

Miami-Dade County Public Schools

# Booker T. Washington Senior High



## 2021-22 Schoolwide Improvement Plan

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# Booker T. Washington Senior High

1200 NW 6TH AVE, Miami, FL 33136

<http://btw.dadeschools.net/>

## Demographics

**Principal: Kevin Lawrence**

Start Date for this Principal: 7/20/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2020-21 ESSA Subgroups Represented</b> (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 Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (51%) 2016-17: I (%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Dade 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](http://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 T. Washington Senior High

1200 NW 6TH AVE, Miami, FL 33136

<http://btw.dadeschools.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	C	C

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<https://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.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### 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
Lawrence, Kevin	Principal	The overarching duty of a principal is to assist with defining and enforcing policies and guidelines for students, staff, and faculty at the school. This involves interaction with school employees and administrators as well as school boards from the district to the state level.
Mcarthur, Lena	Assistant Principal	The overarching duty of a vice principal is to assist with defining and enforcing policies and guidelines for students, staff, and faculty at the school. This involves interaction with school employees and administrators as well as school boards from the district to the state level. Also, the vice principal is a liaison for the principal and handles all duties assigned by the principal including but not limited to Academics and Operations.
Pardo, Christopher	Assistant Principal	Assistant principals deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Ellis, Tia	Reading Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans. Create teaching material for educators.
Jones, Darren	Administrative Support	Assist administrators in providing daily support to school personnel. Greet and assist visitors. Maintain polite and professional communication via phone, e-mail, and mail. Anticipate the needs of others in order to ensure their seamless and positive experience. Assist custodians in maintaining the building. Assist with attendance procedures.
Floyd, Jameil	Math Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans. Create teaching material for educators.
Nelthropp, Karen	Science Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans. Create teaching material for educators.

Name	Position Title	Job Duties and Responsibilities
Washington, Lonnitris	Other	Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs; participate in staff and program development related to the special methods and approaches of providing special education services; and provide responsible and complex staff assistance.
Williams, Talia	Other	High school activities directors design, implement, and supervise extracurricular programs and activities within their school. They may also serve as faculty advisors for student organizations.
Neal, Tracie	Other	Fosters family and community partnerships to support the social/emotional and academic development of all students. Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.
Smathers-West, Ashante	Teacher, K-12	Designing curriculum, Creating classroom presentations, Grading student's work. Assisting students who fall behind, Developing testing materials. Assigning homework, and evaluating students.
Hart, Jack	Teacher, K-12	Create departmental presentations, Grade student's work. Assist students who fall behind, Develop testing materials. Assign and evaluate student homework.

## Demographic Information

### Principal start date

Monday 7/20/2020, Kevin Lawrence

**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.*

1

**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.*

2

**Total number of teacher positions allocated to the school**

23

**Total number of students enrolled at the school**

1,014

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

2



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

1

## 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	0	320	244	262	188	1014
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	189	126	139	87	541
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	34	63	95	43	235
Course failure in Math	0	0	0	0	0	0	0	0	0	0	40	70	87	47	244
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	113	90	96	93	392
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	116	87	87	90	380
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	223	90	0	0	313

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	144	137	146	111	538

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	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	11	9	4	28

Date this data was collected or last updated

Monday 7/19/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	288	301	206	204	999	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	127	142	87	71	427	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	62	95	43	0	200	
Course failure in Math	0	0	0	0	0	0	0	0	0	70	87	47	0	204	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	91	95	94	68	348	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	88	85	91	65	329	

**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	139	145	113	64	461	

**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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	9	4	8	33

## 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				27%	59%	56%	30%	59%	56%
ELA Learning Gains				41%	54%	51%	45%	56%	53%
ELA Lowest 25th Percentile				35%	48%	42%	37%	51%	44%
Math Achievement				24%	54%	51%	31%	51%	51%
Math Learning Gains				34%	52%	48%	49%	50%	48%
Math Lowest 25th Percentile				51%	51%	45%	67%	51%	45%
Science Achievement				59%	68%	68%	50%	65%	67%
Social Studies Achievement				45%	76%	73%	50%	73%	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	22%	55%	-33%	55%	-33%
Cohort Comparison						
10	2021					
	2019	21%	53%	-32%	53%	-32%
Cohort Comparison		-22%				

