

Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

www.sarasotacountyschools.net/bookerhigh

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

66%

Alternative/ESE Center

No

Charter School

No

Minority

69%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	B

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Booker High School, with its diverse population and unique programs, is to offer opportunities to prepare students for higher education and employment, to promote global citizenship, and to provide training for the skills needed in a changing society.

Provide the school's vision statement

Booker High School will establish an environment which enables students to develop skills and values for maximizing their potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Booker High School has a level of diversity that is unique within our school district, and, as such, places tremendous value on providing students the opportunities to explore and appreciate the qualities of each.

Our theme this year is No Opting Out, as we encourage all teachers to seek opportunities to draw each student in to academic and extracurricular activities, to maximize their educational growth each year. We offer school-wide programs for Black History Month, a Multi-Cultural Celebration in the Spring, and are developing a program celebrating the different cultures which make up our English Speakers of Other Languages learning community.

Booker High School is developing a Teacher Advisory Period based on Florida Choices, a program designed by the state to prepare students over the course of their 4 year program for College and Careers, complete with interest inventories, the study of multiple careers and the creation of academic plans and resumes. Each student will be assigned a teacher or support staff advisor, who will guide them through the modules provided by the state.

Additionally, we invite ESOL parents in each year to review the ESOL program and our after school programs, as well as to hear about the opportunities for additional services. We also provide a program called Yachievers, for at-risk students, which offers mentors and support.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Booker High School begins each year with a class assembly at each grade level, during which we highlight school rules and procedures, with an emphasis on how we create an environment of respect and rapport, from teachers to students, students to teachers and between students themselves.

We have zero-tolerance for physical aggression and bullying, which we outline at these assemblies, along with steps to take and who to seek out should concerns arise. As a result, we have one of the lowest rates for physical aggression incidents in the county.

Special care is given to provide supervision throughout campus, before and after school, as well as during passing times. Security monitors and SRO are trained in monitoring procedures and expectations and teachers are required to be at their doors during passing time to provide supervision and guidance. We conduct a regular regimen of drills, both during class and during unstructured time to ensure all students know what to do no matter where they are during an emergency.

Additionally, we offer after school teacher-facilitated tutoring sessions for all students who are interested in academic support in any content area.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

It is expected that teachers will provide academically engaging instruction and students will adhere to policies and procedures outlined in our handbook and during our first week assemblies, as well as within the individual classrooms. Policies and procedures for tardies and attendance are in place to assure students understand our value of and our emphasis on academic learning.

Clear disciplinary progressions are outlined and reviewed regularly regarding cheating, attendance, and classroom disruptions. Parent communication remains at the forefront of our strategy, as we believe that we will be most successful with a strong partnership between guardians within the school and within the home.

Staff and faculty are trained in these procedures and progressions at faculty meetings. Booker also has a Positive Behavior Support system and a thriving Renaissance Program, with the intent of encouraging students to STRIVE to meet behavioral and academic goals.

Booker High School administration is focused on limiting distractions to learning through various means, including restricting announcements during instructional time and interruption of learning by removal of students from class for counseling or disciplinary action.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Booker High School is proud of the varied and exceptional programs we offer to ensure students' social-emotional needs are being met. We have recently increased our Big Brother/Big Sister mentors from 3 to over 20, and are strategizing with BBBS on garnering more mentors willing to serve our population. We also work closely with New College students, who have designed a mentoring program for our neediest students, in which students learn to sail and are mentored academically after school two days per week. After only 2 semesters of this program, student demand has grown dramatically. Two more cohorts are planned to take place this school year.

These programs are in addition to the after school Supper Club, which serves a full, hot meal directly after school, preceding our after school tutorial program.

Additionally, Booker High offers students mentoring and counseling opportunities through YMCA counselors, our own counselors and AI-A-Teen. Other clubs that support the social-emotional needs of our students are the Diversity Club, a Girl Scout Troop for under-represented populations and the Gay Straight Alliance.

One of our most successful programs is our College For Every Student club, which provides students guidance in college selection, preparing for college applications, school visits and trips abroad in order to ensure our students are in possession of the skills and knowledge needed to pursue higher education.

Students have access to school counselors, a behavior specialist, social worker and psychologist on our campus.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Regular monitoring of at-risk students by a designated staff member, which is supervised by the administration at weekly and quarterly meetings

- Attendance
- Free and Reduced Lunch recipients

GPA below 2.0
Failure of courses- quarterly and mid quarterly
Standardized test scores
Sub Groups: ESE, ESOL, lowest quartile, minority population

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	11	44	26	24	105

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who have failed an End Of Course Exam in Algebra I, Geometry, and US History are provided with online summer remediation in order to be prepared to meet the criteria at the next offering of the exam.

At Booker High we place students in need of English and Math remediation, as evidenced by their proficiency rates, into remedial classes, with strong instructors. Intensive Reading in the blocked Fusion model is provided for English students in grades 9 and 10.

Student progress is monitored regularly by teachers, as well as in weekly Progress Monitoring meetings conducted by administrators, counselors and ESE/ESOL Liaisons. Initial intervention steps are taken, then reviewed regularly in order to determine if the student needs to be referred to our School Wide Support Team, which includes administrators, counselors, liaisons, the behavior specialist, and the school psychologist, social worker, nurse and language pathologist.

At-risk factors are calculated at the district level, and the principal meets regularly with the administrators, counselors and liaisons in order to analyze progress of individual students and make recommendations for additional interventions that may be effective.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Booker High School works to increase parent awareness of student progress, programs and opportunities in the following ways:

Crosspointe- CP is our electronic grading and attendance platform which is fully transparent to parents and is updated daily. Parents and students are trained in setting up accounts and using the system to monitor themselves and are able to communicate directly with instructors via the website. LEARN Blackboard- Teachers have been provided extensive training in setting up and using LEARN Blackboard for communication purposes with both students and parents. Teachers post lessons, assignments, lecture notes, handouts, and even collect assessments via this system. Parents are informed of these opportunities for home monitoring both at home, and during Open House events throughout the year.

PALs- Increasing our volunteering opportunities has been a major focus for BHS over the last year. Multiple invitations for parents to participate at our school have been sent out in student registration materials, and via Connect Ed phone calls. A volunteer orientation was held in September 2014 for new volunteers, and several other orientation dates are planned to take place throughout the year. The focus is obtaining academic volunteers, as well as clerical volunteers and parents willing to chaperone field trips.

