Booker T. Washington Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Booker T. Washington Senior High

1200 NW 6TH AVE, Miami, FL 33136

http://btw.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lawrence, Kevin	Principal	The principal supervises and facilitates the daily activities and operations within the school by setting performance objectives for students and teachers, and by implementing and monitoring school policies and safety protocols while managing daily regulations and procedures.
Mcarthur, Lena	Assistant Principal	The overarching duties of Dr. Lena McArthur, Vice Principal is to assist with defining and enforcing policies and guidelines for students, staff, and faculty at the school. Also, the vice principal is a liaison for the principal and handles all duties assigned by the principal including but not limited to Literacy, Social Studies, English Language Learners, Career Technical Education, Fine Arts, Student Services, Master Schedule, Property, Acceleration, Schoolwide Data, School Improvement Plan, Academic Affairs, Curriculum Effectiveness, Professional Development, Clerical Staff, and other duties assigned by the principal.
Pardo, Christopher	Assistant Principal	The duties of Mr. Pardo, Assistant Principal include Student Activities, Community Relations, Technology, Mathematics, and Foreign Language Departments. He also assists with the coordination of school events with the principal and assists in defining and enforcing school policies and guidelines for students, staff, and faculty.
Jones, Darren	Assistant Principal	The duties and responsibilities of Mr. Jones, Assistant Principal, are to manage daily attendance, Security, Custodians, Science and Special Education Departments, and oversea the functionality of the building.
Ellis, Tia	Instructional Coach	The primary role and responsibility of Ms. Tia Ellis, Transformation Coach, is to work collaboratively with her colleagues in the execution of lesson planning and instructional practices that result in effective pedagogy in the classroom. Additionally, she implements weekly common planning sessions, classroom modeling, co-teaching, instructional guidance, and support.
Williams, Talia	Other	The duties of Mrs. Talia Williams, Activities Director, are to oversee the various extra-cultural activities, including student government, clubs, and other school relations events. The activities director also collaborates with stakeholders to plan, schedule, coordinate, and supervise events to help improve student morale and build school culture.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Booker T. Washington Senior High School Administration worked diligently to guarantee that all stakeholders involved in the School Improvement Plan process understood the objective which was to create a plan that would augment schoolwide academics and cultural success. Therefore, involving stakeholders in the creation of the School Improvement Plan generated a platform of desired outcomes of the school needs. In the selection process, administration clarified the interest of the stakeholder and made sure they understood the process, goals, and expectations of the aligned assessments (FAST, EOC, and Survey data). Once the initial creation of the SIP was complete, stakeholders worked together to review, edit, and update the plan. Next, the plan will be reviewed by the EESAC committee (which is comprised of our business, community, and family stakeholders) for review and final approval. Finally, the SIP will be distributed to all faculty and staff and reviewed during a faculty meeting (Focusing on the areas of needs across the board).

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Effective monitoring of the School Improvement Plan is extremely important for Booker T. Washington Senior High School to reach all goals that are delineated within the plan. Creating targets to evaluate and measure the effective implementation of the plan will include:
• providing all stakeholders with a copy of the plan,
• ensuring that faculty and staff is aware of all measurable goals and expected outcomes,
• creating checkpoints of each area of focus,
• making any adjustments of areas not achieved during Phase I of the School Improvement Plan, and identifying and charting progress points,