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	51%	68%	-17%	67%	-16%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	42%	71%	-29%	70%	-28%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	18%	63%	-45%	61%	-43%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	22%	54%	-32%	57%	-35%

### Grade Level Data Review - Progress Monitoring Assessments

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

Booker T. Washington Senior High School utilized Power BI to access 2020-2021 Mid Year Assessment Data for grades 9-12.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		19.6%	
	Economically Disadvantaged		17.5%	
	Students With Disabilities		6.9%	
	English Language Learners		2.6%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		43.9%	
	Economically Disadvantaged		44.6%	
	Students With Disabilities		45.0%	
	English Language Learners		37.7%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		29.8%	
	Economically Disadvantaged		42.1%	
	Students With Disabilities		26.3%	
	English Language Learners		11.1%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		27.6%	
	Economically Disadvantaged		24.5%	
	Students With Disabilities		6.7%	
	English Language Learners		33.9%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		4.9%	
	Economically Disadvantaged		5.0%	
	Students With Disabilities		5.9%	
	English Language Learners		0.0%	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
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			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		69.2%	
	Economically Disadvantaged Students With Disabilities English Language Learners		68.1%	
			67.6%	
			50.0%	

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			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	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	21	19	17	20	29	53	48			100	43
ELL	8	26	24	11	22	35	20	47		88	85
BLK	19	24	36	12	24	71	29	42		100	66
HSP	20	29	20	12	22	38	35	45		91	72
FRL	20	27	25	12	23	47	34	44		95	67



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	24	48		39	45	60	46	56		91	39
ELL	15	33	27	18	38	55	54	35		78	69
BLK	32	40	57	25	33	41	49	38		90	71
HSP	23	40	29	23	34	56	71	50		80	65
FRL	27	42	41	25	33	48	59	44		87	68
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	35	51	80	41	54		35	32		81	55
ELL	7	31	27	25	58	68	32	25		31	82
BLK	27	50	83	25	41	64	47	49		85	82
HSP	33	41	30	36	56	69	52	52		54	80
FRL	31	45	39	33	49	68	51	50		74	81

### 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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	11
Percent Tested	80%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	36
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

According to the 2021 FSA data retrieved from the Florida Department of Education (FDOE) and Power BI, the following trends emerged across grade levels, sub-groups, and content areas:

The 9th grade ELA data shows that Booker T. Washington Senior High School (BTW) students' proficiency in 9th and 10th grade is 21% (Three-year trend of 30% in 2018, 27% in 2019, & 21% in 2021), which is 30% lower than the district.

The Algebra and Geometry EOC data reflects that BTW student's proficiency is 13%, which is 9% below the district average (Three-year trend shows 31% in 2018, 24% in 2019, and the data dropped significantly to 13% in 2021).

The Biology EOC data reflects that BTW student's proficiency is 33%, which is 8% lower than the district (Three-year trend shows 50% in 2018, 59% in 2019, & 33% in 2021).

The Social Studies EOC data reflects that BTW student's proficiency is 44%, which is 16% points below the district (Three-year trend shows 50% in 2018, 45% in 2019, & 44% in 2021).

Additionally, BTW 2019 FSA ELL subgroup data shows 21% overall proficiency, 38% overall learning gains, and 38% learning gains in the lowest population on the 2019 ELA FSA. A trend that is evident is that the ESE student population scored significantly higher than ED and ELL students in ELA and Math in learning gains in the lowest 25%, 50% ELA and 67% in Math, compared to 26%/ELL, 38%/ED – ELA and 59%/ELL, 53%/ED in Math.

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

According to the progress monitoring database system, Biology proficiency on the EOC in 2019 was 59%; therefore, Biology shows the greatest need for improvement with a 26% decrease during the 2021 EOC assessment. Additionally, on the 2020-21 Mid-Year Assessment (MYA), Biology proficiency decreased 18% (23% to 5% during the 2020-21 MYA assessment).

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

Factors which contributed to Biology needing improvement were due to Covid related absences and dual modality (virtual) learning. In order to address these needs for improvement, teachers will progress monitor students weekly, remediation through small group instruction, teacher/student data chats, report card conferences.

