19%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Achieve 3000 (Grades 9 - 12), USA Test Prep (Grades 9 - 12), District Benchmark Assessments (Grades 9 - 12), FSA (Grade 9/10), EOC (Algebra, Geometry, US History, Biology)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			78
	Economically Disadvantaged			77
	Students With Disabilities			70
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			41
	Economically Disadvantaged			
	Students With Disabilities			9
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			44
	Economically Disadvantaged	46		32
	Students With Disabilities			24
	English Language Learners			29
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			63
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			47
	Economically Disadvantaged			
	Students With Disabilities			16
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			18
	Economically Disadvantaged	30		13
	Students With Disabilities			15
	English Language Learners			9
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			33
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			50
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18		8
	Economically Disadvantaged			9
	Students With Disabilities			7
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			11
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			60
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	32	31	22	18	18	22	53		77	42
ELL	18	27	26	24	17	13	31	52		71	48
ASN	70										
BLK	35	39	27	16	14	13	29	41		92	55
HSP	35	38	33	24	16	8	50	70		74	68

2021 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 2019-20	C & C Accel 2019-20
MUL	50	48		44	15		59	67		94	94
WHT	70	60	40	45	24		64	83		86	85
FRL	33	37	31	21	15	12	40	57		81	64

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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	11
Percent Tested	92%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

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

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Last year we saw a significant decrease in all core academic areas, grade levels and subgroups based on assessment data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math achievement, Math learning gains, and Math learning gains for the lowest quartile are all data components that demonstrate the greatest need for improvement. Within these three categories we saw a decrease of 58 points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The three categories for math have been low components for the last five year. This past year we saw a significant drop resulting in the lowest the scores have been in all three categories. We believe this a result of the challenges our teachers and students faced during the pandemic. Last school year, teachers were teaching concurrently with students in person and students remote. Students and teachers were in and out of school due to illness or quarantining from exposure. While attempts were made to provide continuity of instruction, teaching and learning were interrupted repeatedly. In order to address these low data components academic interventions are necessary. Data on areas of weakness is needed for small group remediation. Progress monitoring will be utilized to track growth and shift the focus of interventions throughout the year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

All of our academic data components decreased last school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

All of our academic data components decreased last school year.

What strategies will need to be implemented in order to accelerate learning?

Collaborative planning with a focus on data driven instruction, small group and whole group remediation, progress monitoring and identifying key standards to prepare students for state assessments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development in the areas of high effective instructional strategies, progress monitoring and data analysis will be provided to support teachers and leaders. Additional professional development opportunities that are standards centered and support literacy and critical thinking will also be offered. New teacher support will focus on standards based instruction and teacher clarity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our Instructional Facilitator will provide interventions, professional learning, resource recommendations, data chats, and instructional coaching centered on literacy. As we continue to adjust our work through a pandemic we are utilizing a quarantine coordinator to assist with supporting students and parents/guardians during and after absences due to quarantine. Additionally, we will be providing instructional support (tutoring, re-teaching, homework help, etc.), during and after school hours by highly qualified teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	While our graduation rate increased last year, we are still working towards our goal of at least 90%.Focusing on increasing the graduation rate will also have an impact on academics, discipline, and the culture and environment.
Measurable Outcome:	During the 2021-2022 school year, the graduation rate will increase from 87% to 90%.
Monitoring:	Graduation rate data will be monitoried through Project 10 (P10) spreadsheet and P10 meetings. Additionally at-risk student academic data will be analyzed by our at-risk coordinator and our Performance Based Program (PBP) department chair.
Person responsible for monitoring outcome:	Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)
Evidence-based Strategy:	Align and assign student caseloads to a team consisting of an administration and school counselor. Mentor program for at-risk seniors. Intentionally focus re-engagement efforts on identified dropout students. Deliberate focus on at-risk Freshman and Sophomores. Admin/Counselor teams meet weekly to discuss their caseload and determine interventions to keep students on the right track for graduation. Additionally, the at-risk coordinator will provide interventions when students are determined to be off track.
Rationale for Evidence-based Strategy:	Mentoring is an effective way to support at-risk students by building a positive relationship that encourages them to stay in school. Students who are considered dropouts will benefit from engaging with a staff member who will reconnect them with BHS or help them create an alternative educational plan. Emphasis on Freshman and Sophomores provides opportunity for earlier interventions reducing likelihood of students being at-risk as Juniors and Seniors.

