

A word cloud graphic featuring various terms related to education and community. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'community', 'goals', 'mission', 'vision', 'public', 'and', 'career', 'college', 'and', 'career', 'goals', 'strategic', 'public', 'and', 'mission', 'vision'. The words are in various shades of blue and yellow/gold.

Booker T. Washington Senior High

1200 NW 6TH AVE, Miami, FL 33136

<http://btw.dadeschools.net/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

94%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

C

D

School Board Approval

This plan is pending approval by the Dade County School Board.

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
Focus	5	Gayle Sitter
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 T. Washington Senior High School is to promote a safe community that champions high academic standards, self-realization and responsible citizenship for all students.

Provide the school's vision statement

We the faculty and staff of Booker T. Washington Senior High School, are committed to maintaining a safe and comfortable school, where all students gain knowledge from each other and the adults who guide them. Students learn in different ways and succeed through active involvement. In our school, students' learning needs are the primary focus of all decisions. Teachers, administrators, parents, students and community share the responsibility for advancing our mission, promoting mutual respect, and enhancing student self-esteem to become confident, self directed, life long learners.

School Environment

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

At Booker T. Washington the entire school team consisting of staff, faculty, community, teachers and outside agencies focus on the entire student and the individual students' needs. Identifying early on the needs of each student is key to encompass and instill pride and work on the self-esteem of every child at Booker T. Washington. Teachers take the time to build on existing foundations that each student brings with him or her as well as establishes a level of trust and fairness to involve the student to excel academically as well.

Through the registration process and completion of different questionnaires the school is able to learn about an individual students' needs and interests as well as to properly place the students in the appropriate academic classes, ie. AP, Honors, Esol, Ese, Advanced, etc. Through the process of building these relationships we also afford the students the opportunity to involve themselves in enrichment and electives as well as extra curricular activities and sports.

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

Safety at Booker T. Washington is a top priority. The administrative team, entire school staff and faculty have implemented a number of strategies to ensure a safe and supportive school climate that encourage students to feel safe and supported. The entire school building is supported and visibly responsive with personnel in all the areas of the campus. School security monitors are in place on every floor, in the cafeteria and throughout the hallways.

The school is monitored daily and all common areas are supervised.

Drills are performed monthly to ensure safe and reliable exiting and entrance into the building.

Bullying is not accepted and the school follows the Bullying prevention plan to ensure safety and respect for all students as well as a safe haven for any student to discuss any concerns.

Parents are as well invited and involved in our safety plans and made aware of the need for the proper following of the safety rules and obligations of every student.

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

The behavioral system in place at Booker T. Washington is PBS. PBS information is disseminated through our faculty meetings, common planning and school-wide events. It is imperative that staff is trained and that all students are involved in the steps created to enforce the discipline procedures. Lessons involve higher order thinking skills to promote a classroom of active students; in order to minimize the activity of poor or disrespectful behavior. Parents and students are provided with a parent-student handbook as well as the Code of Student Conduct. Ongoing assemblies are conducted monthly to ensure that all students are following the handbook and its policies. Parents are asked to sign a parent contract as well as signing and acknowledging that they have reviewed the Code of Student Conduct.

The administration monitors the teachers to ensure that bell to bell instruction is provided as well as innovating, rigorous and engaging lessons. Teachers are required to be active and circulating the classrooms as well as being visible in the hallways during class changes.

The SCSI room is also a time-out room where comprehensive work is prepared and aligned to the lessons that the individual teacher has prepared as part of his/her class and is an extension while the student is placed in SCSI.

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

The school ensures that the social- emotional needs of all students are met through a variety of services that are provided by the counselors, student services and many organizations that assist our student population. The counselor's monitor the referral process and ensure that all the social-emotional needs are met. In addition, Booker T. Washington has numerous agencies that support our students through ongoing mentoring and student services.

Diplomas Now

Communities in School

Overtown Youth Center

City Year Interventionists

Florida International University

The Education Effect

College Summit

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

- * Attendance below 90 percent
- * One or more suspensions
- * Course failure
- * Level 1

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	89	83	104	81	357
One or more suspensions	116	30	35	27	208
Course failure in ELA or Math	65	29	63	52	209
Level 1 on statewide assessment	106	97	91	0	294
	0	0	0	0	

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

Indicator	Grade Level		Total
	9	10	
Students exhibiting two or more indicators	15	28	43

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

The students identified by EWI are tracked through the ABC's for performance through attendance, behavior and course performance.
Core members through City Year provide intervention strategies in classrooms and establish one on one strategies for students in academic and social emotional need.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185949>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The EESAC Educational Excellence Advisory Council is one of the many organizations along with the FIU Education Effect, the Alumni Association, The Title I Parent Involvement Committee that provide services to our students and support the mission and vision of Booker T. Washington.

This year Cars to Go, City Year, Overtown Youth Group also provide assistance to our students and support our classrooms with vital resources, time and community partnerships to help improve the overall and individual academic achievement of all our students.

Funding and resources from these organizations allow our students additional resources to gain academic and social emotional growth.

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
Aristide, William	Principal
Lawrence, Kevin	Assistant Principal
Mcarthur, Lena	Assistant Principal
montenegro, benigna	Assistant Principal

Duties

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

Principal-William Aristide

Vice Principal-Kevin Lawrence

Assistant Principal-Lena McArthur

Assistant Principal-Benigna C. Montenegro

Education Transformation Office:

Dr. Ortiz, Mrs. Brito, Ms. Montiel, Dr. Amica-Roberts, Mr. Fernandez

Cecelia Magrath, Dr. Barrio, Chanel Madison

Curriculum Support Specialists:

Reading Language Arts: Y. Williams

Math: Mr. Cartajena

Science: J. Russell

Esol: Mr. Montes

Instructional Coaches Reading/ Math/ Science:

Reading Coaches- Carol Jones, Marlene Hernandez

Math-Diane M. Thomas,

Science-Victor Galdo

Graduation Coach: Mr. Velez

Curriculum Leaders (Department Heads): Jack Hart, Kenneth Washington

The above team members schedule, facilitate and monitor regular common planning meetings as well as the planning meetings per subject area. The common planning meetings are facilitated by the instructional coaches and an administrator. In addition, the district provides a CSS who also works closely with the instructional coaches and provides ongoing support to ensure academic growth in all content areas and that the Florida Standards are followed and implemented with fidelity.

