Booker T. Washington Senior High

2022-23 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: 8/8/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (47%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the 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.](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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	92%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		I	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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
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
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.
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	Assistant Principal	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.
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.
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.
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.

Demographic Information

Principal start date

Monday 8/8/2022, Kevin Lawrence

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.*

0

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.*

4

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

1,017

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

20

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	288	327	236	237		1088
Attendance below 90 percent	0	0	0	0	0	0	0	0	140	106	83	85		414
One or more suspensions	0	0	0	0	0	0	0	0	94	64	20	18		196
Course failure in ELA	0	0	0	0	0	0	0	0	19	28	21	3		71
Course failure in Math	0	0	0	0	0	0	0	0	24	48	37	17		126
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	177	211	129	0		517
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	167	217	118	13		515
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	167	186	131	80		564

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	0	0	0	

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	6	3	0	8	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/8/2022

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	320	244	262	188	1014
Attendance below 90 percent	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		
Course failure in ELA	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	40	70	87	47	244
Level 1 on 2019 statewide FSA ELA assessment	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	116	87	87	90	380
Number of students with a substantial reading deficiency	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	4	11	9	4	28

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	320	244	262	188	1014
Attendance below 90 percent	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	
Course failure in ELA	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	40	70	87	47	244
Level 1 on 2019 statewide FSA ELA assessment	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	116	87	87	90	380
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Indicator	Grade Level													Total
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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	6	3	0	8	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	15	6	9	35

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	19%	54%	51%				27%	59%	56%
ELA Learning Gains	35%						41%	54%	51%
ELA Lowest 25th Percentile	32%						35%	48%	42%
Math Achievement	22%	42%	38%				24%	54%	51%
Math Learning Gains	51%						34%	52%	48%
Math Lowest 25th Percentile	66%						51%	51%	45%
Science Achievement	41%	41%	40%				59%	68%	68%
Social Studies Achievement	43%	56%	48%				45%	76%	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	51%	68%	-17%	67%	-16%

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	42%	71%	-29%	70%	-28%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	63%	-45%	61%	-43%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	54%	-32%	57%	-35%

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	17	26	52	32	52	72	43	51		97	23
ELL	6	28	22	15	54	63	25	30		94	59
BLK	20	35		20	48	68	45	35		100	49
HSP	18	34	29	23	52	65	38	49		95	49
FRL	19	36	34	22	51	68	41	44		98	49
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

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	43
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	18
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

According to the 2022 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 ELA 2022 data shows that Booker T. Washington Senior High School (BTW) students' proficiency in 9th and 10th grade is 18% (Three-year trend data shows 30% in 2018, 21% in 2019, & 20% in 2021), which is 39 percentage points lower than the district.

The Algebra and Geometry 2022 EOC data reflects that BTW student's proficiency is 19%, which is 36 percentage points below the district average (Three-year trend shows 31% in 2018, 20% in 2019, and, the data dropped significantly to 6% in 2021).

The Biology 2022 EOC data reflects that BTW student's proficiency is 35%, which is 13 percentage points lower than the district (Three-year trend shows 50% in 2018, 51% in 2019, & 23% in 2021).

The Social Studies 2022 EOC data reflects that BTW student's proficiency is 39%, which is 34 percentage points below the district (Three-year trend shows 50% in 2018, 42% in 2019, & 37% in 2021).

Reviewing the subgroup data for 2022, BTW FSA ELL data continues to fall below the District/Tier 2/3 schools. In 2019-2020, trend data shows FSA ELL subgroup data at 21% proficient. The ESE student population scored higher than ED and ELL students. ELA and Math lowest 25 showed learning gains at 50% in ELA and 67% in Math, compared to 26%/ELL, 38%/ED (ELA ELL/59% and 53%/ED in Math).

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

According to the progress monitoring database system, ELA proficiency on the ELA FSA in 2022 was 18%; therefore, ELA shows the greatest needs for improvement with a 2% decrease during the 2021 FSA 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?

Contributing factors which correlated to ELA needs for improvement was due to teacher turn over and excessive absences in 9th grade ELA. In order to address these needs for improvement, teachers will be provided professional development in data analysis, engagement strategies, and implementing the B.E.S.T. standards. The will result in the development of a collaborative professional culture to support student-centered teaching and learning. Also, professional development will equip novice teachers with meeting specific demands that come with teaching. Finally, when teachers feel that they are learning new practices and skills that are directly applicable to their needs and the needs of their students, it begins to improve their job satisfaction and therefore, supports teacher retention.