The school website has been completely updated and overhauled this year to ensure the most up to date and helpful information is available to parents, students and community members.

The school Facebook account has been linked directly to our website to encourage more traffic, and therefore awareness of school events and successes.

Parents are always welcome on our campus, however, we offer several formal parent nights throughout the year. Open House takes place in September, while Spin Night, which highlights the magnet program offerings takes place in the spring. Our Cambridge AICE and VPA programs also sponsor an evening for participating and interested parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

See PALs volunteering description from item 1.B.1.

In addition to our efforts to increase PALS volunteering opportunities, Booker High School continuously seeks out and responds to requests for off campus presentations of our programs and achievements. A marketing team has been established, and a presentation was created by the team, before training in delivery to community groups was conducted. The marketing team attends events at churches, clubs and various groups throughout the community.

Our school partners with the Ringlin School of Arts and the Bar Association and the Van Wezel PERforming Arts Center. The Bar Association works very closely with our Law Academy, providing speakers, guidance and donations. We also partner with Mote Marine Aquarium and various law enforcement agencies.

Gulf Coast Community Foundation continues to support the various needs of our school and programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Shelley, Rachel	Principal
Allen, Trish	Assistant Principal
Larkin, Darby	Assistant Principal
Doroff, Annette	
Crane, Steve	Teacher, Career/Technical
Griffiths, Diane	Teacher, K-12
Rouwenhorst, Lisa	Teacher, K-12
king, rebecca	Administrative Support
Miller, Myndel	Teacher, ESE
Miranda, Roxanne	Teacher, K-12
Schmidt, Rosemary	Administrative Support
Shaw, Tim	Teacher, K-12
Wheeler, Millie	Guidance Counselor
Harris, Ashley	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Assistant Principals- Act as instructional leaders through leadership of departments, specifically in the areas of unpacking the standards and the new assessments. APs also conduct classroom walk throughs, student supervision, discipline and teacher evaluations. APs are integral to the progress monitoring of at risk students at Booker High School.

Guidance Counselors - Bring students to the attention of the team with regard to attendance, grade and/or behavior concerns. Brainstorm solutions and follow up with action steps and interventions.

Behavior Specialist- Brings students to the attention of the team with regard to attendance, grade and/or behavior concerns. Brainstorm solutions and follow up with action steps and interventions.

Progress monitor students' behavior plan results and other data, and counsels students on behavioral issues regularly.

Truancy Specialist- monitors attendance and addresses, as recommended by the team. Makes home visits.

Social Worker- provides assistance to families struggling with resources and counseling needs.

General Education Teachers- provide written teacher insight and perspective on student concerns for the committee to consider as they design interventions.

Exceptional Student Education Teacher (ESE)- Assists by providing information regarding students and ESE compliance procedures.

School Psychologist- provides insight and testing as needed. Checks in with students on caseload regularly to ensure success.

School Nurse- provides medical information that may be pertinent to the concerns in individual student cases.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Booker High School engages in MTSS, a Multi-Tiered System of Support to address struggling student needs. Academics, behaviors and attendance are considered, along with information that comes from other sources regarding students in financial need or who are experiencing health issues. Teachers have been trained in providing interventions for struggling students at Tier 1, 2 and 3. Administrators and counselors provide guidance in the creation of and fidelity to interventions. The Supper Club is a federally funded program offering a hot meal for those students involved in after school activities.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rachel Shelley	Principal
Lorna Alston	Business/Community
Denise Cantalupo	Parent
Tarnisha Cliatt	Parent
Trevor Harvey	Business/Community
Barbara Langston	Business/Community
Lillian Mignano	Education Support Employee
Coretta Omolola	Parent
Brenda Pinkney	Parent
Diane Preston	Business/Community
Willie Shaw	Business/Community
Rosemary Schmidt	Teacher
Pablo Infante	Student
Faye Norman	Parent
Shanika Clayton	Parent
Tamiko Major	Parent
Tom Woodard	Parent
Stephanie Williams	Parent
Heidi Harley	Parent
Mark and Christi Wheeler	Parent
Williams Jone	Parent
Kassidy St. Clair	Parent
Lori Abrams	Parent
Elizabeth Gunio	Teacher
Julie Felts	Teacher
Gloria Armstrong	Business/Community
Nick Jones	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC Team reviewed the 2013-2014 SIP and compared the end of year data with the initial goals, discussing areas of success and areas in which more emphasis needs to be placed.

Development of this school improvement plan

The SAC members have reviewed the SIP and offered recommendations. They will review the goals and ongoing data throughout the year as results become available.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC membership has received and approved the following funding requests as of September 20, 2013.:

\$1,000 for students who are unable to pay to take the ACT

\$1,000 to fund the ACT test prep class after school

Future teacher and program requests, which are aligned to the SIP goals will be reviewed continuously throughout the school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Allen, Trish	Assistant Principal
Larkin, Darby	Assistant Principal
Crane, Nancy	Teacher, K-12
Crane, Steve	Teacher, Career/Technical
Foreman, Gail	Teacher, K-12
Gregornik, Rachel	Teacher, ESE
Gunio, Elizabeth	Teacher, K-12
Harris, Ashley	Teacher, K-12
Keys, Scott	Teacher, Career/Technical
Anderson, Michelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

We have combined our Literacy Leadership Team with our Differentiated Instruction Team in order to provide staff a plan and strategies that are unified.

The team is providing literacy strategies monthly at faculty meetings and modeling the strategy in use. Techniques on differentiating instruction and Depth of Knowledge are provided through monthly Snacks and Strats meetings. At these meetings professional development is provided by school and district professionals in areas of need.

As a second, though equally important initiative, the LLT is focused on providing opportunities to change the culture for literacy in our school, for staff as well as students. Activities such as door decorating (related to literature) and costume days are being designed to help institute a culture of literacy learning that emphasizes the joy and life connections/relationships that may be derived from reading.

