

Sarasota County Schools

Booker High School



2023-24

Schoolwide Improvement Plan (SIP)

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Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

www.sarasotacountyschools.net/bookerhigh

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.

Booker High School will establish an environment, including unique programs offering opportunities to a diverse population, which enables all students to become critical thinkers, and to develop skills and values for maximizing their potential.

Provide the school's vision statement.

100% of Booker High School students will graduate college or career ready and become productive members of our society.

School Leadership Team, 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
Shelley, Rachel	Principal	<p>Principal</p> <ul style="list-style-type: none"> * (1) Develop, implement and assess the academic program leading to student success. * (2) Develop and implement an annual School Improvement Plan. * (3) Coordinate program planning with District staff. * (4) Interview and select qualified employees to be recommended for employment. * (5) Monitor and conduct personnel evaluations and take appropriate action. * (6) Develop an annual assessment for inservice needs leading to faculty improvement. * (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement. * (8) Develop a positive teaching / learning environment leading to teacher and student success. * (9) Develop and implement a safe and orderly school plan. * (10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment. * (11) Promote a positive school image through appropriate communication and community involvement. * (12) Develop high expectations for teachers and students and promote this vision to the community. * (13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines. * (14) Establish a role model conducive to hard work, caring and consistency for the entire staff. * (15) Utilize managerial skills to design and organize activities to achieve goals. * (16) Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar. * (17) Facilitate the resolution of problems and tasks through problem-solving techniques. * (18) Utilize critical thinking skills in analyzing data and reaching conclusions. * (19) Possess an ability to anticipate problems and to react to them prior to conclusion. * (20) Direct the development of the master schedule. * (21) Manage and assign the administration of the school testing program. * (22) Establish job assignments for administrators, teachers and support staff personnel. * (23) Assist in developing short- and long-range facility needs. * (24) Coordinate the completion of plant safety and facility inspections. * (25) Coordinate the school transportation services as required.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *(26) Establish procedures for student accounting and attendance procedures. *(27) Establish procedures for property inventory records. *(28) Establish a program leading to the secure closure of the school and proper school opening each day. *(29) Supervise the preparation of accurate and timely reports and records. *(30) Assume responsibility for all official correspondence and news releases. *(31) Manage the ordering of textbooks, materials and equipment. *(32) Maintain visibility and accessibility on the school campus. *(33) Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law. *(34) Participate in District management meetings and other meetings appropriate for professional development. *(35) Maintain a close working relationship with District staff. *(36) Develop and monitor an articulation program with feeder schools and community agencies. (37) Perform other incidental tasks consistent with the goals and objectives of this position

Bryant, Kira	Assistant Principal	<p>Assistant Principal of Curriculum</p> <ul style="list-style-type: none"> * (1) Manages school operation in the absence of principal. * (2) Assists the Principal in maintaining a positive school climate and culture within the school. * (3) Provides direct support to the Principal in the development and evaluation of school educational programs, to include technology integration to enhance and improve student achievement. * (4) Responsible for the development of the master schedule and related staff assignments. * (5) Responsible for implementing and evaluating the school's guidance program. * (6) Develops and implements professional development programs for instructional staff to support high levels of student engagement and improved student achievement. * (7) Takes administrative lead in aggregating, analyzing, interpreting and communicating assessment data to improve instructional programs. * (8) Participates in district level instructional professional development and monitoring application and implementation. * (9) Supervises textbook adoption process with district staff. * (10) Assists teachers in developing personal professional
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Name	Position Title	Job Duties and Responsibilities
		<p>development plans and activities.</p> <p>*(11) Supports the development of formative assessments aligned to state and national standards in key curricular areas to support improved student achievement.</p> <p>*(12) Directly supports the Principal in the development of the school improvement plan.</p> <p>*(14) Serves as appeal level for parent/teacher conferences related to curriculum.</p> <p>Coordinates with department chairs, ESE liaison(s) and ESOL liaison(s) the implementation of highly effective instructional programs.</p> <p>*(15) Provides direct support to the Principal for quality implementation of credit recovery and PBD program.</p> <p>*(16) Works with the school’s testing coordinator to implement an effective testing program to include testing schedules, assigning proctors and proctor training.</p> <p>*(17) Supports the Principal in the development of a quality CTE program to ensure CTE program completers and students taking and successfully completing industry certification exams.</p> <p>*(18) Supports the Principal in the SACS-CASI accreditation process.</p> <p>*(19) Assists in implementing and administering negotiated employee contracts.</p> <p>*(20) Assists in developing and monitoring the school budget as it relates to curriculum and instruction.</p> <p>*(21) Assists in supervising and monitoring the accurate and timely completion of data collection and reporting requirements as it relates to curriculum and instruction.</p> <p>*(22) Assists the Principal in working with community groups and utilizing community resources to enhance curricular programs.</p> <p>*(23) Assists the Principal in the administration of the summer school program.</p> <p>*(24) Assists with the selection, supervision and evaluation of personnel, including orientation of new employees as assigned.</p> <p>*(25) Assists the Principal with the daily operation of the school.</p> <p>*(26) Provides coverage for extracurricular activities where assigned.</p> <p>*(27) Assists with student supervision.</p> <p>*(28) Maintains visibility and accessibility.</p> <p>*(29) Seeks to improve own skills and knowledge through participation in in-service and other professional development activities.</p> <p>*(30) Promotes and supports professional development for self and others.</p> <p>*(31) Keeps the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>*(32) Models and maintains high standards of professional conduct.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*(33) Demonstrates initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(34) Provides leadership in developing and implementing goals and priorities of the District and school.</p> <p>*(35) Assists in planning and implementing the school’s public relations program.</p> <p>*(36) Conducts faculty meetings when requested by the Principal.</p> <p>*(37) Serves on advisory committees as requested by the Principal.</p> <p>*(38) Supports and attends community functions.</p> <p>*(39) Uses appropriate interpersonal styles and methods to guide individuals and groups to accomplish tasks.</p> <p>*(40) Sets high standards of performance for self, others and the school.</p> <p>*(42) Performs other incidental tasks consistent with the goals and objectives of this position.</p>