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

According to the progress monitoring database system, US History shows a steady average of proficiency of 45% during 2019 compared to a 44% proficiency in 2021. Additionally, data trends show that students who took the US History Mid-Year Assessment (MYA), proficiency continues to increase from 9% in 2019, 58% in 2020, to 61% in 2021.

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

A variety of strategies contributed to the improvement of the US History performance data. Teachers analyzed and disaggregated US History data monthly to ensure that lessons were remediated, and students received targeted D.I. Teachers integrated various programs such as Nearpod and Kahoot to engage students with a variety of political cartoons, timelines, and EOC question stems, and teachers planned together to provide standard aligned instruction. In addition, teachers ensured students were provided with the opportunity to take ownership of their learning.

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

The strategies that will be utilized to accelerate learning are Standards aligned instruction and student engagement. Teachers will collaboratively plan with instructional coaches to analyze and align lessons to the new B.E.S.T standards, while infusing crosswalks to enhance instruction in the new standards correlated to FSA. Teachers will engage students in collaborative discussion strategies and technology platforms. Teachers will also progress monitor students during one-on-one data chats, standards aligned assessments, and small groups.

### **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.**

Booker T. Washington Senior High School Leadership Team will provide teachers with professional development that is focused on student engagement, collaborative discourse strategies, and learning how to implement the “B.E.S.T Standards” into their curriculum using the B.E.S.T/FSA crosswalks. Additional support will be provided through PLCs, Common Planning meetings, Peer to Peer Observations, and Administrator to Teacher data dialogs.

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

Booker T. Washington Senior High School (BTW) will provide additional services such as extended learning opportunities (before, after, and Saturday school tutoring), targeted support through small group differentiated instruction, City Year Interventions, and teacher use of effective questioning and response techniques within instructional delivery. Students will also utilize technology remediation programs such as Reading Plus, Math Nation, Imagine Learning, Achieve 3000, Kahn Academy, USA Test Prep, and other innovative learning and video conferencing platforms within their course materials and resources to engage learners. In addition, we will verify teacher placement based on their certification and instructional capacity.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Based on the 2021 data review, Booker T. Washington Senior High School target to be implemented is standards aligned instruction. This area of focus is based on our findings from the data that demonstrated proficiency in ELA (21%), Math (13%), Science (33%), and Social Studies (44%). Additionally, our sub-group learning gains are below district and Tier 2/3 schools and our L25 subgroup learning gains are not increasing effectively in ELA and Math. Therefore, we need to ensure that the lessons provided to students are aligned to the new B.E.S.T state standards. We must equip teachers with the skills and strategies needed to plan and implement effective lessons. This will provide students with the tools needed to show improvement and proficiency on end of the year state assessments.

**Measurable Outcome:**

Booker T. Washington goal is to increase student learning gains and proficiency and our area of focus is standards aligned instruction. If we successfully ensure that students are provided lessons aligned to the state standards, our learning gains and L25 learning gains will increase by 10%. Additionally, our proficiency will increase 3% in all core areas as evidenced by the 2022 State Assessments.

**Monitoring:**

Booker T. Washington Senior High School leadership team will provide faculty and staff with professional development workshops in standards aligned instruction. Teachers will be provided time in their schedules weekly to plan effective standard aligned lessons with their instructional coaches and peers. Lessons plans will be reviewed weekly to ensure that they have the necessary components during weekly administrative walkthroughs. Lessons will be aligned to the Common Board Configuration, so that students know what standard they are learning daily. Teachers will use a progress monitoring tool to provide reteach and enrichment lessons to each student by standard. Administration will observe teacher's instructional delivery and provide feedback in order for them to reflect and revise instructional practices.

**Person responsible for monitoring outcome:**

Lena Mcarthur (lmcArthur@dadeschools.net)

**Evidence-based Strategy:**

Within the target of providing standards-aligned instruction, Booker T. Washington Senior High School leadership team will focus on the evidenced-based strategies of providing teachers with the tools and teaching techniques needed to execute lessons based on the Florida state standards/learning targets. Students will also be able to create end products that are aligned to the intended standard. Teachers will deliver the lessons they plan with their instructional coach to help students understand the learning target. Students will show evidence that they mastered the learning target through work samples and various assignments. Another evidenced-based strategy that will be used is checks for understanding. When providing standard aligned lessons, to ensure that students are mastering the intended standards teachers must continuously check for student understanding.