Additionally, the LLT is now providing weekly Morphemic Awareness instruction to all teachers, with short powerpoints which run on the electronic bulletin board across campus. Teachers in all subject areas are asked to incorporate the morphemes in their subject area.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration is an important piece of what we do at Booker High School. Each teacher attends weekly collaborative sessions with teachers in their own subject area. Topics discussed in these meetings include data, online tools, Differentiated Instruction, Depth of Knowledge, the new Florida Assessment, the Florida Standards, new textbook and resource discovery and lesson planning.

Collaborative planning time has been contractually mandated in our county, and our school has designed a master schedule which allows teachers in the same department to plan together.

Additionally, teachers volunteer to offer professional development to other staff members during Snacks and Strats, after school and on Professional Days.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal of Booker High School understands that recruitment and retention of highly qualified, effective teachers is vital to the growth of student achievement and, as such, takes a leadership role in securing personnel for each open position. A hiring committee is formed for each posting and questions are written to ensure that selected teachers are highly qualified and in agreement with our school's initiatives and vision. Applicants are interviewed and ranked until consensus of the committee is reached.

Once hired, teachers are placed with a mentor, typically from their subject area. The teacher and mentor go through the district curriculum for teachers new to our county. Topics for review and action include but are not limited to the creation of classroom rules and expectations, school-wide discipline progression plans, content area literacy strategies, our electronic grade book, as well as other district-provided technologies.

Training sessions on our email and grade book systems are made available at various times to meet the needs of the teachers. A wide variety of professional development opportunities are arranged and advertised in advance in order to provide the skills necessary for our school's particular needs.

Assistant Principals and the Principal are present in the classroom from the first day of school, and make classroom visits a priority. Administration will meet regularly throughout the school year to review the new teachers' progress and provide support.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with a mentor teacher (in their subject area when possible) and participate in the district program, meeting with each other weekly and, as a group monthly. Activities include creating

classroom expectations, procedures, lesson plans and training on district technologies and our county's teacher evaluation system.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The New Florida Standards have been reviewed with the staff as a whole during the first week of school. After the initial training, departments are working together to unpack the standards in a systematic, detailed manner, and discussing ways in which the new textbooks can be used to implement the standards. A Writing with Florida Standards training is being offered October 2014 for all ELA teachers and trainings are being offered by the textbook specialist, a new support position provided by the text publisher. This support person is training our English teachers multiple times throughout the year on the text, as well as on the online tools available.

In Social Studies, in order to meet the reading and writing requirements of the new standards, teachers are continuing their implementation of Document Based Questioning, which incorporates close reading, discussion and writing about complex topics.

Literacy strategies are being provided and modeled for all staff, and we continue our emphasis on text-based writing and Depth of Knowledge. Our district is working with consultant, Kevin Baird on "deconstructing" the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Three staff members at BHS have attended a week long summer institute on Differentiated Instruction with Carol Tomlinson. An additional 2 staff members have attended intensive workshops with consultant, Jessica Hockett, also with a focus on DI.

Last year Booker High School kept a spreadsheet on all "at-risk" students and monitored their progress regularly. This year we have combined the various progress monitoring systems into one spreadsheet, with each BHS student represented. As we encounter students on the various district-provided documents, we will complete the progress monitoring spreadsheet. Interventions taken and parent contacts are noted on the sheet and the document is placed on our intranet, so all teachers and support staff have access to the information available.

Interventions may include: teacher contacts, ESE/ESOL liaison support, contact with guardians, parent conferences, School-Wide Support Team, ACT/SAT Prep and Teacher Advisory Assistance. We provide scaffolding and differentiate instruction to target instruction for each student.

Students who have not passed the state assessments are placed into Fusion Reading/English classes and/or Intensive Math. Booker High School also offers Cambridge AICE advanced courses, as well as AP and Dual Enrollment courses with the local college.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,000

All students are invited to attend the after school tutoring program, which is funded through***, and is led by 7 teachers. Students bring homework and projects and receive assistance and supervision in completing their work.

Strategy Rationale

By providing students with after school assistance we are giving students support which they may not have at home, given our population is 70% free and reduced lunch.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Miller, Myndel, myndel.miller@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grade data is analyzed at each marking period to determine those who would benefit from additional instruction.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

As students enter high school Guidance Counselors give one on one counseling with students to select courses for their freshman year. Special needs students have an articulation process in place to be certain all the needs of the students are met. ESOL students participate with their parents, the liaison and administrator in LEP meetings, which are meant to check the status of each students' growth over the course of the last year, as well as what services need to be provided in the current year.

At Booker High School, it is our goal to make certain all students graduate College and Career Ready. To that end, we offer College Readiness courses in English and Math. In addition, we employ a ACT/SAT Prep instructor who discusses options with students based on their particular set of needs and preferences. Once a student selects a test, he works with him or her on test taking strategies germane to that particular assessment.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance Counselors meet individually with students to assist with course selections, and to discuss their four year plans and career goals. Counselors then direct students to meet with our school's College Advisor. He assists students in the development of a post-secondary portfolio; career counseling; and financial aid.

The number of courses in AICE, Advance Placement, online IB and Dual Enrollment has been increased and are available to qualifying students.

Our college adviser is a funded position. He guides students through the college searching process as well as the application process. The College Advisory facilitates a College for Every Student (CFES) Program and a College Reach Out Program (CROP) where students are guided in preparing for college through college visits, PSAT/SAT/ACT workshops, Leadership to Serve workshops and specialized programs to help them prepare for the application and interview process. Another group, the Grain Scholars, participates in a Professional Mentoring Program, USF Speed Reading Course, Princeton Review PSAT/SAT/ACT prep classes, Princeton Review Assessment and Summer College Tour.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Booker High School has designed career and technical education course sequences, which allow students to take a series of classes, resulting in industry certification/college readiness in their areas of interest. Informational Technology students can earn certification in the Microsoft Bundle for Excel, Powerpoint and Word. Hospitality Academy students can earn a certification in SAFeserv. Programs include our Hospitality Program, the Law Academy, Engineering, STEM, and Informational Technology.