Assistant Principal of Administration

<p>Tinkis, Stacey</p>	<p>Assistant Principal</p>	<p>* (1) Provides direct support to the Principal in the area of school facilities.</p> <p>* (2) Provides direct support to the Principal for operations related to safety and security.</p> <p>* (3) Provides direct support to the Principal in the school level responsibilities of the operation and supervision of the cafeteria.</p> <p>* (4) Provides direct support to the Principal in the school level responsibilities of transportation.</p> <p>* (5) Provides direct support to the Principal for developing and managing the overall school level discipline and attendance programs including PBS programs.</p> <p>* (6) Works directly with the school’s athletic director to manage all aspects of the athletic program.</p> <p>* (7) Responsible for administrative approval of all field trips.</p> <p>* (8) Provides direct support to the Principal in developing personnel assignments and duty rosters for extracurricular and co-curricular activities.</p> <p>* (9) Responsible for approving and monitoring all school clubs.</p> <p>*(10) Serve as the appeal level for student/parent complaints that are non-curricular.</p> <p>*(11) Assists with the supervision and evaluation of all athletic and other personnel as directed by the Principal.</p> <p>*(12) Responsible for maintaining all records related to safety and security including all fire, safety and weather related drills.</p> <p>*(13) Ensures that the school’s discipline policy is consistently and fairly administered.</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>*(14) Develops and implements professional development programs for classified staff and athletic coaches not covered by district level trainings.</p> <p>*(15) Responsible for developing and maintaining the school's safety and security plan.</p> <p>*(16) Responsible for monitoring and assisting substitute teachers.</p> <p>*(17) Distributes instructional materials on campus in coordination with district staff.</p> <p>*(18) Assists the Principal with the daily operation of the school.</p> <p>*(19) Assists in supervising and monitoring the accurate and timely completion of data collection and reporting requirements as it relates to operations.</p> <p>*(20) Provides direct support to the Principal in the supervision of the maintenance and care of the physical plant.</p> <p>*(21) Provides direct support to the Principal in developing and monitoring the school budget as it relates to operations.</p> <p>*(22) Provides direct support to the Principal in maintaining property inventories.</p> <p>*(23) Provides support to the Principal in identifying facility needs.</p> <p>*(24) Assists in implementing and administering negotiated employee contracts.</p> <p>*(25) Assists with student supervision.</p> <p>*(26) Seeks to improve own skills and knowledge through participation in in-service and other professional development activities.</p> <p>*(27) Models and maintains high standards of professional conduct.</p> <p>*(28) Demonstrates initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(29) Maintains visibility and accessibility.</p> <p>*(30) Keeps the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>*(31) Supports goals and priorities of the District and school.</p> <p>*(32) Provides leadership in developing and implementing goals and priorities of the District and school.</p> <p>*(33) Assists in planning and implementing the school's public relations program.</p> <p>*(34) Serves on advisory committees as requested by the Principal.</p> <p>*(35) Supports and attends community functions.</p> <p>*(36) Uses appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(37) Sets high standards of performance for self, others and the school.</p> <p>*(39) Performs other incidental tasks consistent with the goals and objectives of this position.</p>