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

	2019-20: I
*2022-23 school grades will serve as an informational baseline.	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	55	50	19	54	51	21		
ELA Learning Gains				35			28		
ELA Lowest 25th Percentile				32			22		
Math Achievement*	22	43	38	22	42	38	13		
Math Learning Gains				51			22		
Math Lowest 25th Percentile				66			45		
Science Achievement*	53	62	64	40	41	40	33		
Social Studies Achievement*	38	69	66	41	56	48	44		
Middle School Acceleration					56	44			
Graduation Rate	93	89	89	98	56	61	95		
College and Career Acceleration	79	70	65	49	67	67	69		
ELP Progress	38	49	45	18			34		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	45			
AMI				
ASN				
BLK	54			
HSP	50			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	38	Yes	1	
AMI				
ASN				
BLK	47			
HSP	43			
MUL				
PAC				
WHT				
FRL	44			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel. 2021-22	ELP Progress
All Students	32			22			53	38		93	79	38
SWD	25			33			60	41		44	6	
ELL	17			18			26	22		94	7	38
AMI												
ASN												
BLK	32			22			57	39		82	6	
HSP	32			22			50	37		79	7	37
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	34			22			54	45		78	7	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	19	35	32	22	51	66	40	41		98	49	18
SWD	17	26	52	32	52	72	43	51		97	23	
ELL	6	28	22	15	54	63	25	30		94	59	18
AMI												
ASN												
BLK	20	35		20	48	68	45	35		100	49	
HSP	18	34	29	23	52	65	38	49		95	49	18
MUL												
PAC												
WHT												
FRL	19	36	34	22	51	68	41	44		98	49	17

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	21	28	22	13	22	45	33	44		95	69	34
SWD	21	19	17	20	29	53	48			100	43	
ELL	8	26	24	11	22	35	20	47		88	85	34
AMI												
ASN												
BLK	19	24	36	12	24	71	29	42		100	66	
HSP	20	29	20	12	22	38	35	45		91	72	34
MUL												
PAC												
WHT												
FRL	20	27	25	12	23	47	34	44		95	67	35

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	25%	54%	-29%	50%	-25%
09	2023 - Spring	21%	51%	-30%	48%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	56%	-32%	50%	-26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	52%	-33%	48%	-29%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	65%	-23%	63%	-21%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	66%	-31%	63%	-28%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Geometry showed the lowest performance with a proficiency at 19%, 3% lower than the previous year. The possible contributing factors were student attendance, novice teachers, lack of instructors to teach core classes, and the number of new English Language Learners (ELL) entering the building with no language acquisition skills.

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

Geometry and US History data showed the greatest decline from the previous school year. Geometry proficiency decreased 3%, from 22% in 2022 to 19% in 2023. The US History proficiency decreased 2%, from 36% in 2022 to 34% in 2023. Some of the contributing factors were new B.E.S.T. Standards, student attendance, and novice teachers in the US History Department.

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

The data components that had the greatest gaps when compared to the state average were Geometry and Algebra 1. During the 2022-2023 school year, Booker T. Washington Senior High School Algebra proficiency data was 23% and Geometry, 19%. This showed a 31% (54% State proficiency) gap in Algebra and 30% (49% State proficiency) in Geometry. The contributing factors were student attendance, English Language Learners (ELL) new to the country, and all novice Algebra 1 teachers.

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

ELA grade 9 and 10 showed the most improvement in proficiency with a 8% increase in grade 9 and a 7% increase in grade 10. The proficiency increased 13% to 21% in grade 9 and 18% to 25% in grade 10. The actions that took place in this area was targeted D.I., afterschool and Saturday school tutoring, reading camps, and standard aligned lessons.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

As noted in our overall data analysis, the potential area of concern is student attendance. It is extremely important that we analyze student attendance data and work on strategic initiatives that will increase student daily attendance.

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

• Attendance initiatives
• Ensure that all novice teachers continuously get coaching support to help them transition into the classroom.
• Increase various technology programs and teacher instructional knowledge and skills of ELL/ESOL strategies.
• More hands-on activities (differentiated instruction, cross curriculum alignment, student engagement, modeling, structured common planning, labs, simulations, etc.).
• Continue to infuse student engagement, rigor, and standard based instruction to increase data across curriculum areas.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Geometry EOC data, proficiency decreased 3 percentage points from 22% in 2022 to 19% in 2023. Additionally, 2023 B.E.S.T data shows that Booker T. Washington Senior High School's data is lower than the district and Tier 2/3 schools. Based on the data and the identified contributing factors of: lack of student conceptual understanding of math applications and novice teachers' experiences with teaching the B.E.S.T. Benchmarks, we will implement the targeted element of Benchmark-aligned Instruction.

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

With the implementation of Establishing and Implementing Instructional Frameworks, we will increase Geometry EOC assessed data by 5 percentage points in proficiency by June 6, 2024.

