

Sarasota County Schools

# Booker High School



2022-23 Schoolwide Improvement Plan

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## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

[www.sarasotacountyschools.net/bookerhigh](http://www.sarasotacountyschools.net/bookerhigh)

## Demographics

**Principal: Rachel Shelley**

Start Date for this Principal: 7/1/2011

<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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	73%
<b>2021-22 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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (52%) 2018-19: B (55%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* 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 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](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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">73%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">77%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	B	B

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Shelley, Rachel	Principal	School Principal
Bryant, Kira	Assistant Principal	Assistant Principal of Curriculum
Tinkis, Stacey	Assistant Principal	Assistant Principal of Administration
Leinweber, Joshua	Assistant Principal	Assistant Principal
Rumph, Greg	Assistant Principal	Assistant Principal
Ott, Julie	Teacher, K-12	Math Department Chair
Persaud, Jasmine	Other	Instructional Facilitator
Urquiza, Lorida	Teacher, K-12	Electives Department Chair
Catlin, Lynne	Teacher, ESE	ESE Liaison
Davis, Khea	Other	College and Career
Hutchinson, Chris	Other	AICE Coordinator
Kelley, Ryan	Teacher, K-12	Law Academy Coordinator
Miller, Myndel	Other	Testing Coordinator
Noren-Hoshal, Kari	Other	ESOL Liaison
Williams, Tymesha	Teacher, Career/Technical	CTE Department Chair
Riebe, Toni	Teacher, K-12	Science Department Chair

## Demographic Information

### Principal start date

Friday 7/1/2011, Rachel Shelley

**Number of teachers with a 2022 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.*

2



**Number of teachers with a 2022 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.*

10

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

87

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

1,301

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

13

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

14

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	343	356	336	266	1301
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	134	120	125	106	485
One or more suspensions	0	0	0	0	0	0	0	0	0	0	45	41	33	12	131
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	37	119	67	8	231
Course failure in Math	0	0	0	0	0	0	0	0	0	0	12	34	21	6	73
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	110	90	68	0	268
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	86	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	22	16	18	10	66

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	177	127	111	13	428

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	25	38	35	100
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	14	20	6	54

**Date this data was collected or last updated**

Saturday 9/10/2022

**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	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	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

**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	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	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
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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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	60%	51%				54%	67%	56%
ELA Learning Gains	54%						49%	53%	51%
ELA Lowest 25th Percentile	53%						37%	46%	42%
Math Achievement	34%	43%	38%				43%	63%	51%
Math Learning Gains	30%						39%	51%	48%
Math Lowest 25th Percentile	23%						32%	48%	45%
Science Achievement	51%	56%	40%				66%	78%	68%
Social Studies Achievement	55%	50%	48%				77%	81%	73%

**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

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
2022					
2019	66%	77%	-11%	67%	-1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	77%	-7%	70%	0%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	73%	-33%	61%	-21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	69%	-31%	57%	-19%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	47	47	33	40	33	24	36		72	62
ELL	20	49	51	21	24	29	22	31		98	59
BLK	36	50	52	23	33	32	37	44		81	62
HSP	43	52	53	32	30	21	41	46		88	78
MUL	59	59		43	24		62	50		87	92
WHT	73	60		48	30	20	85	76		90	90
FRL	39	50	54	30	29	25	42	49		86	77
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
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

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	548

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	11
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

We identified that student performance is trending in a positive direction. When comparing 2022 results to the 2021 results, we identified that ELA Achievement moved from 45% to 50% proficiency, ELA Learning gains increased from 44% to 54%, and ELA L25 rose from 33% to 53%. Out the ELA components of school grade, we identified that 2 areas surpassed our pre-pandemic results: ELA Learning Gains and ELA L25. In addition, we found that all of our subgroups demonstrated an increased result in all ELA components, with the only exception being ELA Learning Gains for WHT students, who remained stagnant at 60%.

We found similar results for the math components; Math Achievement rose from 27% to 34%, Math Learning Gains increased from 17% to 30% and L25 performance moved from 12% to 23%. We saw every category increase except for our MUL Math Achievement’s slight decrease from 44% to 43%. Our Science Achievement data increased from 49% to 51%. Science subgroup data results showed an increase in all categories except ELL, 52% to 31%, and HIS, 70% to 46%.