Name	Position Title	Job Duties and Responsibilities
Leinweber, Joshua	Assistant Principal	<p>Assistant Principal</p> <ul style="list-style-type: none"> * (1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology. * (2) Supervise curricular and extracurricular activities as assigned. * (3) Provide recommendations to the Principal regarding curriculum improvement. * (4) Supervise textbook and equipment selection, acquisition and inventory. * (5) Assist the Principal in the administration of the summer school program. * (6) Assist with coordinating student field trips. * (7) Assist in developing the master schedule and assignment of students and staff. * (8) Assist in the administration of the testing program. * (9) Assist in gathering, analyzing and interpreting data related to student performance. * (10) Assist in coordinating the School Accreditation Program and School Improvement Program. * (11) Assist with the supervision of personnel, including orientation of new employees as assigned. * (12) Assist the Principal in developing personnel assignments and duty rosters. * (13) Assist in implementing and administering negotiated employee contracts. * (14) Assist in the coordination of the school's inservice program. * (15) Assist teachers in developing professional development plans and activities. * (16) Assist in monitoring and assisting substitute teachers. * (17) Assist the Principal with the daily operation of the school. * (18) Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. * (19) Assist in the supervision of the maintenance and care of the physical plant. * (20) Assist in developing and monitoring the school budget. * (21) Assist in maintaining property inventories. * (22) Assist in supervising school transportation services. * (23) Assist in identifying maintenance or facility needs. * (24) Assist in monitoring student attendance. * (25) Assist in ensuring that the school's discipline policy is consistently and fairly administered. * (26) Assist with student supervision and discipline. * (27) Assist in interpreting and implementing the Pupil Progression Plan. * (28) Assist in developing, implementing and evaluating the school's guidance program. * (29) Confer with students, parents and teachers to resolve problems and facilitate learning.

Name	Position Title	Job Duties and Responsibilities
		<p>*(30) Assist in coordinating schedules for extracurricular activities.</p> <p>*(31) Seek to improve skills and knowledge through participation in inservice and other professional development activities.</p> <p>*(32) Model and maintain high standards of professional conduct.</p> <p>*(33) Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(34) Promote and support professional development for self and others.</p> <p>*(35) Maintain visibility and accessibility.</p> <p>*(36) Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>*(37) Support goals and priorities of the District and school.</p> <p>*(38) Provide leadership in developing and implementing goals and priorities of the District and school.</p> <p>*(39) Assume duties and responsibilities of the Principal in his / her absence.</p> <p>*(40) Assist in planning and implementing the school's public relations program.</p> <p>*(41) Conduct faculty meetings when requested by the Principal.</p> <p>*(42) Serve on advisory committees as requested by the Principal.</p> <p>*(43) Support and attend community functions.</p> <p>*(44) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(45) Set high standards of performance for self, others and the school.</p> <p>(46) Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Assistant Principal