Action Steps to Implement

Schedule and monitor weekly meetings between Administrator and Counselor teams. Have monthly check in meetings with teams.

Meet monthly with P10 team to review P10 data. Meet quarterly with District Personnel to monitor P10 data.

Monitor dropout list and have a staff member attempt to reengage.

Schedule and monitor monthly meetings for check-ins on progress of students and interventions that are or are not working.

Provide data on a weekly basis for our drop-out prevention program to ensure all students are staying on track.

Person Responsible	Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data, Booker High School plans to focus on improving the math achievement, overall learning gains, and learning gains for the lowest quartile of students. 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. We saw a significant decrease in achievement and learning gains during last school year.
Measurable Outcome:	During the 2021-2022 school year, mathematics achievement will increase from 27% to 45%, mathematics learning gains will increase from 17% to 44% and mathematics learning gains of the lowest quartile will increase from 12% to 40%.
Monitoring:	Standards based progress monitoring with state assessment like questioning will be utilized to monitor progress towards desired outcome.
Person responsible for monitoring outcome:	Shannon Fleming (shannon.fleming@sarasotacountyschools.net)
Evidence-based Strategy:	Algebra 1 and Geometry teachers will collaborate in their Professional Learning Communities (PLCs) and with the district program specialist to create lessons and common assessments aligned to state assessments. The data on these common assessments in addition to other progress monitoring data (i.e USA TestPrep, district benchmark assessments) will be analyzed to determine what student have learned and where teachers need to focus in order to ensure mastery of standards. Additionally, we will provide push-in support in Algebra 1 and Geometry classes that contain a larger ESE/ESOL populations to provide differentiated instruction and academic support to increase learning gains and proficiency amongst students.
Rationale for Evidence-based Strategy:	Collaboration has a significant positive impact on student learning when specific students' needs are being addressed. Through continuous progress monitoring teachers can adjust instruction to ensure mastery of standards and provide interventions when needed. Through the PLC process we expect to see an increase in gains and proficiency as a result of targeted interventions. These targeted interventions will provide students with the necessary remediation to show learning gains and achieve proficiency.

Action Steps to Implement

1. Common planning for Algebra 1 and Geometry teachers for teachers to have time to work together as a PLC.
2. 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.
3. Provide after school tutoring twice per week for students who need additional support. Ensure there is also an option for students to join remotely if they are quarantined.
4. Utilize the MTSS process to identify struggling students and provide appropriate interventions.
5. Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction.
6. Determine best practices and methods to teach key standards.
7. Determine class periods with high population of ESE/ESOL students for push-in support.

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data, Booker High School plans to focus on improving English Language Arts (ELA) achievement, overall learning gains, and learning gains for the lowest quartile of students. Prior to last year, our English Language Arts (ELA) achievement and learning gains had been stagnant for three consecutive years. Last year, we saw a decrease in all three areas for ELA. Students are required to pass the 10th grade ELA FSA for graduation.
Measurable Outcome:	During the 2021-2022 school year, ELA achievement will increase from 45% to 56%, ELA learning gains will increase from 44% to 52% and ELA learning gains of the lowest quartile will increase from 33% to 45%.
Monitoring:	Standards based progress monitoring with state assessment like questioning will be utilized to monitor progress towards desired outcome.
Person responsible for monitoring outcome:	Joshua Leinweber (joshua.leinweber@sarasotacountyschools.net)
Evidence-based Strategy:	English Language Arts (ELA) and Intensive Language Arts (ILA) teachers will collaborate in their Professional Learning Communities (PLCs) and with the district program specialist on lesson planning, differentiated instruction, and creating assessments aligned to state assessments. PLCs will also focus on progress monitoring and analyzing data from USA Test Prep, APM, and District benchmark assessments to determine where students to ensure mastery of standards. Reading intervention students will progress monitor their growth alongside their teacher utilizing both Commonlit360 and Achieve 3000. ELA and ILA teachers will work collaborate with our Instructional Facilitator to provide targeted interventions for bottom quartile students daily and weekly pullouts with interventionalist.
Rationale for Evidence-based Strategy:	Collaboration has a significant positive impact on student learning when specific students' needs are being addressed. Through continuous progress monitoring teachers can adjust instruction to ensure mastery of standards and provide interventions when needed. Through the PLC process we expect to see and increase in gains and proficiency as a result of the targeted interventions and remediation.