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

Booker T. Washington Senior High School's leadership team will provide professional development workshops on the B.E.S.T. Standards for instructional staff. Teachers will be encouraged to engage in professional learning communities to make collaborative decisions based on benchmark aligned data. Additionally, administrators will monitor instructional coaches during weekly Collaborative Planning Meetings to ensure teachers are able to plan lessons that are rigorously aligned to the B.E.S.T. Benchmarks. 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. The Leadership Team will continuously progress monitor students throughout the 2023-2024 school year.

Person responsible for monitoring outcome:

Christopher Pardo (252066@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the implementation of the Evidence-Based Intervention strategy of establishing and implementing instructional frameworks, we will provide teachers with effective support in the development of engaging lessons that are closely aligned to the B.E.S.T. Benchmarks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

During collaborative planning, teachers will participate in a professional learning session on developing activities that align to B.E.S.T. Benchmarks. As a result, students will make progress towards benchmark mastery as evidenced by work samples and rubrics.

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

By When: September 29, 2023

Transformational coaches will provide support of effective lesson planning aligned to the B.E.S.T Benchmarks during instructional planning. As a result, teachers will establish routines that will align to the instructional framework to meet the learner's need.

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

By When: September 29, 2023

Administrators will conduct walkthroughs to ensure that explicit instruction is closely aligned to lessons created in collaborative planning. 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)

By When: September 29, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 and 2022-2023 School Climate Survey data points, students struggled with daily attendance, which has led to course failure and substantial assessment deficiencies. In 2021-2022, the number of students with 31 or more absences was 17%. In 2022-2023, the number of students with 31 or more absences was 19% (a 2%-point increase) and continues to be significantly lower than the district. Based on the data and the identified contributing factors of economic disadvantages, low academic performance, mental health conditions, and high homeless and transitioning population, we will implement the Targeted Element of Early Warning Systems to help increase student attendance.

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

With the implementation of Attendance Initiatives, there will be a 5% decrease in the number of students with 31 or more absences by June 6, 2024.

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

The Booker T. Washington Senior High School Attendance War Team (TWT) will implement cohesive attendance initiatives that promote a safe, healthy learning environment and encourage student access and engagement. Additionally, we will encompass a robust tracking system to monitor student attendance on a daily basis. We will track attendance by implementing student attendance contracts, calling parents and holding attendance conferences, making home visits, and creating truancy packets. Teachers will also monitor the daily attendance bulletin to track student absences.

Person responsible for monitoring outcome:

Darren Jones (djones@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The implementation of the evidence-based intervention strategy of Attendance Initiatives, will help augment a safe, healthy, and supportive learning environment and provide the necessary support to promote student access and engagement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on the evidence-based intervention of Attendance Initiatives, Booker T. Washington Senior High School Attendance War Team (TWT) will focus on Strategic Attendance Initiatives that will involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The activities director and student services team will meet monthly with grade level sponsors to implement incentives and activities for each grade level with improved attendance. As a result, homeroom classes with the least number of absences will be incentivized (Perfect Attendance Assemblies, Certificates, etc.).

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

By When: September 29, 2023

The Attendance War Team (TWT) will monitor the attendance bulletin daily. Once reviewed, attendance corrections will be made to minimize attendance error reporting. As a result, student absences and tardies will decrease.

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

By When: September 29, 2023

Teachers will create a classroom attendance incentive plan to spotlight students (limelight wall, calls/notes home to parents, grade level attendance wars, etc.). As a result, student access and engagement will increase.

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

By When: September 29, 2023

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Geometry EOC data, proficiency decreased 3 percentage points from 22% in 2022 to 19% in 2023. Although, we improved in 9th/10th grade ELA, we are still lagging behind the state. In 2021-2022, our 9th grade data moved from 13% proficient to 21% in 2022-2023. Our 10th grade data in 2021-2022 moved from 18% proficient to 25% in 2022-2023, an 8-percentage point increase. The State data in 2022-2023 in 9th grade was 48% and 10th grade, 50%. Based on the data and the identified contributing factors of: students reading five grade levels and below, novice teachers, lack of teachers in core areas, increase of English Language Learners (ELL), and student attendance, we will implement the targeted element of Collaborative Planning.