<p>Rumph, Greg</p>	<p>Assistant Principal</p>	<p>* (1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology.</p> <p>* (2) Supervise curricular and extracurricular activities as assigned.</p> <p>* (3) Provide recommendations to the Principal regarding curriculum improvement.</p> <p>* (4) Supervise textbook and equipment selection, acquisition and inventory.</p> <p>* (5) Assist the Principal in the administration of the summer school program.</p> <p>* (6) Assist with coordinating student field trips.</p> <p>* (7) Assist in developing the master schedule and assignment of students and staff.</p> <p>* (8) Assist in the administration of the testing program.</p> <p>* (9) Assist in gathering, analyzing and interpreting data related to</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>student performance.</p> <p>*(10) Assist in coordinating the School Accreditation Program and School Improvement Program.</p> <p>*(11) Assist with the supervision of personnel, including orientation of new employees as assigned.</p> <p>*(12) Assist the Principal in developing personnel assignments and duty rosters.</p> <p>*(13) Assist in implementing and administering negotiated employee contracts.</p> <p>*(14) Assist in the coordination of the school's inservice program.</p> <p>*(15) Assist teachers in developing professional development plans and activities.</p> <p>*(16) Assist in monitoring and assisting substitute teachers.</p> <p>*(17) Assist the Principal with the daily operation of the school.</p> <p>*(18) Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>*(19) Assist in the supervision of the maintenance and care of the physical plant.</p> <p>*(20) Assist in developing and monitoring the school budget.</p> <p>*(21) Assist in maintaining property inventories.</p> <p>*(22) Assist in supervising school transportation services.</p> <p>*(23) Assist in identifying maintenance or facility needs.</p> <p>*(24) Assist in monitoring student attendance.</p> <p>*(25) Assist in ensuring that the school's discipline policy is consistently and fairly administered.</p> <p>*(26) Assist with student supervision and discipline.</p> <p>*(27) Assist in interpreting and implementing the Pupil Progression Plan.</p> <p>*(28) Assist in developing, implementing and evaluating the school's guidance program.</p> <p>*(29) Confer with students, parents and teachers to resolve problems and facilitate learning.</p> <p>*(30) Assist in coordinating schedules for extracurricular activities.</p> <p>*(31) Seek to improve skills and knowledge through participation in inservice and other professional development activities.</p> <p>*(32) Model and maintain high standards of professional conduct.</p> <p>*(33) Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(34) Promote and support professional development for self and others.</p> <p>*(35) Maintain visibility and accessibility.</p> <p>*(36) Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>*(37) Support goals and priorities of the District and school.</p> <p>*(38) Provide leadership in developing and implementing goals and priorities of the District and school.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*(39) Assume duties and responsibilities of the Principal in his / her absence.</p> <p>*(40) Assist in planning and implementing the school's public relations program.</p> <p>*(41) Conduct faculty meetings when requested by the Principal.</p> <p>*(42) Serve on advisory committees as requested by the Principal.</p> <p>*(43) Support and attend community functions.</p> <p>*(44) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(45) Set high standards of performance for self, others and the school.</p> <p>(46) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Davis, Khea	Transition Specialist	College and Career and ILT Member
Hutchinson, Chris	Magnet Coordinator	AICE Coordinator and ILT Member
McCracken, William	Teacher, ESE	ESE Liaison and ILT Member
Noren-Hoshal, Kari	ELL Compliance Specialist	ELL Liaison and ILT Member
Ott, Julie	Teacher, ESE	Master Scheduler, Managerial and ILT Member
Williams, Tymesha	Teacher, Career/ Technical	ILT Member
Urquiza, Lordia	Teacher, K-12	ILT Member
Persaud, Jasmine	Instructional Coach	Instructional Facilitator and ILT Member
Baltodano, Ali	Teacher, K-12	ILT Member
Nersten, Zach	Teacher, K-12	ILT Member
Kelley, Ryan	Magnet Coordinator	

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.

The School Instructional Leadership Team will be intimately involved in the development of the School Improvement Plan. Members of ILT, Instructional Leadership Team, will reflect on previous year's practices and analyze student performance results to determine effectiveness of action steps. ILT members provide input into school-wide goals and action steps. ILT members are leaders of departments and represent their department when providing input and feedback. ILT members have opportunities to provide input during the development stages of the School Improvement Plan, as well as throughout the year as the SIP goals are referenced and reviewed monthly.

The School Advisory Committee is also intimately involved in the creation of school goals and action steps, as well as progress monitoring our progress towards the goals. Our School Advisory Committee is made up of parents, students, school support staff, instructional staff, administration, and community members. These stakeholders have the opportunity to provide input and feedback throughout the school year as the School Improvement Plan is the focus of our monthly meetings.

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))

The Booker High School Improvement Plan will be regularly referenced to and monitored throughout the school year. Our Instructional Leadership Team meets biweekly; the focus of the regular meetings is continuous improvement including progress monitoring and action planning around school-wide data. In addition, our School Advisory Committee meets monthly and every agenda item is tied to the continuous improvement of our school. This year we will continue to closely monitor our targeted subgroups: English Language Learners and Students with Disabilities to ensure that they are making adequate progress on grade level standards and benchmarks throughout the school year. The Booker High School Improvement plan is a living document, and will be revised as necessary throughout the year, based on stakeholder input and data analysis.

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	No
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	485
One or more suspensions	0	0	0	0	0	0	0	0	0	131
Course failure in ELA	0	0	0	0	0	0	0	0	0	231
Course failure in Math	0	0	0	0	0	0	0	0	0	73
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	268
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	66

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	428

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	100
Students retained two or more times	0	0	0	0	0	0	0	0	0	54

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Absent 10% or more days	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Students with two or more indicators	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0

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*	47	58	50	50	60	51	45		
ELA Learning Gains				54			44		
ELA Lowest 25th Percentile				53			33		
Math Achievement*	23	49	38	34	43	38	27		
Math Learning Gains				30			17		
Math Lowest 25th Percentile				23			12		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	73	64	51	56	40	49		
Social Studies Achievement*	65	75	66	55	50	48	65		
Middle School Acceleration					45	44			
Graduation Rate	81	89	89	87	71	61	84		
College and Career Acceleration	73	74	65	79	74	67	72		
ELP Progress	63	55	45	32			57		