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

According to the progress monitoring database system, Algebra and Geometry EOC shows the most improvement with an increase from 6% in 2021 to 19% in 2022, yielding a 13 percentage point improvement.

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 Math performance data. Teachers used collaborative planning to create Instructional Focus Calendars which were aligned to state standards. Teachers analyzed and disaggregated Math data monthly to ensure that lessons were remediated and students received targeted D.I. Teachers integrated the technology program Math Nation and utilized city year interventionists in the classroom. Additionally, students were able to participate in a community partnership with Florida International University Access Math Lab.

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

The strategies that will be utilized to accelerate learning are B.E.S.T standards and differentiation. Teachers will collaboratively plan with instructional coaches to analyze and align lessons to the new B.E.S.T standards. Teachers will engage students in collaborative discussion strategies, RTI Interventions, extended learning opportunities, and increased utilization of technology programs. Teachers will also progress monitor students during one-on-one data chats, analyze student data, and provide small group differentiated instruction.

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 differentiation, progress monitoring, and the implementation of the "B.E.S.T Standards. Additional support will be provided through PLCs, Collaborative Planning meetings, Peer to Peer Observations, and Administrator to Teacher data dialogs. Administration and the leadership team will develop whole group sessions on introducing the B.E.S.T Standards on August 12, 2022; Analyzing Student Data to Create and Implement DI on September 9, 2022; Focus on Designing Student End-Products on September 21, 2022; and, monthly PD's on Sharing Best Practices for New Teachers (August 24, 2022, September 14, 2022, October 19, 2022, and November 14, 2022).

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, as well as spring and winter break academies). Teachers will provide 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 Math Nation, Imagine Learning, Achieve 3000, Khan Academy, Read180, 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.

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 Differentiation

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 2022 data review, Booker T. Washington Senior High School focus target to be implemented is differentiation. This area of focus is based on our findings from the data that demonstrated proficiency in ELA (18%), Math (19%), Science (35%), and Social Studies (39%); compared to the 2021 proficiency data, ELA (20%), Math (6%), Science (23%), and Social Studies (37%). 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 students are provided differentiated instruction targeting their lowest benchmarks. We must equip teachers with the skills and strategies needed to plan and implement effective D.I. This will provide students with the tools needed to show improvement and proficiency on end of the year state assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Within the implementation of differentiation, our goal is to increase student learning gains and proficiency. If we successfully ensure that students are provided small group and individualized differentiated lessons to target their learning deficiencies, our proficiency will increase 3% in all core areas as evidenced by the 2023 State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Booker T. Washington Senior High School leadership team will provide faculty and staff with professional development workshops in differentiation. Teachers will learn how to differentiate the content, process, and the product. Teachers will be provided time in their schedules weekly to plan for differentiated lessons with their instructional coaches and peers. Lessons plans will be reviewed weekly to ensure that they have the necessary D.I. components. During weekly administrative walkthroughs, administration will observe effective differentiation rotations and provide teachers with immediate feedback. Lessons will target student's lowest benchmarks, utilizing a variety of instructional strategies and student assessments.
Person responsible for monitoring outcome:	Lena Mcarthur (lmcarthur@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the target of differentiation, 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 provide differentiated instruction. Students will participate in independent, teacher led, and technology stations. Teachers will deliver a variety of lessons on each student instructional learning level. Students will show evidence of mastery through a variety of assessments. This evidenced-based strategy will allow teachers to differentiate the product. Teachers will learn how to gather, evaluate, and/or

implemented for this Area of Focus.	create multiple instructional materials to provide students with the opportunity to work on the same benchmarks, concepts, and ideas, but at different levels of proficiency.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Differentiation was selected due to student data and low proficiency in core subjects such as ELA, Algebra, Geometry, Biology, and US History. Using this differentiation process, teachers will be able to use assessment data and a variety of activities to allow students to learn at their instructional level. A range of differentiated activities will include, reteach and enrichment lessons, student/teacher data analysis, and rotational groups which deliver lessons based on students learning needs at varying levels of difficulty based on the ability of each student.

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.

9/6 - 9/9 - During collaborative planning, teachers will participate in a Professional Development training on analyzing student data and creating/implementing differentiated instruction. As a result, teachers will provide small group differentiated instruction focusing on the content, process, and products at various student levels.

Person Responsible	Tia Ellis (tellis@dadeschools.net)

8/22 - 10/14 - Transformation coaches will provide support with data analysis and D.I. lessons during collaborative planning. As a result, this will increase teacher knowledge of how to create and implement lessons that are appropriate for differentiated instruction.