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

With the implementation of Collaborative Learning/Structures, we will increase proficiency 5 percentage points on the 9th/10th grade FAST Assessment and the Geometry EOC by June 6, 2024.

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

Booker T. Washington Senior High School administration will provide faculty and staff with continuous collaborative planning sessions to enhance their success in creating meaningful lessons for student improvement (Peer-to-Peer Observations/Teaching, Modeling, IFC Calendar, RTI, Differentiated Grouping, etc.). Teachers will use progress monitoring tools monthly to provide reteach and enrichment lessons to students based on assessment data. Finally, administration will observe teacher's instructional delivery weekly and provide immediate feedback for teachers to reflect and revise instructional practices.

Person responsible for monitoring outcome:

Lena Mcarthur (lmcarthur@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the use of Collaborative/Learning Structures, we will support teachers who need to increase their instructional knowledge aligned to student grouping, efficacy of instructional skills, and planning. This will allow teachers to develop engaging lessons that are closely aligned to the B.E.S.T. Benchmarks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collaborative learning/structures are based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning occurs peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

During collaborative learning/structures, teachers will participate in peer-to-peer observations. As a result, teachers will augment their knowledge and instructional skills.

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

By When: September 29, 2023

Administration and transformational coaches will provide support with data analysis to support lesson planning during collaborative planning. As a result, teachers will utilize this information to group students and provide RTI/differentiated instructions to meet the learner's need.

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

By When: September 29, 2023

Administrators will conduct walkthroughs to ensure that explicit instruction and engagement is closely aligned to lessons created in collaborative planning (Administrators will provide coaches and teachers with immediate feedback). As a result, academic coaches will provide coaching support and guidance to enhance teacher lesson plans.

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

By When: September 29, 2023

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST data, overall school proficiency in 9th and 10th grade ELA was 23% compared to ELL ELA at 14% (11% points lower). Math EOC proficiency was 22% compared to ELL Math EOC at 20% (3% points lower). Science proficiency data was 43%, compared to ELL Science at 32% (11% points lower), and Social Studies proficiency was 34%, compared to ELL Social Studies at 28% (6% points lower). Based on the data and the identified contributing factors of: language acquisition, creating a learning environment that is relevant and meaningful for their success, barriers to align to sociocultural context and knowledge, and resources, we will implement the Targeted Element of English Language Learners.

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

With the implementation of the English Language Learners Strategies, we will increase 3 percentage points on all state assessments by June 6, 2024

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

Booker T. Washington Senior High School's principal and leadership team will provide instructional personnel with Professional Development and resources on ELL strategies. Teachers will learn how to incorporate technology and other innovative tools to enhance instruction. Lessons plans will be reviewed weekly to ensure that meaningful activities are linked to language acquisition, WIDA indicators, and state assessments. During weekly administrative walkthroughs, administration will observe direct instruction and provide teachers with immediate feedback and coaching support.

Person responsible for monitoring outcome:

Lena Mcarthur (lmcarthur@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Booker T. Washington Senior High School's principal and leadership team will implement English Language Learners Strategies for our ELL students to augment their language development by building on vocabulary, fluency, and comprehension across all content areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Administration and Instructional Coaches will provide professional learning sessions, focusing on instructional delivery and knowledge of learners. These sessions will include the use of technology to incorporate visuals, video for language clarity and comprehension, audio for language acquisition, and aligned resources. As a result, students will be able to produce work samples that will show improvement in language acquisition and comprehension.

Person Responsible: Christopher Pardo (252066@dadeschools.net)

By When: September 29, 2023

Administrators will conduct walkthroughs to identify teachers that need additional support in the implementation of ELL strategies. As a result, instructional coaches will provide teachers with coaching support/cycles to enhance the implementation of ELL strategies.

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

By When: September 29, 2023

Teachers will participate in professional learning sessions with a focus on designing end products/rubrics specific to ELL students. As a result, ELL students will begin to demonstrate mastery of skills.