* 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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	81

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	87

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	36	Yes	1	
ELL	44			
AMI				
ASN				
BLK	51			
HSP	52			
MUL	65			
PAC				
WHT	74			
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	42			
ELL	40	Yes	2	
AMI				
ASN				
BLK	45			
HSP	47			
MUL	60			
PAC				
WHT	64			
FRL	47			

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	47			23			55	65		81	73	63
SWD	18			8			19	49		44	6	
ELL	23			10			35	43		63	7	63
AMI												
ASN												
BLK	41			17			47	54		65	6	
HSP	36			17			46	58		65	7	62
MUL	62			32			75	63		81	6	
PAC												
WHT	68			43			72	89		85	6	
FRL	39			19			48	56		67	7	63

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	50	54	53	34	30	23	51	55		87	79	32
SWD	24	47	47	33	40	33	24	36		72	62	
ELL	20	49	51	21	24	29	22	31		98	59	32
AMI												
ASN												
BLK	36	50	52	23	33	32	37	44		81	62	
HSP	43	52	53	32	30	21	41	46		88	78	35
MUL	59	59		43	24		62	50		87	92	
PAC												
WHT	73	60		48	30	20	85	76		90	90	
FRL	39	50	54	30	29	25	42	49		86	77	33

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	45	44	33	27	17	12	49	65		84	72	57
SWD	19	32	31	22	18	18	22	53		77	42	
ELL	18	27	26	24	17	13	31	52		71	48	57

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
AMI												
ASN	70											
BLK	35	39	27	16	14	13	29	41		92	55	
HSP	35	38	33	24	16	8	50	70		74	68	56
MUL	50	48		44	15		59	67		94	94	
PAC												
WHT	70	60	40	45	24		64	83		86	85	
FRL	33	37	31	21	15	12	40	57		81	64	56

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	38%	58%	-20%	50%	-12%
09	2023 - Spring	47%	59%	-12%	48%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	65%	-39%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	59%	-36%	48%	-25%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	71%	-22%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	72%	-15%	63%	-6%

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.

This year we are provided with proficiency results for Reading, Math, Biology and US. History. Out of these components, BHS math proficiency performance resulted in the lowest at 25% proficiency. When we dive deeper into our student math academic data, we see that our algebra proficiency level was 27%, while our geometry proficiency score was 23%. Contributing factors include the newly adopted state standards and benchmarks, our district adopted a new math textbook and new math instructional staff members to the Booker High School Team.

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

In comparing 2022 achievement data results with 2023, we found that our area of greatest decline was mathematics; -9%. As we continued our analysis we discovered that our geometry scores decreased from 35% scoring a 3 or above on their 2022 assessment compared to 23% of students scoring 3 or higher on the 2023 End of Year Assessment. This is a decrease of 12%. In comparison, in 2022 BHS students scored 29% earned a 3 and above as compared to 2023 when BHS 27% of algebra students scored 3 or above on the end of course exam (-2%). After we completed this deep analysis into our math data we determined that Geometry was our greatest area of decline. Contributing factors include the newly adopted state standards and benchmarks, our district adopted a new math textbook and new math instructional staff members to the Booker High School Team

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.

Mathematics continues to be our greatest area of deficit, as our algebra proficiency levels were 27% below the state average and geometry was 26% below the state average for students score a 3 or above on the End of Year Assessment. As mentioned above, contributing factors include the newly adopted state standards/benchmarks, new state assessment, our district adopted a new math textbook and new math instructional staff members to the Booker High School Team

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

When analyzing our data, we found that we grew in two academic achievement areas. Our Biology scores increased from 50% of our students performing at level 3 and above to 51% earning a 3 or above on the 2023 End of Course Assessment, an increase of 1%. In addition, we found that our US History achievement levels increased. In 2022 we had 55% of students demonstrating proficiency, compared to 59% of students demonstrating proficiency in the 2023 school year. That is an increase of 4% proficiency in US History. New actions that Booker High School used during the 2023 school year that had a positive impact was strategic master scheduling, including reading and ELL supports and also the implementation of professional learning communities.

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

Although high schools are not required to complete the EWS portion of this year's School Improvement Plan, we have identified attendance as a high needs area of concern for Booker High School.

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

1. Performance of English Language Learners and Students with Disabilities
2. Overall Math Performance
3. Overall Reading Performance
4. Overall Biology Performance
5. Overall US History Performance

Area of Focus

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

After reviewing our school-wide ESSA data, we have identified that we have two subgroups that are demonstrated a high need of consideration for support. State guidelines identify any subgroup below 41% as being an area of concern. English Language Learners (40%) have fallen below this threshold for multiple years. In addition, students with disabilities is at 42%, which is one point above the state cutoff.