Person Responsible	Lena Mcarthur (lmcarthur@dadeschools.net)

8/22 - 10/14 - Administrators will conduct walkthroughs in order to ensure differentiated instruction is engaging, data driven, and on student's instructional level. Administrators will provide coaches and teachers with immediate feedback. As a result, academic coaches will provide coaching support to teachers based on administration recommendation.

Person Responsible	Kevin Lawrence (pr7791@dadeschools.net)

8/22 - 10/14 - Teachers will facilitate teacher/student data chats and monitor student progress in deficient benchmarks by providing reteach assignments during differentiated instruction. As a result, teachers will effectively use data trackers to monitor students' progress and adjust lessons as needed.

Person Responsible	Lena Mcarthur (lmcarthur@dadeschools.net)

10/31 - 12/16 - Literacy coaches will provide coach/teacher collaborations with a focus on D.I. with a targeted group of teachers. As a result, teachers will begin to infuse effective strategies to provide small group instruction correlated to student data.

Person Responsible	Tia Ellis (tellis@dadeschools.net)

11/14 - 11/18 - Teachers will participate in school-wide learning walks to observe various D.I. teaching strategies. As a result, teachers will implement learned strategies and practices in their classrooms.

Person Responsible   Lena Mcarthur (lmcarthur@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA data review, Booker T. Washington Senior High School administration and leadership team has identified the B.E.S.T. Standards as the area of focus. Based on our findings from the data, it showed that the proficiency in ELA (18%), Math (19%), Science (35%), and Social Studies (39%); compared to the 2021 proficiency data, ELA (20%), Math (6%), Science (23%), and Social Studies (37%). Additionally, the 2022 FSA data review shows that Booker T. Washington Senior High School data is lower than the district and Tier 2/3 schools. During the 2022-2023 school year, the instructional standards have changed; therefore, we must focus our support on providing teachers with the tools and resources to effectively plan lesson utilizing the best standards. Through coaching collaborations, modeling, and collaborative planning, teachers will plan quality lessons which will prepare students with the tools needed to show improvement and increase proficiency on end of the year state assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Within the implementation of the B.E.S.T Standards, our goal is to increase student proficiency. If we successfully ensure that teachers are making instructional decisions based on the Progress Monitoring data, it is expected that student proficiency will increase by 3% in all core areas, as evidenced by the Spring 2023 State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Booker T. Washington Senior High School leadership team will provide professional development workshops on the B.E.S.T. Standards for faculty and instructional staff. Teachers will be encouraged to engage in professional learning communities to make collaborative decisions based on data. Additionally, Instructional Coaches will lead weekly Collaborative Planning to ensure teachers are able to plan lessons that are rigorously aligned to the B.E.S.T. Standards. Through weekly administrative walkthroughs, lesson plans will be reviewed, coaching collaborations will be monitored, and instructional delivery will be observed with timely feedback to follow.
Person responsible for monitoring outcome:	Kevin Lawrence (pr7791@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategies that will be used in this area of focus is Collaborative Planning, Professional Learning Communities, and On-Going Progress Monitoring. Research shows that even the most experienced teachers benefit from sharing ideas. When teachers' effectiveness and knowledge increases, students' chances for academic success increases as well. Based on the 2022 FSA data, Booker T. Washington's overall ELA, Math, Science, and Social Studies proficiency fell below 50%, indicating that shifts in instructional practices are needed.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These strategies were selected based on the analysis of the 2022 FSA student data and the new B.E.S.T. Standards. During collaborative planning, academic coaches will provide teachers with the tools and resources needed to effectively align instructional practices to student data and overall achievement. Teachers will utilize daily end products to reflect on lessons and mini assessments to evaluate student mastery.

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.

8/12 - Instructional Coaches will create/design professional developments to introduce the B.E.S.T. Standards. As a result, teachers will be able to effectively plan lessons aligned to the B.E.S.T. Standards.

Person Responsible	Tia Ellis (tellis@dadeschools.net)

8/22 - 10/14 - Teachers will participate in a Professional Development training with a focus on designing student end products. As a result, teachers will be able to reflect on instructional practices and make modifications to the effectiveness of instructional implementation of standards-aligned instruction.

Person Responsible	Tia Ellis (tellis@dadeschools.net)

8/22 - 10/14 -Teachers will adjust instructional practices to address student deficiencies based on progress monitoring data and provide reteach assignments during differentiated instruction. As a result, teachers will utilize the best standards to create and/or gather material resources to provide targeted lessons during small group instruction.