Our school is a Visual and Performing Arts magnet in the areas of music, art, theatre and dance.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Booker High School's CTE instructors all include assignments, projects, and assessments that incorporate extensive reading, writing, and arithmetic. In addition, CTE courses involve use of technology including Microsoft applications as well as web-based and software tutorial packages that consistently include mathematical calculations, problem solving, and analysis. Many CTE courses also require review of social studies concepts including international history, trade and culture. Engineering courses have a direct integration with scientific concepts, especially physics. Collaboration with other departments is frequent, most notably in the area of technology, where CTE courses have provided students with extensive training in the preparation of reports, graphs, and presentations.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We have increased the number of students taking DE, AICE and AP courses courses through recruitment using qualitative and quantitative data. Students are being asked to take the PERT, which will indicate whether they score in the college ready zone, unless they have a concordant score on the ACT or SAT. Students are being tutored in the SAT and ACT formats in order to decide which test they would like to take. Once decided, students are provided SAT or ACT prep through a contracted adjunct. We continue to recruit students to take courses in the area of STEM and CTE, and have increased our student passage rate on the industry exams.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** By June of 2015, we will decrease the number of students absent 10 or more days by 10%.
- G2.** By the June of 2015, 70% of students will demonstrate proficiency on the new district EOC exams in Economics, Government, World History, Physical Science and English IV for all student subgroups.
- G3.** By June 2015 we will increase our graduation rate by 4%.
- G4.** During the 2014- 2015 school year, there will be implementation of reading and writing strategies in all content area classes addressing the New Florida Standards.
- G5.** World Language students will increase their Reading And Writing skills as outlined in the New Florida Standards through their implementation of the following reading strategies: use of cognates to better comprehend text, text coding for set purpose,
- G6.** By the end of the 2014- 2015 school year, 70% of students taking the New Florida Assessments in Algebra 1, II and Geometry will earn a proficient score.
- G7.** By the end of the 2014-2015 school year, 70% of students taking the New Florida Assessments in English and Writing will earn a proficient score.
- G8.** 9. For FCAT re-takers, by the year 2015 there will be a minimum of a 4% increase Reading and Algebra I for all student subgroups and the lower quartile, when less than 70% are currently demonstrating an annual learning gain.
- G9.** By the year 2015, 70% of students taking the EOC in Biology and US History will earn a proficient score.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By June of 2015, we will decrease the number of students absent 10 or more days by 10%. 1a

G038287

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	

Resources Available to Support the Goal 2

- Crosspointe and SIS system

Targeted Barriers to Achieving the Goal 3

- Student Attendance

Plan to Monitor Progress Toward G1. 8

Attendance rates will be measured quarterly and compared to last year's results.

Person Responsible

Darby Larkin

Schedule

On 6/1/2015

Evidence of Completion

The benchmark scores.

G2. By the June of 2015, 70% of students will demonstrate proficiency on the new district EOC exams in Economics, Government, World History, Physical Science and English IV for all student subgroups. 1a

G038288

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0

Resources Available to Support the Goal 2

- Instructional Focus Guide, USA Test Prep, Benchmark Assessments, DBQ Project, Reading Like a Historian, CPALMS, PLC meetings and collaboration.

Targeted Barriers to Achieving the Goal 3

- The assessments are new and teachers are not certain how to best prepare their students.

Plan to Monitor Progress Toward G2. 8

Monitor assessment period reports.

Person Responsible

Trish Allen

Schedule

Daily, from 9/29/2014 to 5/29/2015

Evidence of Completion

Quarterly reports

G3. By June 2015 we will increase our graduation rate by 4%. 1a

G038290

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	67.0

Resources Available to Support the Goal 2

- Sarasota Virtual School and FLVS. Computer Based instruction during the school day in PBD. Crosspoint and Outlook for parent/teacher communication. Implementation of various diploma options offered by the State. College For Every Student Program

Targeted Barriers to Achieving the Goal 3

- Student motivation

Plan to Monitor Progress Toward G3. 8

Monitor student grades and credits earned.

Person Responsible

Millie Wheeler

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Grade reports.

G4. During the 2014- 2015 school year, there will be implementation of reading and writing strategies in all content area classes addressing the New Florida Standards. 1a

G038291

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- CPALMS- curriculum resources, LLT Strategies-Literacy Leadership Team, Science PLC collaboration, Collaboration with Reading and LA departments, Writing training for ELA teachers

Targeted Barriers to Achieving the Goal 3

- Many teachers outside of ELA feel uncomfortable with teaching and grading writing.

Plan to Monitor Progress Toward G4. 8

Monitor student grades and scores on benchmark assessments.

Person Responsible

Rachel Shelley

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Crosspointe grades and benchmark reports

G5. World Language students will increase their Reading And Writing skills as outlined in the New Florida Standards through their implementation of the following reading strategies: use of cognates to better comprehend text, text coding for set purpose, 1a

G038292

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- Locate evidence from text to support their position/purpose, high order complex questions, directed note taking from text, Re-reading text for deeper analysis and meta-cognition, making connections to target language, culture, and other content areas.
- After-school tutorials.
- Differentiated instruction during regular class hours.

Targeted Barriers to Achieving the Goal 3

- Students who lack basic reading and reading skills.

Plan to Monitor Progress Toward G5. 8

Formative assessments.

Person Responsible
Roxanne Miranda

Schedule
Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion
Students will show improvement in reading and writing in target course.

G6. By the end of the 2014- 2015 school year, 70% of students taking the New Florida Assessments in Algebra 1, II and Geometry will earn a proficient score. 1a

G038293

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- Algebra 1 Bootcamp Remediation, Summer School, Florida Standards, use of Algebra Nation electronic tool

Targeted Barriers to Achieving the Goal 3

- Students lack basic math skills necessary for success at the high school level.

Plan to Monitor Progress Toward G6. 8

Formative assessments

Person Responsible

Annette Doroff

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Summative Assessments from Algebra Nation and Bootcamp will show that the students' mastery of concepts has occurred.

G7. By the end of the 2014-2015 school year, 70% of students taking the New Florida Assessments in English and Writing will earn a proficient score. 1a

G038294

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- LLT Strategies, USA Test Prep, Benchmark Assessments, Instructional Focus Calendars, CPALMS and Florida Standards Collaborative Meetings, New HMH textbooks- "Collections" and online resources, HMH district support person

Targeted Barriers to Achieving the Goal 3

- Teachers are learning new standards and new textbooks simultaneously.

Plan to Monitor Progress Toward G7. 8

Results on benchmark tests, FAIR and USA Test Prep

Person Responsible

Trish Allen

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

District and Teacher results.