Measurable Outcome:

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

During the 2023-2024 school year, ELL and SWD subgroups will increase their ESSA score to 47%, as evidenced by the end of year ESSA breakdown provide by the Florida Department of Education.

Monitoring:

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

While progress monitoring using ongoing assessments (benchmark, midterms, class), the data will be disaggregated by ESE and ELL so we can appropriately monitor the grade level performance of these students.

Person responsible for monitoring outcome:

Joshua Leinweber (joshua.leinweber@sarasotacountyschools.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 evidenced-based intervention that will be implemented during the 23-24 school year is "Check and Connect" from the What Works Clearinghouse. "The Check and Connect" strategy focuses on progress monitoring, mentoring and case management. <https://ies.ed.gov/ncee/wwc/InterventionReport/78>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We know that relationships and accountability have a high impact on student engagement and achievement. What Works Clearinghouse details that utilizing Check and Connect has evidence of promising outcomes for students. This strategy closely aligns with the supports that our case managers provide to students. They "check" by monitoring student performance and progress towards goals/targets. And also "connect" by providing individualized attention to participar students and their needs.

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 3 - Promising 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.

1. Update the BHS Best Practices for Inclusive Education (BPIE).
2. Strategic ESE and ELL student/teacher scheduling, along with strategic case manager assignment.
3. Push-in support for high-needs students.

4. ESE Cheat Sheet provided for instructional staff with easy access to ESE accommodations, goals and case manager assignments.
5. Ongoing professional development around high yield strategies for ESE and ELL students
6. Alternative pathways to graduation for testing requirements for ESE and ELL students, based of district protocol.
7. Ongoing tutoring opportunities for targeted subgroup students.
8. Intensive paraprofessional training.
9. Ongoing progress monitoring of student assessments results, disaggregated by subgroup achievement.
9. Ongoing progress monitoring of student performance in class grades, disaggregated by subgroup achievement.
10. Case manager focus on student progress monitoring- achievement, attendance and relationship building.
11. ESE and ELL Liaison participation of P10 meetings.

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

By When: September 29, 2023

#2. Instructional Practice specifically relating to Professional Learning Communities

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.

Each of the components of school grade fall below the state averages. We know that our students can and will achieve at high levels given the right supports. Our teacher will implement the professional learning communities process as detailed in our current contract, "Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."

Measurable Outcome:

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

During the 2023-2024 school year, mathematics achievement will increase from 25% demonstrating proficiency to 60% proficiency as evidenced on the EOC.

During the 2023-2024 school year, reading achievement will increase from 43% demonstrating proficiency to 60% proficiency as evidenced on PM3.

During the 2023-2024 school year, biology achievement will increase from 51% demonstrating proficiency to 60% proficiency as evidenced on the EOC.

During the 2023-2024 school year, US History achievement will increase from 59% demonstrating proficiency to 63% proficiency as evidenced on the EOC.

During the 2023-2024 school year, 100% of BHS staff will engage in the PLC process with their team as evidenced on meeting minutes, data collection, and progress monitoring systems.

Monitoring:

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

The BHS Leadership Team and School Advisory Committee will progress monitor throughout the school year, as well as department and Collaborative Teams.

Person responsible for monitoring outcome:

Kira Bryant (kira.bryant@sarasotacountyschools.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 What Works Clearinghouse details the benefits of "Using Student Achievement Data to Support Instructional Decision Making." The research-based practice shares of the important of using data to monitor student performance and the importance of evaluating instructional practices, which is a function of the ongoing PLC process. <https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What Works Clearinghouse shared that "Using Student Achievement Data to Support Instructional Decision Making," demonstrates a rational as an appropriate intervention to support student and teacher achievement.

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 4 - Demonstrates a Rationale

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.

- Develop and implement a Facilitator Training for Collaborative Team Leads and Guiding Coalition
- Build capacity in school-based leaders by attending a PD focused on effective teams and the PLC process
- Build capacity of instructional staff by providing training from school-based leaders in the ongoing PLC process.
- Establish and provide accountability and progress monitoring of expectations with the implementation of the PLC process, including identifying essential learning, creating common assessments, implementing interventions and extensions
- Provide ongoing support to school admin team through bi-weekly Admin Curriculum Meetings focus on learning, a collaborative culture and results
- Provide ongoing support to school-based ILT members on the PLC process during bi-weekly Instructional Leadership Team Meetings
- Job embedded professional development on the MTSS process will be provided through the PLC process, supported by the Assistant Principal of Curriculum and PLC Lead
- BHS will partner with SCSB district support and professional learning department to provide ongoing facilitated whole day PLC opportunities.