Action Steps to Implement

1. Common planning for ELA and ILA teachers to have time to work together as a PLC.
2. Support PLC groups by attending meetings and providing needed resources. Ensure curriculum specialist and Instructional Facilitator is invited and play a role with PLCs to help create lessons, assessments and interventions.
3. Provide after school tutoring twice per week for students who need additional support. Ensure there is also and option for students to join remotely if they are quarantined.
4. Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction.
5. Determine best practices and methods to teach/re-teach key standards.
6. Determine class periods with high population of ESE/ESOL students for push in-support.
7. Utilize the MTSS process to identify struggling students and provide appropriate interventions.
8. Schedule level 1 reading students into appropriate intervention courses and provide push-in/pull-out support for level 2 students who do not have reading intervention class.

Person Responsible	Joshua Leinweber (joshua.leinweber@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Last year we saw a 12% decrease in proficiency on the US History EOC. Prior to last year, our US History EOC data had shown achievement level increases four of the last five years. However, we continue to perform 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:	During the 2021-2022 school year, US History proficiency will increase form 65% to 78%.
Monitoring:	USA TestPrep and District benchmarks will be utilized to monitor progress towards desired outcome.
Person responsible for monitoring outcome:	Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)
Evidence-based Strategy:	US History teachers will collaborate in their Professional Learning Communities (PLCs) and with the district program specialist on lesson planning and progress monitoring. The PLC will use USA TestPrep and District benchmark assessments to determine student mastery and identify areas remediation necessary. US History teachers will will use Document Based Questioning (DBQ) to focus on literacy through historical sources.
Rationale for Evidence-based Strategy:	Collaboration has a significant positive impact on student learning when specific students' needs are being addressed. Through continuous progress monitoring, teachers can adjust instruction to ensure mastery of standards and provide interventions when need.

Action Steps to Implement

1. Common planning for US History teachers to have time to work together as a PLC.
2. Support PLC groups by attending meetings and providing needed resources. Ensure curriculum specialist and Instructional Facilitator are invited and play a role with PLCs to help create lessons, assessments, and interventions.
3. Provide after school tutoring twice per week for students who need additional support. Ensure there is also an option for students to join remotely if they are quarantined.
4. Utilize the MTSS process to identify struggling students and provide appropriate interventions.
5. Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions.
6. Determine best practices and methods to teach/re-teach key standards.
7. Determine class periods with high population of ESE/ESOL students for push-in support.

Person Responsible	Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Biology is a required course for graduation with a state monitored end of course exam. There was a decrease in Biology EOC proficiency during the 2020-21 school year of 17%. Prior to last year Biology EOC data has shown a steady upward trend in achievement levels. However, the school continues to strive toward both state and district proficiency levels.
Measurable Outcome:	During the 2021-2022 school year, science achievement will increase from 49% to 68%.
Monitoring:	Standards based progress monitoring with state assessment like questioning will be utilized to monitor progress towards desired outcome.
Person responsible for monitoring outcome:	Shannon Fleming (shannon.fleming@sarasotacountyschools.net)
Evidence-based Strategy:	Biology teacher will collaborate in their Professional Learning Communities (PLCs) and with the district program specialist to create lesson plans and common assessments aligned to state assessments. In addition to the common assessments created within the PLC, teachers will also use a mid-term assessment and two district benchmark assessments to determine what students have learned and where teachers need to focus in order to ensure mastery of standards. Teachers in the science department will participate in a book study on Word Wise & Content Rich to enhance vocabulary instruction. Teachers in the science department will participate in Argument-Driven Inquiry (ADI) training and utilize it in their classroom to make labs more active and engaging for students.
Rationale for Evidence-based Strategy:	Collaboration has a significatn positive impact on student learning when specific students' needs are being addressed. Through continuos progress monitoring teachers can adjust instruction to ensure mastery of the standards and provide interventions when needed. Vocabulary instruction is a strong predictor of reading comprehension and is deemed a highly effective instructional strategy. Significant gaps in conceptual and background knowledge can be addressed with vocabulary work. ADI promotes the development of science proficiency through changing the focus of lab instruction by requiring students to construct and support scientific claims through argumentation.

Action Steps to Implement

1. Common planning for Biology teachers to have time to work together as a PLC.
2. Support PLC groups by attending meetings and providing needed recourses. Ensure curriculum specialist is invited and plays a role with PLCs to help create lessons, assessments, and plan for interventions.
3. Provide afterschool tutoring twice per week for students who need additional support. Ensure there is also an option for students to join remotely if they are quarantined.
4. Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction.
5. Utilize the MTSS process to identify struggling students and provide appropriate interventions.
6. Determine best practices and methods to teacher key standards.