**Rationale for Evidence-based Strategy:**

This strategy was selected due to student data and the implementation of new curriculum which will transition teachers to the new B.E.S.T. standards. The standards aligned instruction process will allow teachers to use various teaching techniques to guarantee students are learning targeted standards. Teachers will provide techniques such as vocabulary instruction, text dependent questions, scaffolding techniques, and exit tickets. Teachers will also plan with the end in mind and collaborate with other teachers. Teachers will utilize student end products to review lessons and assessments to evaluate student understanding.

**Action Steps to Implement**

9/6- Teachers will participate in a Professional Development training on standards aligned instruction and checks for understanding during PD days. As a result, teachers will utilize crosswalks correlated to the BEST/FSA standards to align instruction.

**Person Responsible** Lena Mcarthur (lmcArthur@dadeschools.net)

8/31-10/16- Transformation coaches will provide support during collaborative planning. As a result, this will increase teacher knowledge of how to create and implement lessons that are aligned to the state standards and assessments.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

8/31-10/16- Administrators will conduct walkthroughs in order to identify and support teachers in need of additional support. As a result, transformation coaches will support teachers with creating standards-based instruction and grading through coaching cycles.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

8/31-10/16- Teachers will progress monitor students that did not score mastery on deficient standards by providing reteach assignments during differentiated instruction. As a result, teachers will effectively use trackers to monitor students' progress and make adjustments as needed.

**Person Responsible** Jameil Floyd (jfloyd@dadeschools.net)

11/01 – 12/17 - Teachers will be given timely feedback by administrators and transformation coaches on their implementation of standards-aligned instruction. Throughout this process, all evidence will be documented. As a result, teachers will be able to identify what was effective, and what could have been more effective, and make adjustments to appropriate instruction as needed.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

11/01 – 12/17 - Transformation coaches will identify teachers who are effectively implementing standards-aligned instructions. Core teachers will be given the opportunity to visit selected teachers' classrooms for modeling and note-taking. As a result, teachers will improve upon their execution of standards-aligned instructional practices.

**Person Responsible** Tia Ellis (tellis@dadeschools.net)

01 - 31 – 04 -9 - Administrators and Transformation Coaches will continue to monitor teachers' implementation of standards-aligned instruction. Administration will provide continuous feedback while documenting evidence and offering professional development and aligned support. As a result, teachers' lesson plans should reflect lessons aligned with appropriate standards and that should be reflected throughout instructional delivery.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

01 - 31 – 04-29 – Administration and Transformation Coaches will visit teachers who observed standard-aligned practices during peer-to-peer observations. Teachers will be provided with feedback in regards to the implementation of observed strategies in their classrooms. As a result, teachers will continue to improve on aligning their lessons with standards-aligned instruction. Additionally, the Instructional Focus Calendar (IFC) will be used to align subgroups for remediation of standards to help increase student learning gains.

<b>Person Responsible</b>	Kevin Lawrence (pr7791@dadeschools.net)
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## #2. Instructional Practice specifically relating to Student Engagement

**Area of Focus Description and Rationale:**

Based on the 2021 data review, Booker T. Washington Senior High School target to be implemented is student engagement. We selected this overarching target based on our findings from the data that demonstrated the proficiency in ELA (21%), Math (13%), and Social Studies (44%) is lower than the district and Tier 2/3 schools. Additionally, our subgroup learning gains are below district and Tier 2/3 schools and our L25 subgroup learning gains are not increasing effectively in ELA and Math. Therefore, we are not engaging the various needs of students based on their learning modalities. We must provide students with lessons that are engaging and enriched to increase learning gains and proficiency in core content areas.

**Measurable Outcome:**

Booker T. Washington Senior High School goal is to increase student learning gains and proficiency, and the focus is student engagement. If we successfully implement student engagement, our learning gains and L25 learning gains will increase by 10%. Additionally, our proficiency will increase 3% in all core areas as evidenced by the 2022 State Assessments.