Person Responsible: Kira Bryant (kira.bryant@sarasotacountyschools.net)

By When: Ongoing

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

When analyzing our school 22-23 data, we noticed that our lowest achievement levels and regression on achievement levels came from classrooms with new teachers, or teachers within the first 5 year in the profession. It was determined that we need to provide additional support to our new teachers to ensure academic excellence in our classroom, above and beyond district provided supports, and also work toward retaining high quality teachers on our campus.

Measurable Outcome:

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

During the 2023-2024 school year, 100% of our new teachers will meet regularly with their SCIP mentors, as evidenced in the timely submission of contact logs/minutes/notes.

During the 2023-2024 school year, all new teachers and those within the first 5 year of teaching will be provided additional school-based support as evidence on invitations, PD minutes, and admin walkthrough data.

Monitoring:

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

In addition to what is stated above, administrators will monitor the development of our new teachers using walkthroughs, and formal/informal conversations with mentees and mentors.

Person responsible for monitoring outcome:

Kira Bryant (kira.bryant@sarasotacountyschools.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 evidenced-based intervention that we will be utilizing this school year is closely aligned to "The Effects of Teacher Entry Portals on Student Achievement," strategy detailed on The What Works Clearinghouse, This strategy shares that teachers within the first 5 years of teaching were provided additional support including mentoring and professional development. During the 23-24 school year, BHS will be implementing additional professional development for those teachers within the first 5 years, in addition to mentor services. <https://ies.ed.gov/ncee/wwc/Study/1116>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What Works Clearinghouse details in their research that at least one finding shows moderate evidence of effectiveness.

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 2 - Moderate 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.

1. Strategically match all new teachers with a supportive SCIP Mentor.
2. Provide special professional development and support for new teachers during pre-week, hosted by admin and SCIP Facilitator.
3. Support accountability by administration for ongoing mentor support to new teachers.
4. District provided professional development for new teachers on 8/2. Encouragement by administration attend informational sessions.
5. Ongoing professional development provided to new (less than 5 years) provided by admin and SCIP facilitator throughout the school year.
6. Collaborative teams established for classified staff to focus on customer service and de-escalation.
7. Intensive onboarding for all new staff to Booker High School.
8. Ongoing shout-outs in weekly update announcements to celebrate positive instructional happenings around campus.

Person Responsible: Kira Bryant (kira.bryant@sarasotacountyschools.net)

By When: August 2023 and ongoing

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

Booker High School faculty and staff understand the importance that reading skills play in high school and beyond. Our school community is committed to ensuring that our students are prepared for their future endeavors, therefore, it is a top priority to target reading proficiency and will be a major area of focus for the 2023-2024 school year.

Measurable Outcome:

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

During the 2023-2024 school year, reading achievement will increase from 43% demonstrating proficiency to 60% proficiency as evidenced on PM3.

Monitoring:

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

Students in 9th and 10th grade will be participating in ongoing progress monitoring using the three rounds of FAST assessments. Teachers will use this ongoing data to progress monitor student performance on grade level standards, as well as use the data to create and implement intervention action plans to fill student academic gaps. Teachers will also be utilizing the ongoing PLC process to focus on priority standards and student mastery of those standards. Students in reading classes will utilize Achieve 3000.

Person responsible for monitoring outcome:

[no one identified]

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.)

During the 2023-2024 school year, BHS reading students will be using Achieve 3000 online platform focused on phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. What Works Clearinghouse states that Achieve 3000 has potentially positive effects on comprehension and general literacy achievement for adolescent readers and is classified as having a moderate impact. <https://ies.ed.gov/ncee/wwc/InterventionReport/691>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Achieve 3000 is the district provided intervention tool.

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 2 - Moderate 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.

1. English Language Arts teachers will have common planning time during the school day to collaborate with their colleagues.
2. Reading teachers will have common planning time during the school day to collaborate with their

colleagues.

3. English Language Arts and Reading teachers will engage in the ongoing PLC process during weekly collaborative meeting times. Teacher will identify essential standards, write and implement common assessments, identify and implement interventions and enrichment activities.
4. Teachers will engage in 2 whole day Collaborative PLC sessions during the 23/24 school year. These facilitated session will include a data dig into FAST progress monitoring data.
5. After school tutoring opportunities will be provided.
6. Teachers will implement small group instruction to fill academic gaps into their ELA and Reading classes, as evidenced in lesson plans and walk through data.
7. Classrooms with high needs ESE and ELL students will be supported by a dually certified teacher, using support facilitation, or will be supported using and ESE and/or ELL aide.
8. Strategic scheduling into reading classes, including a lower level course and also developmental language classrooms.
9. Weekly reading walks will occur with BHS admin team. Data will be shared and acted upon by the Instructional Leadership team, Literacy Leadership Team and classroom teachers.
10. BHS will have a school-based instructional facilitator focused on reading across the content areas and will provide academic support to students and literacy coaching for instructional staff.