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

By When: September 29, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

This area of focus was streamlined to ensure effectiveness of the delineated goal, which is to increase proficiency and learning gains in ELL. Our mission is to continue to work arduously to provide our ELL students with the resources, skills, and support needed to be successful. The review processes that Booker T. Washington Senior High School will implement to ensure that the school improvement allocations are utilized based on student needs: 1. Review State Assessment Data. 2. Meet with Leadership team and key stakeholders. 3. Utilize research data and assessed data. 4. Organize resources correlated to student's needs. 5. Meet with EESAC committee to review list of resources to enhance ELL instruction and student success in the classroom. 6. Select resources based on review committee recommendations. 7. Purchase resources to enhance educational learning. 8. Progress Monitor. 8.Title I funds will be utilized for extended learning opportunities (after school and Saturday School tutoring, interventionists for small groups, and instructional resources).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Booker T. Washington Senior High School's mission and vision is aligned to the goals, correlated to the 2022-2023 data. The principal and leadership team methods for the distribution of the 2023-2024 School Improvement Plan include involving all stakeholders in the process. Several platforms for dissemination will be utilized:
• Booker T. Washington Senior High School's website (https://www.btwtornadoes.org/).
• School Improvement Plan will be distributed during faculty meetings and by email.
• Opening of Schools Professional Development – Teachers were provided with strategic information on the Action Steps and Goals for the 2023-2024 school year, aligned to the SIP.
• EESAC meetings will be held monthly with Business, Community, and College/University Partners, Parents, and Students. The SIP will be a pivotal attribute of discussion during the meeting.
• Action Steps and Goals will be discussed throughout the school year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Booker T. Washington Senior High School's principal and leadership team ensures that the interests and perspectives of all stakeholders are valued and enthusiastically observed and overseen to attain complete buy-in and support of the school's mission and goals. To build encouraging relationships with parents, families, and other community stakeholders, it is our quest to provide all investors in our educational facility with positive attributes aligned to the school's action steps and objectives.
• Our stakeholders will be provided with resources.
• Activities will be highlighted on our school's website (https://www.btwtornadoes.org/) and social media platforms.
• Augment two-way communication using various modes of messaging (email, social media platforms, Connect Ed., PA System, Flyers, etc.)
• Converse with stakeholders to build respect and create an understanding of expectations.
• Be cognizant of all stakeholders' feelings by fostering support, expanding shared responsibilities, and confirming improved involvement.
• Align interest with our learning targets/goals correlated to the 2023-2024 School Improvement Plan.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Booker T. Washington Senior High School's principal and leadership team work sagaciously to enhance the academic programs and to boost the quality of learning while advancing the accelerated curriculum. As a result, our students have been enriched with a quality of learning that will catapult them towards future academic success.

• Booker T. Washington Senior High School offer students with the unique opportunity to earn 60 college credits while meeting all high school graduation requirements. Through the dual enrollment program, students who enter as freshmen, have the potential to earn an associate in arts college degree and high school diploma upon graduation.
• An increased number of advanced placement courses are being offered such as Drawing, 2D Art &

Design, 3D Art & Design, Physic 1, Physic 2, Spanish Language, Spanish Literature English Language Composition, Calculus AB, Government/Economics, Human Geography, Capstone Seminar, Capstone Research, and Computer Science.
• Industry Certification courses are offered for students that are looking to take career courses and/or job certification (ServSafe, Entrepreneurship & Small Business (ESB), ProStart, Photoshop/Creative Cloud, Flash, Dreamweaver, Inventor, QuickBooks, and Illustrator).
• We offer Magnet/Academy programs such as the Academy of Astronomy Magnet (AP Physics, Astronomy Solar Galactic, & AP Computer Science), Academy of Engineering/Magnet (NAF), Academy of Hospitality & Tourism/NAF (Culinary), and Academy of Marketing & Finance (NAF).
• Students take the ASVAB for military interests.