Person Responsible	Christopher Pardo (252066@dadeschools.net)

8/22 - 10/14 - Administrators will monitor teachers' implementation of B.E.S.T. Standards and will provide timely feedback. As a result, teachers will continue to improve on aligning their lessons with standards-aligned instruction.

Person Responsible	Kevin Lawrence (pr7791@dadeschools.net)

10/31 - 12/16 - Coaches will create a collaborative folder with resources aligned to B.E.S.T. Standards. As a result, these resources will assist teachers with planning for whole group and D.I. instruction.

Person Responsible	Tia Ellis (tellis@dadeschools.net)

10/31 - 12/16 - Teachers will attend a refresher professional development designed to focus on B.E.S.T. Standards' clarifications. As a result of attending this professional development, teachers will be able to effectively align lessons to targeted benchmarks.

Person Responsible Lena Mcarthur (lmcarthur@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Celebrating Success	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Booker T. Washington Senior High School has identified the area of focus based on the critical need which is celebrating success, therefore our goal is to augment student overall positivity of the school environment. According to the 2021-2022 School Climate Survey, when students were asked if they agreed that "the overall climate at my school is positive and helps me learn", 25% of students disagreed and 31% remained neutral, compared to the 8% disagreeing, and 27% being neutral during the 2020-2021 school year. This indicates a 17 percentage point increase of students that disagreed, denoting that there is room to grow in impacting the overall climate in a positive way. Research has proven that by celebrating student success, a lasting impact is left on the learners' memory, it instills a love of learning, and helps develop intrinsic motivation within students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After reviewing school data, students who tested proficient on the 2022 Spring administration of the FSA and EOC will be celebrated. Administration and the Leadership team will have an "All Star Pro-Party," providing students with certificates of recognition and accomplishment as well as a honorable mention over the PA as well as highlighted on our social media platforms. Additionally, students will be recognized for achieving learning proficiency during the F.A.S.T and Topic Assessments throughout the 2022-2023 school year. These incentives will also include a pizza party, skip the line during lunch, and highlights on the school's social media platforms and PA. Our goal is to increase positivity by 10 percentage points on the school climate survey by motivating teachers and students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal, administrators, and the leadership team in collaboration with student services will implement a tracking system to monitor student incentives and successes on a weekly basis. We will spotlight students and teachers on social media sites. Additionally, the leadership team will identify opportunities to increase student morale by implementing awards programs (i.e., barbecues, gift cards, etc.).
Person responsible for monitoring outcome:	Christopher Pardo (252066@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence based strategy that will be used in this area of focus is celebrating success. Our goal is to continuously focus on celebrating the success of students and staff to ensure that they are motivated and committed to continuous improvement.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Promoting a positive school climate ultimately increases student productivity and success. Therefore, we will promote high student achievement, upsurge morale, create collaborative communities within the learning environment, and continue to celebrate faculty and staff throughout the 2022-2023 school year.

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.

8/22 - 10/14 - Faculty, staff, and students will be highlighted monthly using various social media platforms to celebrate success in and out of the classroom. As a result, it will provide students with the confidence needed to work hard work and impactful decisions.

Person Responsible	Christopher Pardo (252066@dadeschools.net)

8/22 - 10/14 - The student services team will meet monthly with grade level sponsors to implement incentives and activities for each grade level. As a result, it will promote attendance, positive behavior, and academics.

Person Responsible	Lena Mcarthur (lmcarthur@dadeschools.net)

8/22 - 10/14 - Teachers will spotlight students who are going above and beyond in their classrooms with class celebrations, student spotlight walls, and notes home to parents. As a result, students will be inspired to excel in and out of the classroom.

Person Responsible	Lena Mcarthur (lmcarthur@dadeschools.net)

8/22 - 10/14 - Administrators will positively praise and incentivize students/teachers on announcements and during team meetings. As a result, the community of practice will transform into a positive climate, creating encouraging changes in the learning environment.

Person Responsible	Kevin Lawrence (pr7791@dadeschools.net)

10/31 - 12/16 - The leadership team will formulate a plan to give students rewards and incentives for showing improvement on Unit Exams, Topic, and FAST Progress Monitoring Assessments. As a result, students will be motivated to show increased proficiency results on these assessments and provided with a chance to participate in a Holiday bash.

Person Responsible	Christopher Pardo (252066@dadeschools.net)

10/31 - 12/16 - The leadership team will create a "celebration space" such as a designated bulletin board or display case where students are celebrated. Each month, the school's Tornadoes in Action "celebration space" will spotlight multiple students from each grade level/subject." As a result, morale and culture will improve schoolwide.