Person Responsible: Kira Bryant (kira.bryant@sarasotacountyschools.net)

By When: Beginning July 2023 and ongoing throughout the school year.

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

After analyzing our school-wide End of Year assessments results, we have identified that only 25% of BHS students are demonstrating mastery on math Algebra and Geometry standards. Mathematics is an area of focus for us as a school community knowing how important math skills are for students beyond the realm of high school, but also necessary for success in high school.

Measurable Outcome:

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

During the 2023-2024 school year, mathematics achievement will increase from 25% demonstrating proficiency to 60% proficiency as evidenced on the EOC.

Monitoring:

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

Students will be engaging in ongoing progress monitoring using common district benchmark assessments and mid-terms. Teachers will use this data during data chats with colleagues and will also hold data chats with students to identify areas of strength, weakness and to goal set. Teachers will also be utilizing the ALEKS program to monitor student performance of grade level standards.

Person responsible for monitoring outcome:

[no one identified]

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.)

What Works Clearinghouse shares that the Effective of Mathematics Software Products (<https://ies.ed.gov/ncee/wwc/Study/82115>) for intervention needs as compared to teachers teaching only the core curriculum. During the 2023-2024 math teachers will be utilizing the ALEKS program as a math software product to help identify and fill academic gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What Works Clearinghouse states that using math software products for interventions yields promising results.

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 3 - Promising 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.

1. Algebra teachers will have common planning time during the school day to collaborate with their colleagues.
2. Geometry teachers will have common planning time during the school day to collaborate with their colleagues.

3. Algebra and Geometry teachers will engage in the ongoing PLC process during weekly collaborative meeting times. Teacher will identify essential standards, write and implement common assessments, identify and implement interventions and enrichment activities.
4. Teachers will engage in 2 whole day Collaborative PLC sessions during the 23/24 school year. These facilitated session will include a data dig into FAST progress monitoring data.
5. After school tutoring opportunities will be provided.
6. Teachers will implement small group instruction to fill academic gaps into their Algebra and Geometry classes, as evidenced in lesson plans and walk through data.
7. Classrooms with high needs ESE and ELL students will be supported by a dually certified teacher or will be supported using and ESE and/or ELL aide.
8. Teachers will use ALEKS progress monitoring tool at least 30 minutes per week.
9. District support will be requested for coaching opportunities for teachers.

Person Responsible: Kira Bryant (kira.bryant@sarasotacountyschools.net)

By When: July 2023 and ongoing throughout the school year.

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).

During the 2023-2024 school year, we will be using our Jumpstart funds to support school improvement efforts. This funding will include interventions to support all students, including SWD and ELL in areas of summer academic support, ongoing tutoring in all academic areas, additional support support for those students working towards graduation requirements, and extended school day for those that need behavior interventions to aide in their academic success. In addition, an effort to support multiple pathways to graduation and post-secondary opportunities, we will also use funds to provide intervention for students working on test preparation.

To support in the implementation of the PLC process, we will be providing extended PLC sessions through half and whole day PLCs. These sessions will be facilitated by an instructional leader who will support the team in reviewing data, creating common assessments, and plan supports/interventions for struggling students in their content area. This highly structured work will result in greater student achievement as evidenced with ongoing progress monitoring throughout the school year and with end of year assessment results. Funds will be used to pay for substitutes to cover classrooms as teachers engage in this structured work.

In addition, to support our focus area of retention and retaining new staff we will be using a significant amount of funds to develop and provide ongoing training opportunities for teachers with under 5 years of experience or teachers without student teaching experience/an education degree. They will have the opportunity to participate in training on various need-to-know topics such as: unit and lesson planning, state standards, curriculum planning, curriculum resources, classroom management, grading, school rules, best practices, student-centered activities and environment, parent contact, routines and structure, substitute plans, school discipline, technology programs, stress management, assessments, required curriculum and supplemental curriculum; providing accommodations to ESE, ELL, 504 and Gifted students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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**Grades 3-5: Instructional Practice specifically related to Reading/ELA****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 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 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

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.

n/a

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))

n/a

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)

n/a

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))

n/a

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))

n/a

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))

n/a

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).

n/a

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))

n/a

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: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Math	\$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