### Monitoring:

Booker T. Washington Senior High School leadership team will provide faculty and staff with professional development workshops in student engagement. Teachers will participate in peer-to-peer observations and observe teachers for clarity and understanding. The team will conduct data chats based on assessed data, and regroup students based on standardized assessments. Administrators will walk through teacher classrooms to ensure the fidelity of engaging students is infused. Teachers will increase the use of technology (Kahoot, Imagine Learning, Reading Plus), to enhance instruction. Data analysis will be conducted monthly, and the leadership team will meet to review progress and revise support as needed. A progress monitoring tracker will be used to provide continuous monitoring on a bi-weekly basis and analyzed by the leadership team to make sure students are improving on the standards to be remediated. Students will be provided extended learning opportunities to help augment their progression and knowledge.

**Person responsible for monitoring outcome:**

Lena Mcarthur (lmcarthur@dadeschools.net)

### Evidence-based Strategy:

Within the target of engaging student learning, Booker T. Washington Senior High School leadership team will focus on the following evidenced-based strategies: teachers providing students with constructive feedback, data driven instruction, and focused engagement strategies. Feedback will help provide students with a tangible understanding of how they did, where they are, and how they can improve. Next, we will focus on data-driven instruction. Surrounded by the methodology of our problem, we will clearly define various factors to validate the data and assist students with accelerated learning gains (Schoolwide and L25) to meet their needs. Data driven decisions will be built on the evaluated data and will be monitored utilizing data trackers to drive data decision making, planning, instruction, and on-going progress monitoring. Finally, teachers will partake in professional development training to enhance engagement strategies utilized such as accountable talk, checks for understanding, collaborative learning/structures, and effective question/response techniques.

### Rationale for Evidence-based Strategy:

Providing students with feedback will maintain teacher's ability to deliver aligned instruction through techniques such as probing, exit tickets, collaborative learning/structure, effective questioning, accountable talk, and review/checks for understanding. The data-driven instruction process will include maintaining a level of relevant, recent, and aligned data to



plan instructional lessons and create individual student data plans based on their needs. As data changes, teachers will adjust lesson plans and instructional delivery.

### Action Steps to Implement

8/31 - 10/16 - Teachers will be provided with coaching support and modeling on various strategies (Accountable Talk, Check for Understanding, Collaborative Learning/Structure, and Effective Questions/Response Techniques) and technology programs (Poll Everywhere, Kami, Spin the Wheel, Kahoots, Google Forms, etc.) that can be used to engage students through innovative learning and video conferencing programs. As a result, during faculty meetings and collaborative planning, teachers will share best practices that will enhance student engagement utilizing learned instructional strategies and various innovative and technology programs.

**Person Responsible** Tia Ellis (tellis@dadeschools.net)

9/7 - Teachers will partake in a professional development training on Performance Matters and learn how to retrieve student data. As a result, teachers will utilize data to drive decision making within the classroom, provide instructional delivery of core standards, and develop systems to group students.

**Person Responsible** Lena Mcarthur (lmcArthur@dadeschools.net)

9/8 - 10/16 - Administrators will determine teachers who need support/coaching cycles on how to analyze data in order to drive instruction and make decisions that will focus on student engagement and improvement. As a result, teachers will be able to assess student learning and make data driven decisions to improve instructional quality and sustain student achievement.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

8/31-10/16- Transformation Coaches will work with teachers on creating a stop light or rating feedback system to check for student understanding. As a result, teachers will be able to identify student mastery on standards and make data driven decisions.

**Person Responsible** Tia Ellis (tellis@dadeschools.net)

11/01 - 12/17 - Teachers will engage students in authentic learning, real-life application, and interdisciplinary connections while offering student choices to show mastery of the assigned standard and skill. As a result, student standardized data will increase in core content areas.

**Person Responsible** Lena Mcarthur (lmcArthur@dadeschools.net)

11/01 - 12/17 - Teachers will use a variety of strategies to engage students in higher order learning tasks by utilizing Cold Call techniques such as numbering the desks, popsicle sticks with students' names, and grouping students using puzzle pieces. There will be an increase in student engagement and learning correlating to content mastery and assessment learning gains and proficiency.

**Person Responsible** Tia Ellis (tellis@dadeschools.net)

01 - 31 – 04-29 - Transformational coaches and teachers will collaborate during common planning to incorporate a variety of engagement strategies such as: Four Corners, Idea Waves, Number Head, Scavenger Hunts, and Give One, Get One. These engagement strategies will ensure that students' attention and focus are increased and ultimately motivate them to practice higher level thinking skills.