The only school grade component that our school saw a decrease was in Social Studies Achievement, with decline from 65% to 55%. When analyzing our subgroup data, we identified that most subgroups also declined in performance. SWD performance moved from 53% to 36%, ELL from 52% to 31%, HIS moved from 70% to 46%, MUL moved from 67% to 50%, WHT from 83% to 76% and FRL from 57% proficiency to 49%.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our school will strategically work to support Social Studies Achievement, as this area has been identify as the only school improvement category in which we saw a decrease in performance data. In addition, we will be targeting support to our Students with Disabilities and English Language Learners. SWD ESSA data was at 42%, slightly above the 41% threshold, and ELL ESSA data was below the 41% with 40%.

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

Contributing factors for this need for improvement include the need to prepare our students for the demand of the End of Course Exam in addition to the other requirements of the courses offered. We will need to consider our subgroups

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

As noted above, our school showed an improvement in all school grade components, with the exception of one area. Our greatest areas of growth were our over all learning gains and learning gains for our L25 in both ELA and Mathematics.

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

Our school was provided additional support in the form of an Instructional Facilitator. This additional support took multiple action steps to layer support for our learners. This person pulled small groups for targeted interventions, provided instructional support to classroom teachers. In addition, there was a renewed focus on subgroup performance and collective efficacy to accelerate student performance.

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

This year we will bring back "Snacks and Strats." This will be a monthly professional learning time for our teachers to learn a new strategy that will support student achievement. In addition, we will be moving towards a restructure of our PLC model. We will keep our focus on learning, a collaborative culture, and on results. We will work together to implement a guaranteed and viable curriculum to all students, teacher clarity, and work to implement interventions that fill academic gaps and accelerate learning for all.

**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.**

We will increase learning opportunities around best practices to support ESE and ELL learning. We will embrace a culture of learning as professional learning community and participate in PLC trainings, culture building sessions, essential standards, formative assessments, progress monitoring, intervention development, and other high impact strategies.

**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 continue to provide interventions, professional learning, resource recommendations, data chats, and instructional coaching centered on literacy. In addition, we have hired an additional Instructional facilitator who will have a laser focus on mathematics. Additionally, we will be providing instructional support (tutoring, re-teaching, homework help, etc.), during and after school hours by highly qualified teachers.



**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and**

**Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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. As our plan details, we have seen an increase in performance, however, we are still below the state performance/proficiency averages. We will work to close this gap and bring us back to pre-pandemic performance in all reading areas.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

During the 2022-2023 school year, ELA achievement will increase from 50% to 56%, ELA learning gains will increase from 54% to 60% and ELA learning gains of the lowest quartile will increase from 53% to 60%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

We will use FAST progress monitoring data to monitor student performance and growth throughout the 22-23 school year. Intensive Reading teachers will also monitor their students using Achieve 3000.

**Person responsible for monitoring outcome:**

Joshua Leinweber (joshua.leinweber@sarasotacountyschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

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 Progress Learning and District benchmark assessments to determine where students to ensure mastery learning of standards. Reading intervention students will progress monitor their growth alongside their teacher utilizing Achieve 3000. ELA and ILA teachers will collaborate with our Instructional Facilitator to provide targeted interventions for bottom quartile students.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 learning 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 identify essential standards, create standards-based lessons, assessments and interventions.
3. Using Jumpstart funds, host full day Professional Learning Community collaborative sessions for common content area teachers.
4. Provide after school tutoring for students who need additional support. Explore the need to virtual options for students who may not be able to attend in person after school.
5. Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions through small group instruction.
6. Work collaboratively around 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.
8. Utilize the MTSS process to identify struggling students and provide appropriate interventions.
9. Schedule level 1 reading students into appropriate intervention courses and provide support for level 2 students who do not have reading intervention class.
10. Classroom teachers will work with ESE teachers and Liaisons to plan interventions and scaffolds to best support SWD.
11. Classroom teachers will work receive support for ELL Liaison to support best practice for English Language Learners
12. Literacy Walkthroughs and implementation of the Literacy Leadership Team.
13. Targeted interventions supported by school-based instructional facilitator.
14. Cross-curricular planning sessions with History and ELA to support literacy across content areas.

**Person Responsible**

Joshua Leinweber (joshua.leinweber@sarasotacountyschools.net)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Booker High School saw improvement in math performance, however, we are below state performance averages. It is our goal to close this gap and continue seeing growth in all areas of our mathematics performance. Students are required to pass the Algebra End of Year Assessment for graduation.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

During the 2022-2023 school year, mathematics achievement will increase from 34% to 45%, mathematics learning gains will increase from 30% to 44% and mathematics learning gains of the lowest quartile will increase from 23% to 40%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Standards-based progress monitoring will occur throughout the school year using the ALEKS program, benchmark assessments, mid terms, and teacher created formative assessments.