Academic programs are fostered through extensive teacher training and professional development, common planning, various resources for instruction, coaching support, and Peer-to-Peer Observations. Also, avenues are created for students to learn through teachers scaffolding lessons, differentiation correlated to student data, and acceleration of post-secondary matriculation and success.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Booker T. Washington Senior High School development of the School Improvement Plan and Title I Initiatives are measured by the state performance data. This process encompasses evidenced-based instructional strategies and approaches, and the implementation of advanced academic standards to prepare students for college and career success. Our goal is to provide all stakeholders with the opportunity to be knowledgeable of the school's mission, vision, and goals.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Booker T. Washington Senior High School provides comprehensive counseling and mental health services, mentoring/support services, and family services that are designed to improve and empower students in building the skills they need to be socially and emotional healthy. On a monthly basis, student services facilitate social emotional seminars for students, college and career presentations, school/community counseling informational sessions, parent involvement workshops, post-secondary information presentations, new student ambassadors' program, and leadership/mentoring training.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Booker T. Washington Senior High School's principal and leadership team prepare students for post-secondary opportunities and the workforce, which encompasses career and technical education programs to obtain industry certification. Our objective is to expand student access to college level course work to obtain college credits and industry certification across various career to work options. As a result, students are provided with the skills below to be successful:
• Provide opportunities for students to build on skills by being placed in honors and advanced placement

courses.
• Offer a variety of magnet/academy programs for students to participate in such as: Academy of Astronomy Magnet (AP Physics, Astronomy Solar Galactic, & AP Computer Science), Academy of Engineering/Magnet-NAF, Academy of Hospitality & Tourism/NAF (Culinary), and Academy of Marketing & Finance- NAF).
• Provide students with the opportunity to take industry certification courses (ServSafe, Entrepreneurship & Small Business (ESB), ProStart, Photoshop (Creative Cloud), Flash, Dreamweaver, Inventor, QuickBooks, and Illustrator).
• Students are engaged in a plethora of extra-curricular activities.
• Work with students to maintain a 3.0 and higher GPA.
• Students partake in the SAT/ACT examinations throughout the school year and are provided with training and camps to increase scores.
• Students are enrolled in a college readiness course to complete college applications, research majors, apply for scholarships, and complete their FASFA.
• Students participate in college fairs.
• College/University visits throughout the school year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Restorative Justice Practices is a multifaceted process that centers on building meaningful, long-lasting relationship in a supportive community ensuring that everyone's differences are respected. RJP (Restorative Justices Practices) centers on amending harm and rejuvenating interpersonal connections within scholastic settings. Its aim is to cultivate a secure and all-encompassing milieu that fosters a conducive atmosphere for students to learn, progress and flourish. The efficacy of this approach in tackling conflicts, curbing suspensions, and encouraging socio-emotional learning is well established. It instills within students a sense of ownership and accountability for their actions and enlightens them on the importance of effective communication, attention listening, and empathetic understanding towards their peers. Taken from native American traditions, is the idea of using circles to ensure the four most important words of RJP: "I was heard today"!

• During the first week of school, school-wide grade level orientations are held, and students are oriented regarding Restorative Justice Practices.
• Student Service Department reinforce many elements of RJP and the important of Social Emotional Well-being. Students are encouraged to share with all staff members unwelcoming or concerning experiences while on campus.
• The entire community are trained to ensure unity and camaraderie.
• Via progressive Discipline (attendance, dress code, classroom/school infractions, etc.) circles are held to prevent and resolve conflicts and build community unity with all stakeholders via classroom or campus life.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Booker T. Washington Senior High School's leadership team has provided a variety of professional learning to support teachers, paraprofessionals, and all school personnel. Teachers in high need subjects are provided professional learning focused on classroom instruction and the alignment of the B.E.S.T. Standards. Due to a high population of ELL students, teachers have been provided with professional development focused on ELL strategies that can be implemented across all classes. Instructional coaches have provided one on one professional development modeling on how to analyze assessment data to ensure students are provided differentiation instruction. Professional development in

differentiated Instruction was provided to all school personnel to ensure teachers knew how to differentiate the content, process, and product. Paraprofessionals have been provided professional development to support small group instruction utilizing strategies such as CERT (Claim, Evidence Reasoning, tie it Up) for writing and the S.T.O.P (Silly, Tricky, Opposite, Proven) for test taking. Finally, new teachers are provided with professional development every month to learn strategies aligned to the Framework of Effective Instruction (F.E.I) to ensure that they become effective teachers who are prepared to continue teaching the next school year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No