**Person Responsible** Lena McArthur (lmcArthur@dadeschools.net)

01 - 31 – 04-29 - Teachers will utilize targeted mid-year assessment data to engage students with a variety of engagement activities such as graphic organizers, differentiated mini lessons, carousel activity protocols. And, computer programs such as, Kahoot!, USA Test Prep, Commonlit, Quizizz, and Quizlet Live. As a result, students will be provided with visual resources that will engage them during instruction and learning.

**Person Responsible** Lena McArthur (lmcArthur@dadeschools.net)

**#3. Culture & Environment specifically relating to Early Warning Systems**

<b>Area of Focus</b>	Based on the data review our school will implement the targeted element of Early Warning Indicators (EWI). Through our data review, students struggle with daily attendance, which leads to course failure, and substantial reading and math deficiencies.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	If Booker T. Washington Senior High School Principal and leadership team successfully implements the targeted element of Early Warning Indicators (EWI), students will be provided with authentic learning opportunities that will help improve their outcome. With consistent student incentives and recognition, our attendance will increase 10% by June 2022.
<b>Monitoring:</b>	The principal, administrators, and the leadership team in collaboration with student services will implement a robust tracking system to monitor student attendance on a daily basis. We will track student attendance by requiring student attendance contracts, calling parents and holding conferences, home visits, and creating truancy packets. Teachers will also monitor the daily attendance bulletin to notice trends in student absences. The leadership team will identify opportunities to increase student attendance by implementing an attendance awards programs (i.e., barbecues, gift cards).
<b>Person responsible for monitoring outcome:</b>	Darren Jones (djones@dadeschools.net)
<b>Evidence-based Strategy:</b>	Booker T. Washington Senior High School Principal and leadership team will concentrate on the targeted element of Early Warning Systems focusing on the evidence-based strategy of attendance initiatives. The attendance initiative will assist in closing the attendance and achievement gaps amongst students. Student absences will be monitored on a daily basis to increase student attendance.
<b>Rationale for Evidence-based Strategy:</b>	Based on the targeted element of Early Warning Systems, data shows that out of 1,014 students 541 had attendance that was below 90%, 479 students failed a ELA/Math course, and 772 students are a level 1 in FSA ELA/Math EOC. The attendance initiative will provide the leadership team with a systematic approach to identify attendance issues, remediation, and rewards.

**Action Steps to Implement**

8/31-10/16- To ensure an increase in student attendance, the attendance bulletin will be monitored daily. As a result, homeroom classes with the least amount of absences will be incentivized (Perfect Attendance Assemblies, Certificates, etc.)

**Person Responsible** Darren Jones (djones@dadeschools.net)

8/31-10/16 - The attendance team will create a document with attendance tips to share with parents at open house. Also, handouts outlining attendance expectations, attendance initiatives, and tips will be provided to parents. As a result, attendance will increase schoolwide.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

8/31-10/16 - Based on the attendance data, the leadership team will create a Tornadoes War Team (TWT) that will be responsible for making daily calls home to parents in reference to student absences and tardies. The team will meet weekly to discuss attendance issues utilizing attendance excel database. As a result, attendance will increase by 20% (absences/tardies).

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

8/31-10/16 - Based on attendance data, students the exhibit unfavorable attendance are at risk of behavioral and academic problems, and the possibility of dropping out. Therefore, administration and the attendance team will hold attendance assemblies, visit homes, and set up individual conferences with students. As a result, student behavioral incidents will decrease, a surge in academic success across content areas will take place, and an increase in graduation rates.

**Person Responsible** Darren Jones (djones@dadeschools.net)

11/01 - 12/17 - To ensure sustainability and increase student attendance to 95% or higher, teachers will be trained on how to monitor unexcused absences via Gradebook and learn how to submit documentation to grade-level administration in real time. As a result, student attendance will increase.

**Person Responsible** Darren Jones (djones@dadeschools.net)

11/01 - 12/17 - The TWT team will use social media platforms (Instagram, Twitter, etc.) to celebrate classes and students who have aligned with the school-wide expectation of attendance. Verbal, nonverbal, and electronic communication tools will be utilized to challenge and support students in a positive and encouraging manner. By infusing student recognition attributes, student attendance increases, and tardy rates will decrease.