**Person responsible for monitoring outcome:**

Kira Bryant (kira.bryant@sarasotacountyschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented**

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 Progress Learning, district benchmark assessments, ALEKS) will be analyzed to determine what student have learned and where teachers need to focus in order to ensure mastery learning 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.

**for this Area of Focus.****Rationale for Evidence-based Strategy:****Explain the rationale for selecting this specific 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 learning 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 continued learning gains and achieve proficiency.

**Describe the resources/ criteria used for selecting this strategy.****Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Common planning period for Algebra 1 and Geometry teachers for collaborative planning.
2. Support PLC groups by attending meetings and providing needed resources. Ensure curriculum specialists are invited and play a role with PLCs to support the identification of essential standards, creation of common assessments, collaborating around quality standards-based lessons, and plan interventions.
3. Provide after school tutoring for students who need additional support. Explore virtual options for students who may not be able to attend in person after school.
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 para push-in support.
8. Instructional Facilitator will provide targeted support in Algebra 1 and Geometry classes to fill academic gaps and accelerate learning.
9. Provide multiple training opportunities for teachers to learn about the new state standards and textbook.
10. Teacher will use the ALEKS progress monitoring tool at least 30 minutes per week.

**Person****Responsible**

Kira Bryant (kira.bryant@sarasotacountyschools.net)

**#3. Instructional Practice specifically relating to Social Studies****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Social Studies Achievement is the only area that we declined. This was a 10% point decrease. Students are required to take US History and sit for the EOC for graduation purposes.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

During the 2022-2023 school year, US History proficiency will increase from 55% to 78%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Quarterly benchmark assessment and common standards-based formative assessments will be used to progress monitoring through the school year.

**Person responsible for monitoring outcome:**

Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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 Progress Learning and district benchmark assessments to determine student mastery and identify areas remediation necessary. US History teachers will use Document Based Questioning (DBQ) to focus on literacy through historical sources.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 specialists are invited and play a role with PLCs to support the identification of essential standards, creation of common assessments, collaborating around quality standards-based lessons, and plan interventions.

3. Teachers will focus on social studies academic vocabulary that will be covered on the EOC.
4. Structured lessons using differentiated DOK levels of thinking with literacy pieces to accelerate learning.
5. Provide after school tutoring for students who need additional support. Explore virtual options for students who may not be able to attend in person after school.
6. Document Based Questioning (DBQ) training and utilization to focus on literacy through historical sources.
7. Utilize the MTSS process to identify struggling students and provide appropriate interventions.
8. Pull and analyze data with teachers to progress monitor and plan appropriate remediation and interventions.
9. Team collaboration and learning around best practices and methods to teach/re-teach key standards.
10. Determine class periods with high population of ESE/ESOL students for para push-in support.

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

**#4. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Last year, Booker High School saw a slight increase in science performance, however, this is lower than our school performance pre-pandemic. We are working to accelerate science learning so we can obtain 2019 performance levels.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

During the 2022-2023 school year, Biology proficiency will increase from 51% to 68%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

This year we will use PENDA and standards-based benchmark assessments to progress monitor throughout the school year, in addition to our teacher created common formative assessments.

**Person responsible for monitoring outcome:**

Kira Bryant (kira.bryant@sarasotacountyschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Argument Driven Inquiry will be utilized to enhance standard-based learning through scientific discovery. Penda will be utilized on a weekly basis to promote science literacy which will elevate the proficiency of student achievement on the End of Course Exam.

Professional Learning Community – interaction of Biology teachers for data driven common lesson and assessment planning with a concentration on science vocabulary, and scientific reading proficiencies (weekly 45-minute sessions & 1 full day session/quarter). Individual and/or small group interventions based on data, targeting lower-level ELA students to enhance science literacy.

Argument Driven Inquiry allows the students freedom to explore science learning through guided independent and small group research and experimentation. This provides an atmosphere of more in-depth understanding of scientific concepts as well as developing reading skills.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Penda reading modules provide reinforcement of educational information learned in the classroom, increasing knowledge of subject matters at all levels of reading proficiency. Allows teachers easy access to data on state standards.

Professional Learning Communities allow teachers the time to to organize data and thought, so class content is standards driven and interventions are specific to the deficiencies of students in our classrooms.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 resources. Ensure curriculum specialists are invited and play a role with PLCs to support the identification of essential standards, creation of common assessments, collaborating around quality standards-based lessons, and plan interventions.