7. Facilitate book study within science department.
8. Facilitate ADI training for science department teachers.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary Area of Concern for Monitoring:
Goal: Decrease out of school suspension rate by 5% for 2021-22 school year. BHS will have 47 or less out of school suspensions for the 2021-2022 school year

Secondary Area of Concern for Monitoring:
Goal: Decrease in school suspension rate by 5% for the 2021-22 school year. BHS will have 82 or less in school suspension for the 2021-22 school year.

School Culture and Environmental Supports:
• Monthly Suite 360 Mental Health presentations and class meeting. Topics include mental health supports, college & career goal setting and information, class specific information, encouragement to get involved in clubs/sports
• Administration and School Counselor team – work in tandem to address student concerns, assign supports and services tailored to individual need
• Behavior Specialist/Behavior Monitor – work proactively with students with behavioral plans to set goals and support positive behaviors
• PBIS Rewards – student recognition program for positive behavior and student meeting school-wide expectations in all areas on campus

Monitoring
• Weekly administration meeting to discuss individual student disciplinary events; discipline trends, discipline data & supports
• Analyze bimonthly discipline data as an administrative team.
• PBIS PLC - review and monitor PBIS and discipline data to address areas of concern and reinforce behavioral expectations.

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.

BHS Positive Behavioral Interventions and Supports (PBIS) program communicates clearly our defined STORM expectations for students, families, staff and visitors. By explicitly stating, teaching and rewarding our STORM behavioral expectations with staff and students we will influence school culture in a positive way. Teacher and support staff have multiple opportunities to recognize students meeting behavior expectations by assigning them points in our PBIS reward system. Students can then use the PBIS reward system point to redeem rewards from our school store.

There are specific activities and programs that we utilize throughout the year on our campus to help foster a positive climate on campus. One of these activities is our RENAISSANCE academic reward program. The tenets of the program emphasize RECOGNIZING students who are making great academic achievements, exhibiting outstanding character, performing community service, and working hard every day to improve themselves and their school community. Recognizing and REINFORCING academic success and positive behaviors and habits in young students is vital to fostering self-confidence. One of the best ways to reinforce student commitment to academic success and achievement is through tangible, visible, special REWARDS. We believe all students should be celebrated. Renaissance students are celebrated in front of the entire school community, much in the same way athletes are at pep rallies. We rally for students to RECOGNIZE, REWARD, and REINFORCE our Renaissance students.

Another impactful component that adds to the positive school culture and environment is the accessibility, availability, and involvement of our staff. All families have access to instructional staff through their office hours, emails, phone calls, in person and zoom meetings. Staff availability has increased student engagement as well as a positive culture on campus. Staff attend student activities including VPA performances, athletics events and even visit students at their place of work. Additional positive culture and climate efforts include embracing our diverse populations, creating a see something say something safe environment, offering various self-selected lunch eating areas, encouraging students to become active in clubs and organizations, and creating multiple opportunities for peer collaboration and support.

Booker High provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the

district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Building a positive school culture and environment is one of the most important roles we play as educators. We know it is important to engage all stakeholders as often as possible to ensure their voices are heard.

Our Instructional Leadership Team (ILT) meets twice per month to discuss information and concerns pertinent to the performance of the school. ILT members are department leaders and serve as the liaison between administration and teachers.

Our BHS Positive Behavioral Interventions and Supports (PBIS) team members are representative of a cross section of our teachers, administrators, and support staff. The BHS PBIS team members meet on a regular basis to implement our expectations in all campus setting, reward student behavior through out PBIS reward system, collect and review behavioral data to provide support for students using a multi-tiered system of supports (MTSS).

Our MTSS framework consists of looking at multiple data sources to identify students who are are meeting grade-level standards and which students need additional support. For the students needing more support, a school-based team consisting of administration, instructional staff, school counselors, school psychologists, school social worker, instructional facilitators, students, and/or parents meets to determine tier 2 or tier 3 academic and behavioral interventions needed for success. Interventions are monitored for effectiveness and adjusted as needed. This Schoolwide Support Team (SWST) meets weekly.

Students are encouraged to get involved with school decisions through Student Government Association, School Advisory Counsel, and Principal's Cabinet. The student representatives bring forth concerns from others. We strive to make sure these student leaders represent the demographics of our school.

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).

Community partnerships are extremely important at BHS and allow us 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.