G8. 9. For FCAT re-takers, by the year 2015 there will be a minimum of a 4% increase Reading and Algebra I for all student subgroups and the lower quartile, when less than 70% are currently demonstrating an annual learning gain. **1a**

G038295

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - African American	52.0
AMO Reading - Hispanic	57.0
AMO Reading - ELL	36.0
AMO Reading - SWD	47.0
AMO Reading - ED	57.0
AMO Reading - White	80.0

Resources Available to Support the Goal **2**

- LLT Strategies, USA Test Prep, Benchmark Assessments, Instructional Focus Calendars, CPALMS and CCSS, Collaborative Meetings, FCAT Fitness Bootcamp, ACT/SAT Prep, Algebra Nation

Targeted Barriers to Achieving the Goal **3**

- Student motivation

Plan to Monitor Progress Toward G8. **8**

Monitor progress on FAIR, USA Test Prep, Retakes, and classroom grades.

Person Responsible

Myndel Miller

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student grades and assessment results.

G9. By the year 2015, 70% of students taking the EOC in Biology and US History will earn a proficient score. 1a

G038296

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	58.0

Resources Available to Support the Goal 2

- Technology (USA test-prep, TINspire calculators), Common hands-on activities (relevant and real world), Biology mini-assessments (LEARN), Adaptive curriculum online. DBQ and Reading Like a Historian resources.

Targeted Barriers to Achieving the Goal 3

- Student motivation

Plan to Monitor Progress Toward G9. 8

Benchmark assessments
USA Test Prep
Progress monitoring using TINspire
Benchmark Mini assessments
IFC

Person Responsible

Darby Larkin

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

EOC Biology Exam grades in Crosspointe

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By June of 2015, we will decrease the number of students absent 10 or more days by 10%. **1**

 G038287

G1.B2 Student Attendance **2**

 B091950

G1.B2.S1 Monitor student attendance daily, utilizing Ms. Taylor in our Attendance Office to run reports, make calls home and generate letters for excessive excused and unexcused absences. Teachers are sending attendance referrals to assistant principals when concerned about specific students and APs are following up with parents and teachers. Attendance contest by class level. **4**

 S102854

Strategy Rationale

Students who are not at school cannot learn. Providing strict monitoring of class and individual attendance data will keep this in the forefront of our teacher and students' minds.

Action Step 1 **5**

Monitoring of student attendance by attendance clerk and 2nd period teachers, as well as the SWST team. Rewards and recognitions are built in to an attendance contest by grade level.

Person Responsible

Darby Larkin

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

higher attendance rates for students improved grades

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

daily and weekly attendance reports

Person Responsible

Darby Larkin

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Daily attendance report kept electronically located on Sharepointe. Notebook of weekly calls made for students with 5 or more absences located on Sharepointe.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The attendance rate is monitored daily by all staff. Special announcements are made for students. A plan for class level rewards is being created by our Renaissance Committee.

Person Responsible

Darby Larkin

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Decreased absenteeism

G2. By the June of 2015, 70% of students will demonstrate proficiency on the new district EOC exams in Economics, Government, World History, Physical Science and English IV for all student subgroups. 1

G038288

G2.B1 The assessments are new and teachers are not certain how to best prepare their students. 2

B091951

G2.B1.S1 Use PLC time for teacher collaboration about the standards and pacing guide, as well as instructional strategies being implemented in each class. 4

S102855

Strategy Rationale

Teachers will find support in one another as we share best practices and strategies.

Action Step 1 5

Review each standard and review all district provided information about the text, including possible sample questions, and test specs. Collaborate with department members on instructional strategies for teaching the material.

Person Responsible

Trish Allen

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrators and Department Chairs will participate in collaborative meetings and will focus the conversation on the standards and available resources.

Person Responsible

Trish Allen

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student passing rate on district EOCs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review of benchmark assessments.

Person Responsible

Trish Allen

Schedule

Daily, from 9/29/2014 to 5/29/2015

Evidence of Completion

Assessment Period reports.

G3. By June 2015 we will increase our graduation rate by 4%. 1

G038290

G3.B1 Student motivation 2

B091953

G3.B1.S1 Increased communication with families and students regarding options and tools to assist in meeting their goals. Continuous employment of the MTSS system to assist struggling students with interventions. Informational parent meetings at night for ESOL students, as well as other evenings for parents such as SPIN Night, AICE Night and Back to School Night. Additionally, students will participate in Florida Choices, a web-based program designed to help students learn about careers and educational paths to achieve their goals. Use of MTSS to provide support, resources and assistance to students who are not progressing adequately. 4

S102857

Strategy Rationale

Increased parental and student awareness of options will provide avenues for students to meet their goals.

Action Step 1 5

Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist.

Training: Multi-Tiered System of Support Training for Guidance

Person Responsible

Millie Wheeler

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

MTSS records

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor the MTSS system for fidelity.

Person Responsible

Darby Larkin

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

MTSS records

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor successful completion of coursework.

Person Responsible

Millie Wheeler

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

MTSS records

G4. During the 2014- 2015 school year, there will be implementation of reading and writing strategies in all content area classes addressing the New Florida Standards. 1

G038291

G4.B1 Many teachers outside of ELA feel uncomfortable with teaching and grading writing. 2

B091954

G4.B1.S1 Utilize strategies provided by the school Literacy Leadership Team, as well as the time in our PLCs to discuss other instructional practices to give students practice writing in every content area. 4

S102858

Strategy Rationale

Teachers sharing best practice will increase their "toolbox" of teaching strategies.

Action Step 1 5

Provide literacy strategies to all content area teachers in faculty meetings and during monthly Snacks for Strats meetings.

Person Responsible

Michelle Anderson

Schedule

Biweekly, from 9/4/2014 to 6/1/2015

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators will monitor use of strategies through classroom walk-throughs.

Person Responsible

Rachel Shelley

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson plans Student work

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitoring student progress on benchmark exams and summative statewide tests.

Person Responsible

Rachel Shelley

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Lesson plans Crosspointe grades

G5. World Language students will increase their Reading And Writing skills as outlined in the New Florida Standards through their implementation of the following reading strategies: use of cognates to better comprehend text, text coding for set purpose, 1

 G038292

G5.B1 Students who lack basic reading and reading skills. 2

 B091955

G5.B1.S1 After school tutoring and differentiated instruction during class. 4

 S102859

Strategy Rationale

Providing extra support to students will increase success rate.