3. Provide after school tutoring for students who need additional support. Explore virtual options for students who may not be able to attend in person after school.
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. Collaboration of best practices and methodologies for instructional delivery of science standards.
7. Argument-Driven Inquiry (ADI) training and utilization to focus on literacy through the scientific process.
8. Provide ongoing Penda training and support to implement this standards-based instructional and progress monitoring tool.
9. Department head will develop Biology strategic interventions to be shared with other Biology teachers.
10. Push-in/pull-out support provided by science department head during period of the school day.
11. Strategic focus on academic vocabulary.

**Person Responsible**

Kira Bryant (kira.bryant@sarasotacountyschools.net)

**#5. Instructional Practice specifically relating to Graduation**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Focusing on increasing the graduation rate will also have an impact on academics, discipline, and the culture and environment.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** There will be a 3% increase, from 87% to 90\*%, in our overall graduation rate by the end of the 2022-2023 school year.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** Graduation rate components will be monitored 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 and presented to the P10 and SWST teams to identify barriers and develop actionable plans to help students graduate.

**Person responsible for monitoring outcome:** Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** 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 support early success.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** School-based and district supported 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/in danger. 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor dropout list and have a staff member attempt to reengage.
2. Weekly Project 10 meetings with district and school-based members to target and support at-risk students (attendance, behavior, grades).
3. Mentor at-risk seniors.
4. Intentionally attempt to re-engage students identified as dropouts.
5. Deliberate focus on at-risk Freshmen and Sophomores.
6. Creative scheduling options to support graduation.
7. Actively engage with the Truancy Prevention Program

- 8. Use Edmentum for SAT Test Prep for students who have struggles to meet the graduation testing requirements.
- 9. Support staff, including Instructional Facilitators, provide academic to support at-risk students
- 10. Offer opportunities for students to received academic support during non-standard hours; nights, weekends, summer, etc.

**Person Responsible**

Stacey Tinkis (stacey.tinkis@sarasotacountyschools.net)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

Booker High School understands the importance of a positive school culture and environment. BHS's Positive Behavioral Interventions and Supports (PBIS) program highlights and communicates 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 continue to influence school culture in a positive way. The core pillars of our STORM expectations are Self-Communication, Tolerance, Ownership, Respect and Making a Difference. Teachers and support staff have opportunities to recognize students meeting behavior expectations by assigning points to students who model these traits using our PBIS Rewards system. Students use the PBIS Rewards points to redeem rewards from our school store, also known as the STORM Shelter.

BHS has identified celebrating success as a key lever to impact a positive school culture. BHS utilizes two monthly structures to identify and praise/acknowledge students and staff for adhering to our PBIS STORM pillars. First, our Faculty/staff of the Month program allows for students and staff to nominate a faculty or staff member who modeled excellence in one or more of the pillars. Stakeholders nominate staff members using Microsoft FORM and explain the reason for the nomination. BHS administration reads the names publicly on the morning news, honors the teacher with a certificate, and a special treat. We average approximately 75 nominations per month. In addition, Storm Reports (Positive Referrals) are given by teachers when students that excel at one of our PBIS pillars. Teachers write those as necessary, and they are processed in the same manner as we process discipline referrals. Students are called down, parents are called, and the positive referral is read to them word-for-word. Students receive bonus PBIS points for earning Storm Reports.

BHS implements specific activities and programs throughout the year to help foster a positive climate on

campus. One of these PBIS activities is our Renaissance Academic Reward Program. The tenets of the program emphasize recognizing students who are making great academic achievements, showing 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 our students is vital to fostering self-confidence. One way we 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. Another impactful part 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, and parent meetings. 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. 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 support parents and families working with their children to improve achievement.

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

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 throughout PBIS reward system, collect and review behavioral data to provide support for students using a multi-tiered system of supports (MTSS) to ensure our students are accelerating their learning. In addition, the Schoolwide Support Team (SWST) meets weekly. Students are encouraged to get involved with school decisions through Student Government Association and School Advisory Counsel. The student representatives bring forth concerns from others. We strive to make sure these student leaders represent the demographics of our school. This school year we will be actively working to increase parent involvement. Parents will be encouraged to volunteer their time for various activities on campus as well as asked to join our SAC (School Advisory Council). We will continue to engage our community partners, as they are extremely important at BHS as they keep us connected with our community including resources and scholarships.