**Person Responsible** Talia Williams (taliawilliams@dadeschools.net)

01 - 31 - 04 - 9 - Developing productive school-family-community connection is essential to combat chronic absenteeism. The Tornado War Team will address systemic barriers by enhancing relationships with stakeholders to engage and come up with collaborative solutions that will draw upon assets. As a result, students and families will be able to overcome those identified barriers that have hindered them to come to school.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

01 - 31 - 04 - 9 - Daily school attendance is a priority at Booker T. Washington Sr. High. The Tornado War Team will monitor student attendance and attendance contracts on file and provide feedback to students, parents, and teachers. As a result, students who have improved attendance will be recognized on social media platforms and with a Tornado Chain as they continue to strive for a "Tornado Touchdown", which is an attendance incentive specific to chronic absentees.

**Person Responsible** Darren Jones (djones@dadeschools.net)

**#4. Leadership specifically relating to Walkthroughs**

<b>Area of Focus Description and Rationale:</b>	Based on qualitative data from the SIP Survey and the review of the Core Leadership Competencies, the targeted element to be implemented is walkthroughs. Based on the SIP Survey, teachers felt that administrators didn't consistently provide feedback to improve teacher/student outcomes, therefore we will create a walkthrough feedback form which will provide strategies to improve teacher practices and student learning.
<b>Measurable Outcome:</b>	If we successfully implement the targeted element of walkthroughs. teachers will be provided with an opportunity to collaborate with administrators to discuss classroom instruction and to improve sustainable results by teacher/administrator data chats. Based on the SIP survey, weekly walkthroughs will increase from 47% in 2020-2021 to 70% in 2021-2022.
<b>Monitoring:</b>	This initiative will be evident, by the principal requiring that administrative staff conduct weekly walkthroughs and guide instructional coaches in providing targeted teacher support. We would use consistent feedback protocols in order to set clear expectations and accountability.
<b>Person responsible for monitoring outcome:</b>	Kevin Lawrence (pr7791@dadeschools.net)
<b>Evidence-based Strategy:</b>	Booker T. Washington Senior High School Principal and leadership team will concentrate on the targeted element of walkthroughs focusing on the evidence based strategy of setting high expectations of students and staff. This initiative will assist in assessing teacher effectiveness to ensure instructional success by modifying teacher pedagogy. Administrators will provide pivotal and coherent feedback that will augment teacher instructional growth.
<b>Rationale for Evidence-based Strategy:</b>	Based on the targeted element of walkthroughs, SIP Survey results shows that 47% of teachers stated that they received weekly walkthroughs. 37% of teachers stated that the Principal and administrators provided weekly feedback to improve students outcomes. Based on this data, our walkthrough initiative will help improve teacher instruction and student learning outcomes, while developing instructional leaders.

**Action Steps to Implement**

8/31 - 10/16 - At the completion of coaching cycles, administration will conduct classroom walkthroughs to observe and monitor improvements. As a result, teacher instructional capacity will increase and positively impact student learning.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

8/31 - 10/16 - Administrators and coaches will conduct weekly walkthroughs to observe teacher instruction. The team will set weekly goals and give teacher incentives for improvement. As a result, teachers will be provided immediate, yet concise feedback from administrators (utilizing the feedback form) and coaching support from transformation coaches. Teachers will begin to recognize and maintain clear instructional expectations that are set by administration while augmenting professional development and improving student success in the classroom.

**Person Responsible** Lena Mcarthur (lmcarthur@dadeschools.net)

9/8 - 9/15 - Teachers will participate in peer-to-peer observations and use a notetaking, note-making form (anonymous) to provide immediate feedback (positive and/or questions) and partake in a think tank discussion. As a result, teachers will observe a variety of amazing instructional strategies, multiple classroom environment set ups, and the use of resources and planned instructional activities to infuse and/or take back to the classroom.

**Person Responsible** Lena McArthur (lmcarthur@dadeschools.net)

8/31 - 10/16 - Administrators will observe teachers and provide immediate feedback on teaching practices (utilizing the feedback form) classroom environment, and student engagement strategies. As a result, a shift in instruction will take place, with teachers establishing a genuine rapport with students while positively engaging them during instruction.