Action Step 1 5

Tutoring and DI

Person Responsible

Roxanne Miranda

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student scores will increase.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor student mastery of reading and writing standards.

Person Responsible

Roxanne Miranda

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student grades and assessment results.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor grades of students

Person Responsible

Darby Larkin

Schedule

Quarterly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student grades

G6. By the end of the 2014- 2015 school year, 70% of students taking the New Florida Assessments in Algebra 1, II and Geometry will earn a proficient score. 1

G038293

G6.B1 Students lack basic math skills necessary for success at the high school level. 2

B091957

G6.B1.S1 Based on data received from state testing students will be assigned to the Algebra 1 Remediation Bootcamp Program adopted by the math department at Booker High School and they will receive access to Algebra Nation both during the school day and insdependently at home. 4

S102861

Strategy Rationale

Remediation will provide the skills necessary for students to pass the assessment and earn the credit for graduation.

Action Step 1 5

Implementation of Bootcamp remediation for retakers

Person Responsible

Annette Doroff

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student scores on benchmark assessments and EOC.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Formative assessments

Person Responsible

Rachel Shelley

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Result of the formative assessment will be sent to classroom teacher and teachers will monitor for improvement.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Student results will be analyzed and remediation will be provided for those in need.

Person Responsible

Annette Doroff

Schedule

Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Scores of these students will improve by four percentage points on average.

G7. By the end of the 2014-2015 school year, 70% of students taking the New Florida Assessments in English and Writing will earn a proficient score. 1

 G038294

G7.B1 Teachers are learning new standards and new textbooks simultaneously. 2

 B091958

G7.B1.S1 Textbook and internet resource training series. Teachers will collaborate on new Florida Standards, unpacking each standard. They will also attend training on the new writing assessment, as well as practice the new testing tools online in order to teach their students the needed skills. 4

 S102862

Strategy Rationale

Knowing the tools and the test format will provide the foundation for students to test with confidence in order to show mastery of reading and writing skills, as required in the new standards.

Action Step 1 5

Monitor Student progress on Reading Skills, as defined by the New Florida Standards. Trainings will be provided by district personnel on the standards, assessment and testing tools. Collaborate with other teachers on best practice and instructional strategies for the new textbooks and standards.

Person Responsible

Trish Allen

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Administrative spreadsheets of at-risk students. Student grades. Teacher formative assessment monitoring/records.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Teachers will conduct formative assessments along the way to measure student progress on the standards and tested areas. USA Test Prep data will be analyzed and used to guide instruction.

Person Responsible

Trish Allen

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student scores on benchmark testing, FAIR and USA Test Prep.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Teachers will monitor student progress and discuss their data keeping system with their administrator.

Person Responsible

Trish Allen

Schedule

Quarterly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Student scores on USA Test Prep and FAIR, as well as teacher-designed formative assessments.

G8. 9. For FCAT re-takers, by the year 2015 there will be a minimum of a 4% increase Reading and Algebra I for all student subgroups and the lower quartile, when less than 70% are currently demonstrating an annual learning gain. 1

G038295

G8.B1 Student motivation 2

B091959

G8.B1.S1 A variety of strategies and approaches will be employed to assist these students in earning a proficient score, including: FCAT Fitness Boot Camp Collaborative discussion regarding instruction and interventions in department meetings Progress Monitoring on Benchmark exams (FAIR, USA, other) SAT/ACT Prep Reading Tutorial Instructional Focus Guides. Use of Differentiated Instruction Increased use of informational text Use of low, moderate and high complexity texts and questions. 4

S102863

Strategy Rationale

The goal is to help them realize there are multiple approaches to meet their goal and to provide several avenues, rather than doing the same thing year in and year out unsuccessfully.

Action Step 1 5

Monitoring student achievement regularly

Person Responsible

Rachel Shelley

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Progress monitoring systems in each classroom showing progress on skills and curriculum requirements.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Monitor Teacher lesson plans

Person Responsible

Trish Allen

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk-through notes on Instructional Improvement System

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Monitor student achievement regularly.

Person Responsible

Myndel Miller

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Benchmark assessments and classroom grades.

G9. By the year 2015, 70% of students taking the EOC in Biology and US History will earn a proficient score.

1

 G038296

G9.B1 Student motivation 2

 B091960

G9.B1.S1 Teachers will provide hands-on labs and inquiry based activities that are relevant and real world. 4

 S102864

Strategy Rationale

Showing students how their studies are connected to real-life will increase interest.

Action Step 1 5

Teachers will provide hands on labs and activities that will spark student interest in science and provide opportunities for collaboration with peers.

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher data on Crosspointe

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Research and collaborate with peers to design weekly hands-on labs and inquiry activities and analyze results together.

Person Responsible

Lisa Rouwenhorst

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Weekly grades in Crosspointe

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Teachers will evaluate student work.
Administrator walk throughs--students on task
Progress monitoring using TINspire calculator

Person Responsible

Darby Larkin

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

PRIDE evaluation student grades % of students completing activities with proficiency

G9.B1.S2 TINspire calculators will be used to provide students with immediate feedback on progress toward achieving benchmark proficiency by using "quick polls", mini quizzes, and simulation activities.

4

 S102865

Strategy Rationale

Technology in the hands of students increases interest in learning.

Action Step 1 5

TINspires will be used at least weekly in class. Two trainings are scheduled and more will be added as needs for support become apparent.

Person Responsible

Lisa Rouwenhorst

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Formative Data from TINspires

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Look at Progress Monitoring data.

Person Responsible

Darby Larkin

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Gradebook and scores of students.

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Review teachers progress monitoring data.