Person Responsible   Talia Williams (taliawilliams@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention

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 Booker T. Washington Senior High School demographic information, the targeted element to be implemented is teacher recruitment and retention. According to the demographic information, 20 instructional staff left the school in the 2021-2022 school year and 14 teachers joined the school in the 2022-2023 school year, compared to two leaving in the 2020-2021 and one joining in the 2021-2022 school year. Therefore, we will implement strategies that will help foster relationships and create a school culture which will recruit and retain teachers.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the targeted element of teacher recruitment and retention, teachers will be provided with an opportunity to collaborate with administrators and fellow peers to share successful practices. Also, teachers will be provided with coaching and mentoring support. On the other hand, novice teachers will attend monthly BTW new teacher meetings to enhance their instructional knowledge. Based on the demographic information, the number of instructional staff leaving will decrease from 30% in 2021-2022 to 5% in 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This initiative will be evident, by the principal and administrators conducting monthly new teacher meetings to support novice staff members. Administration will ensure that teachers are actively participating in collaborative planning meetings with instructional coaches, in order to receive support with instructional resources. Teachers will be surveyed regularly to share feedback and ideas in order to check in and see how they are doing and if any additional support is needed.
Person responsible for monitoring outcome:	Kevin Lawrence (pr7791@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Booker T. Washington Senior High School Principal and leadership team will concentrate on the targeted element of teacher recruitment and retention focusing on the evidence-based strategy of creating mentorship and partnerships between teachers. This initiative will provide a safe space for teacher to come together to share information, ideas, and resources so that learning becomes more effective for students. Administrators will provide pivotal and coherent feedback that will augment teacher instructional growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Based on the targeted element of teacher recruitment and retention, demographic information shows that 20 instructional staff left the school in the 2021-2022 school year. Based on this data, our mentorship program will promote teacher retention and consistency among educators. Mentoring programs not only increase job satisfaction and help teachers to emerge as leaders within their schools, but also have a positive effect on student achievement and engagement.

selecting this strategy.

8/22 - 10/14 - New teachers will be paired with mentoring teachers who are highly effective and provided a schedule of meeting dates and times for new teacher and mentor meetings. As a result, teachers will meet twice a month and the principal and administrators will have regular 15 minute check-ins so that they are aware of any challenges or successes.

Person Responsible	Kevin Lawrence (pr7791@dadeschools.net)

8/22 - 10/16 - Teachers will complete a survey sharing any new ideas, concerns, or feedback about the school. Administration will analyze the results of the survey and provide support and resources to any teacher that are in need.

Person Responsible	Lena Mcarthur (lmcarthur@dadeschools.net)

8/22 – 10/14 – Instructional coaches will support new teachers by providing numerous professional development on instructional strategies that support student learning. As a result, instructional coaches will provide coaching cycles for new teachers which target various instructional strategies connected to the framework of effective instruction, which will improve student outcomes and academic success.

Person Responsible	Lena Mcarthur (lmcarthur@dadeschools.net)

8/22 - 10/14 - Administrators will celebrate great teaching by recognizing teacher accomplishments and their impact on students. As a result, administration will choose one teacher as the educator of the week, sharing the great things that are taking place in the chosen teachers classroom.

Person Responsible	Lena Mcarthur (lmcarthur@dadeschools.net)

10/31 - 12/16 - Booker T. Washington Senior High School's leadership team will attend various hiring fairs to retain the best and brightest teachers. We will use the school website and social media accounts to highlight school offerings and achievements. These sites would show videos of spotlight interviews with students and parents. As a result, potential teachers would have an idea of what our school embodies.

Person Responsible	Talia Williams (taliawilliams@dadeschools.net)

10/31 - 12/16 - Administration and the leadership team will continue to support new teachers by hosting monthly meetings and providing them with instructional strategies and instructional support. As a result, teachers will have a community which helps build their pedagogy.

Person Responsible	Darren Jones (djones@dadeschools.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. §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

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 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, and celebrating teacher/student successes on social media platforms. We encourage school pride through college Wednesdays and Tornado Pride Fridays. We also ensure communication is shared with all stakeholders through social media/technology platforms (Messenger, MS Teams, Remind, Zoom, Instagram, Facebook, Twitter etc.).

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

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 Principal will be responsible for providing curriculum alignment, acceleration options, planning and alignment of academic affairs across all curricula areas, data tracking to progress monitoring student achievement for recognition, and honor roll assembles to highlight student success. The 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 will 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.