**Person Responsible** Kevin Lawrence (pr7791@dadeschools.net)

11/01 - 12/17 - Administrators will conduct team walkthroughs throughout all core areas, focusing on specific topics such as instructional alignment, use of resources associated to lessons plans/teacher instruction, and student engagement (i.e., turn and talk, accountable talk, think-pair-share, etc.). As a result, teachers will partake in a verbal feedback session with administrators' team. During the dialog session, teachers will have the opportunity to reflect as well as request additional support based on observational feedback. This will also increase administration knowledge of professional development needs and coaching collaboration support.

**Person Responsible** Lena McArthur (lmcarthur@dadeschools.net)

11/01 – 12/17 - Administrators and Coaches will walk through teacher's classrooms to follow up on observational support and guidance based on recommendations and professional development aligned to the administrative team walkthroughs. Teachers will receive handwritten notes (kudos), incentives during faculty and common planning meetings, and recognized during announcements. As a result, teachers will begin to improve their instruction based on recommendations from feedback and professional development, increasing their instructional fidelity.

**Person Responsible** Lena McArthur (lmcarthur@dadeschools.net)

01 - 31 – 03-18 - Administrators will continue to walkthrough content areas and provide timely feedback, focusing on student regrouping aligned to the MYA data. Administrators will also focus on instructional alignment and data grouping correlated to student data and needs improvement areas. As a result, administrators and teachers will converse on teacher support and additional interventional resources needed for student success.

**Person Responsible** Lena McArthur (lmcarthur@dadeschools.net)

01 - 31 – 04-29 - Administrators and Coaches will continue to walk through teacher's classrooms to follow up on observational support and guidance based on recommendations and professional development. Upon completion of mid-year testing, administrators will walkthrough refocusing on resources and standards, data and regrouping for interventions to ensure students are being provided with remediation and support of weakest standards. As a result, teachers will continue to improve their instruction based on recommendations from feedback and professional development, increasing their instructional fidelity.

**Person Responsible** Lena McArthur (lmcarthur@dadeschools.net)

### Additional Schoolwide Improvement Priorities



Using the [SafeSchoolsforAlex.org](https://www.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.

**According to the state report derived from SafeSchoolsforAlex.org data dashboard, Booker T. Washington Senior High School ranked very low in violent incidents, drug/public order, and suspensions during the 2019-2020 school year. Analyzing the data, our primary area of concern is property incidents reported to the state. Booker T. Washington Senior ranked #394/505 and #59/74 per 100 students (0.10). Our goal is to ensure that all stakeholders feel safe and secure when visiting and/or attending the school; therefore, we will create a plan of action to address the deficient need. This progress monitoring plan will afford administrators and leadership team the ability to examine incidents and make changes in protocols as needed. Additionally, we will ensure school monitors are visible and walking the perimeters of the building fluidly, daily. These steps will help address the concern and begin minimizing incidents.**

#### **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.**

Booker T. Washington Senior High School strengths within school culture are in physical and emotional safety, engaging learning environments, and clearly defined expectations. We create an environment that supports the emotional and physical needs of students and staff, while strategically exemplifying our mission. We help promote a safe community that champions high academic standards, self realization, and responsible citizenship for all students.. Students are supported through our tornado mentorship and restorative justice practices programs, themed weeks, community outreach events, celebrating teacher/ student success on social media platforms. We encourage school pride through college Wednesdays and tornado pride Fridays. We also ensure communication was shared with all stakeholders through Connect Ed, social media/technology programs (MS Teams, Remind, Zoom, Instagram, Facebook, Twitter etc.)

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

The stakeholders at Booker T. Washington Senior High School that are involved in building positive culture and environment are the Principal, Vice Principal, Assistant Principals, Administrative Assistants, Instructional Coaches, Teacher Leaders, and Counselors. The Principal's role is to monitor and oversee all the school's initiatives and ensure that students and staff are celebrated by emphasizing accomplishments and collaboration. The Vice and Assistant Principals will monitor various programs within the school and

assist in ensuring that all information is shared with stakeholders in a timely manner. Administrative assistants will support daily program initiatives and school cultural goals. Instructional Coaches and teacher leaders assist in providing and responding to feedback from stakeholders. All leadership team members are responsible for making specific efforts to connect and build relationships with students, parents, families, and the community.

**Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00