Person Responsible

Darby Larkin

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Monitoring of student attendance by attendance clerk and 2nd period teachers, as well as the SWST team. Rewards and recognitions are built in to an attendance contest by grade level.	Larkin, Darby	8/25/2014	higher attendance rates for students improved grades	5/29/2015 daily
G2.B1.S1.A1	Review each standard and review all district provided information about the text, including possible sample questions, and test specs. Collaborate with department members on instructional strategies for teaching the material.	Allen, Trish	8/25/2014	Attendance	5/29/2015 daily
G3.B1.S1.A1	Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist. Training: Multi-Tiered System of Support Training for Guidance	Wheeler, Millie	9/1/2014	MTSS records	6/1/2015 weekly
G4.B1.S1.A1	Provide literacy strategies to all content area teachers in faculty meetings and during monthly Snacks for Strats meetings.	Anderson, Michelle	9/4/2014	Teacher lesson plans	6/1/2015 biweekly
G5.B1.S1.A1	Tutoring and DI	Miranda, Roxanne	9/1/2014	Student scores will increase.	6/1/2015 daily
G6.B1.S1.A1	Implementation of Bootcamp remediation for retakers	Doroff, Annette	9/1/2014	Student scores on benchmark assessments and EOC.	6/1/2015 weekly
G7.B1.S1.A1	Monitor Student progress on Reading Skills, as defined by the New Florida Standards. Trainings will be provided by district personnel on the standards, assessment and testing tools. Collaborate with other teachers on best practice and instructional strategies for the new textbooks and standards.	Allen, Trish	9/1/2014	Administrative spreadsheets of at-risk students. Student grades. Teacher formative assessment monitoring/ records.	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.A1	Monitoring student achievement regularly	Shelley, Rachel	9/1/2014	Progress monitoring systems in each classroom showing progress on skills and curriculum requirements.	6/1/2015 weekly
G9.B1.S1.A1	Teachers will provide hands on labs and activities that will spark student interest in science and provide opportunities for collaboration with peers.		9/1/2014	Teacher data on Crosspointe	5/29/2015 biweekly
G9.B1.S2.A1	TINspires will be used at least weekly in class. Two trainings are scheduled and more will be added as needs for support become apparent.	Rouwenhorst, Lisa	9/1/2014	Lesson Plans Formative Data from TINspires	5/29/2015 monthly
G1.MA1	Attendance rates will be measured quarterly and compared to last year's results.	Larkin, Darby	10/17/2014	The benchmark scores.	6/1/2015 one-time
G1.B2.S1.MA1	The attendance rate is monitored daily by all staff. Special announcements are made for students. A plan for class level rewards is being created by our Renaissance Committee.	Larkin, Darby	9/29/2014	Decreased absenteeism	5/29/2015 weekly
G1.B2.S1.MA1	daily and weekly attendance reports	Larkin, Darby	8/25/2014	Daily attendance report kept electronically located on Sharepointe. Notebook of weekly calls made for students with 5 or more absences located on Sharepointe.	5/29/2015 daily
G2.MA1	Monitor assessment period reports.	Allen, Trish	9/29/2014	Quarterly reports	5/29/2015 daily
G2.B1.S1.MA1	Review of benchmark assessments.	Allen, Trish	9/29/2014	Assessment Period reports.	5/29/2015 daily
G2.B1.S1.MA1	Administrators and Department Chairs will participate in collaborative meetings and will focus the conversation on the standards and available resources.	Allen, Trish	9/29/2014	Student passing rate on district EOCs.	5/29/2015 weekly
G3.MA1	Monitor student grades and credits earned.	Wheeler, Millie	9/1/2014	Grade reports.	5/29/2015 quarterly
G3.B1.S1.MA1	Monitor successful completion of coursework.	Wheeler, Millie	9/1/2014	MTSS records	6/1/2015 weekly
G3.B1.S1.MA1	Monitor the MTSS system for fidelity.	Larkin, Darby	9/1/2014	MTSS records	6/1/2015 weekly
G4.MA1	Monitor student grades and scores on benchmark assessments.	Shelley, Rachel	10/1/2014	Crosspointe grades and benchmark reports	6/1/2015 monthly
G4.B1.S1.MA1	Monitoring student progress on benchmark exams and summative statewide tests.	Shelley, Rachel	10/1/2014	Lesson plans Crosspointe grades	6/1/2015 monthly
G4.B1.S1.MA1	Administrators will monitor use of strategies through classroom walk-throughs.	Shelley, Rachel	9/1/2014	Lesson plans Student work	6/1/2015 daily
G5.MA1	Formative assessments.	Miranda, Roxanne	9/1/2014	Students will show improvement in reading and writing in target course.	6/1/2015 weekly
G5.B1.S1.MA1	Monitor grades of students	Larkin, Darby	9/1/2014	Student grades	6/1/2015 quarterly
G5.B1.S1.MA1	Monitor student mastery of reading and writing standards.	Miranda, Roxanne	9/1/2014	Student grades and assessment results.	6/1/2015 daily
G6.MA1	Formative assessments	Doroff, Annette	10/1/2014	Summative Assessments from Algebra Nation and Bootcamp will show that the students' mastery of concepts has occurred.	6/1/2015 monthly
G6.B1.S1.MA1	Student results will be analyzed and remediation will be provided for those in need.	Doroff, Annette	10/1/2014	Scores of these students will improve by four percentage points on average.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1	Formative assessments	Shelley, Rachel	10/1/2014	Result of the formative assessment will be sent to classroom teacher and teachers will monitor for improvement.	6/1/2015 monthly
G7.MA1	Results on benchmark tests, FAIR and USA Test Prep	Allen, Trish	9/1/2014	District and Teacher results.	6/1/2015 weekly
G7.B1.S1.MA1	Teachers will monitor student progress and discuss their data keeping system with their administrator.	Allen, Trish	10/1/2014	Student scores on USA Test Prep and FAIR, as well as teacher-designed formative assessments.	6/1/2015 quarterly
G7.B1.S1.MA1	Teachers will conduct formative assessments along the way to measure student progress on the standards and tested areas. USA Test Prep data will be analyzed and used to guide instruction.	Allen, Trish	9/1/2014	Student scores on benchmark testing, FAIR and USA Test Prep.	6/1/2015 weekly
G8.MA1	Monitor progress on FAIR, USA Test Prep, Retakes, and classroom grades.	Miller, Myndel	9/1/2014	Student grades and assessment results.	6/1/2015 weekly
G8.B1.S1.MA1	Monitor student achievement regularly.	Miller, Myndel	9/1/2014	Benchmark assessments and classroom grades.	6/1/2015 weekly
G8.B1.S1.MA1	Monitor Teacher lesson plans	Allen, Trish	9/1/2014	Walk-through notes on Instructional Improvement System	5/29/2015 weekly
G9.MA1	Benchmark assessments USA Test Prep Progress monitoring using TINspire Benchmark Mini assessments IFC	Larkin, Darby	9/1/2014	EOC Biology Exam grades in Crosspointe	5/29/2015 weekly
G9.B1.S1.MA1	Teachers will evaluate student work. Administrator walk throughs--students on task Progress monitoring using TINspire calculator	Larkin, Darby	9/1/2014	PRIDE evaluation student grades % of students completing activities with proficiency	5/29/2015 daily
G9.B1.S1.MA1	Research and collaborate with peers to design weekly hands-on labs and inquiry activities and analyze results together.	Rouwenhorst, Lisa	9/1/2014	Weekly grades in Crosspointe	5/29/2015 weekly
G9.B1.S2.MA1	Review teachers progress monitoring data.	Larkin, Darby	9/1/2014	Data	6/1/2015 monthly
G9.B1.S2.MA1	Look at Progress Monitoring data.	Larkin, Darby	9/1/2014	Gradebook and scores of students.	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. By the June of 2015, 70% of students will demonstrate proficiency on the new district EOC exams in Economics, Government, World History, Physical Science and English IV for all student subgroups.

G2.B1 The assessments are new and teachers are not certain how to best prepare their students.

G2.B1.S1 Use PLC time for teacher collaboration about the standards and pacing guide, as well as instructional strategies being implemented in each class.

PD Opportunity 1

Review each standard and review all district provided information about the text, including possible sample questions, and test specs. Collaborate with department members on instructional strategies for teaching the material.

Facilitator

Rachel Shelley- Transformative Assessment District Personnel- Item selection for new EOC
Michelle Anderson- Tying It All Together: DOK, Differentiated Instruction and Literacy Strategies
Michelle Anderson- Socratic Seminars

Participants

All teachers (optional)

Schedule

Daily, from 8/25/2014 to 5/29/2015

G4. During the 2014- 2015 school year, there will be implementation of reading and writing strategies in all content area classes addressing the New Florida Standards.

G4.B1 Many teachers outside of ELA feel uncomfortable with teaching and grading writing.

G4.B1.S1 Utilize strategies provided by the school Literacy Leadership Team, as well as the time in our PLCs to discuss other instructional practices to give students practice writing in every content area.

PD Opportunity 1

Provide literacy strategies to all content area teachers in faculty meetings and during monthly Snacks for Strats meetings.

Facilitator

Literacy Leadership Team Rachel Shelley- Transformative Assessment Michelle Anderson- Tying It All Together: DOK, Differentiated Instruction and Literacy Strategies

Participants

All teachers

Schedule

Biweekly, from 9/4/2014 to 6/1/2015

G5. World Language students will increase their Reading And Writing skills as outlined in the New Florida Standards through their implementation of the following reading strategies: use of cognates to better comprehend text, text coding for set purpose,

G5.B1 Students who lack basic reading and reading skills.

G5.B1.S1 After school tutoring and differentiated instruction during class.

PD Opportunity 1

Tutoring and DI

Facilitator

See previous listing of PD for Goal 4.

Participants

See previous listing for PD for Goal 4.

Schedule

Daily, from 9/1/2014 to 6/1/2015

G6. By the end of the 2014- 2015 school year, 70% of students taking the New Florida Assessments in Algebra 1, II and Geometry will earn a proficient score.

G6.B1 Students lack basic math skills necessary for success at the high school level.

G6.B1.S1 Based on data received from state testing students will be assigned to the Algebra 1 Remediation Bootcamp Program adopted by the math department at Booker High School and they will receive access to Algebra Nation both during the school day and insdependently at home.

PD Opportunity 1

Implementation of Bootcamp remediation for retakers

Facilitator

Cindy Shedden- Algebra Nation Annette Doroff-Blunt- Ed Cite Online

Participants

Math teachers

Schedule

Weekly, from 9/1/2014 to 6/1/2015

G7. By the end of the 2014-2015 school year, 70% of students taking the New Florida Assessments in English and Writing will earn a proficient score.

G7.B1 Teachers are learning new standards and new textbooks simultaneously.

G7.B1.S1 Textbook and internet resource training series. Teachers will collaborate on new Florida Standards, unpacking each standard. They will also attend training on the new writing assessment, as well as practice the new testing tools online in order to teach their students the needed skills.

PD Opportunity 1

Monitor Student progress on Reading Skills, as defined by the New Florida Standards. Trainings will be provided by district personnel on the standards, assessment and testing tools. Collaborate with other teachers on best practice and instructional strategies for the new textbooks and standards.

Facilitator

1. Writing Training: Catherine Coccozza 2. Textbook and online resource training- Erin Cox 3. ELA Collaboration on text an instruction- Myndel Miller

Participants

ELA teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

G8. 9. For FCAT re-takers, by the year 2015 there will be a minimum of a 4% increase Reading and Algebra I for all student subgroups and the lower quartile, when less than 70% are currently demonstrating an annual learning gain.

G8.B1 Student motivation

G8.B1.S1 A variety of strategies and approaches will be employed to assist these students in earning a proficient score, including: FCAT Fitness Boot Camp Collaborative discussion regarding instruction and interventions in department meetings Progress Monitoring on Benchmark exams (FAIR, USA, other) SAT/ACT Prep Reading Tutorial Instructional Focus Guides. Use of Differentiated Instruction Increased use of informational text Use of low, moderate and high complexity texts and questions.

PD Opportunity 1

Monitoring student achievement regularly

Facilitator

See previous listing of trainings and facilitators.

Participants

See previous listing of participants in ELA section.

Schedule

Weekly, from 9/1/2014 to 6/1/2015

G9. By the year 2015, 70% of students taking the EOC in Biology and US History will earn a proficient score.

G9.B1 Student motivation

G9.B1.S1 Teachers will provide hands-on labs and inquiry based activities that are relevant and real world.

PD Opportunity 1

Teachers will provide hands on labs and activities that will spark student interest in science and provide opportunities for collaboration with peers.

Facilitator

Heather Whiteley- TINspire fo Beginnrs Tricia Allen- Book Study on Mindset Darby Larkin- Book study on Broken Grades Rachel Shelley- Transformative Assessment Michelle Anderson- Tiegng It All Together: DOK, Differentiated Instruction and Literacy Strategies

Participants

Science teachers

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0