CORE Teachers: Veronique Touissant, Liz De Las Cuevas, Earl Tilman, Tony Renesca, Paul

Lassuer, Cynthia Moore, Anthony Jennings, Kenneth Washington, Lisa Starks, Eduardo Alvarez

SPED Teachers: Latanya Matthews-Heidelberg, Jennifer Jordan

School Psychologist: Kimberly Giddins

Student Service Personnel: Anissa Lauriston, Cynthia Kyles

CAP Advisor: Kawesi T. Nimmons,

Media Specialist: Nydia Cabrera

Title I Community Involvement Specialist: Deanna Region

The Rtl leadership Team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. Data will be utilized to create, monitor, and adjust the school's academic goals through data analysis. The Rtl Leadership Team will participate in updating and maintaining the School Improvement Plan.

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

The first level of Rtl Leadership Team support will focus on the core instructional and behavioral practices designed for all students in the general curriculum.

The second level of Rtl Leadership Team support will focus on the supplemental instruction which provides students

additional academic and behavioral support to groups of targeted students in need of further support. The third level of Rtl Leadership Team support will focus on the intensive intervention which provides additional academic

and/ or behavioral support to individual students.

The Rtl Leadership Team will meet on a monthly basis to communicate feedback, provide updates, and hold professional

development as it relates to strategies, interventions, resources and student achievement.

The school-based Rtl Leadership Team will:

Analyze the progress monitoring data to determine students' learning by disaggregating FAIR and Interim data to identify

intervention needs of students

Assist with conducting data chats with teachers and students following each FAIR assessment and Interim Assessment

administration

Participate in regular common planning to discuss research-based instructional strategies and create effective lesson plans

Conduct regular classroom visits (administration and instructional coaches)

Assist with the implementation of differentiated instruction to address the students' needs

Assist with matching the intervention with the specific need of the student by placing each student in the appropriate

intervention setting as identified by the Intervention Decision Tree provided by the ETO office and monitoring the students'

progress through analyzing progress monitoring data to modify interventions as needed

Monitor the intervention plan to be implemented consistently and with fidelity by conducting classroom walk-throughs and

daily meetings with the interventionists

Provide professional development in the area of need

Assist with monitoring the needs of the subgroups within the expectations of AYP

Participate in parental involvement by assisting in the preparation of the school-wide Literacy Night

Assist with the implementation of Positive Behavior Support (PBS)

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS

schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training – N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mr. Aristide	Principal
Mr. Jennings	Teacher
Teressa Staraughter	Student
Mr. Lawrence	Education Support Employee
Malika Joseph	Student
Eduardo Alvarez	Teacher
Victor Galdo	Teacher
Dr. Hale	Business/Community
	Student
Adelaida Arzu	Parent
Diane Thomas	Teacher
Veronique Tousaaint	Teacher
Cynthia Kyles	Teacher
Dee Roberson	Business/Community
	Student

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

Booker T. Washington Senior High School's EESAC reviewed the school's School Improvement Plan and provided comments as appropriate. The council provided timely approval of the document prior to its submission.

In the EESAC meeting scheduled on 5-21-14 a review of the SIP was also conducted.

Development of this school improvement plan

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Preparation of the school's annual budget and plan

A budget presentation was provided to all EESAC members during its regularly scheduled EESAC meeting for the 2013-2014 school year.

There is a balance of 4600.58 in the Florida Recognition Account and it rolled over to the 2014-2015 school year where a portion was just used to purchase the school-wide novel *The Giver*. A remaining balance of 3000.37 is left and will be used as the council designates.

For the 2014-2015 the EESAC committee has scheduled the budget call proposals due October 15, 2014.

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

The Booker T. Washington (BTW) EESAC will continue to utilize school improvement funds during the 2014-2015 school year in a manner consistent with Florida Statutes and MDCPS guidelines. The

BTW EESAC projects expenditures for the following items:

- Snacks for students taking the Florida Standards Assessment and End of Course exams - \$2,500;
- Payment of registration fees for students who have exhausted their free waivers for ACT and SAT examinations; and payments of college application fees for students that do not receive Free or Reduced Lunch - \$1,000;
- A subsidized amount to assist the Positive Behavioral System (PBS) program to purchase student incentives - \$800;
- Purchase of awards for end of school awards program for Outstanding Student Achievement in core subjects and school activities - \$1,000

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
Aristide, William	Principal
Jones, Carol	Instructional Coach
Hernandez, Marlene	Instructional Coach
Lawrence, Kevin	Assistant Principal
montenegro, benigna	Assistant Principal
Mcarthur, Lena	Assistant Principal
Hart, Jack	Teacher, K-12
Galdo, Victor	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT at Booker T. Washington promotes literacy through many initiatives such as common planning across all curriculum content areas and will provide ongoing literacy activities and initiatives to increase achievement and proficiency levels of all students. Major initiatives will include: building and maintaining a school-wide literacy environment, which includes word of the week, frayer models, word of the week televised and posted school-wide as well as drop everything and read and words from different content areas with a specific focus on Tier III (Subject Specific) words, Literacy Gallery, assisting with the development and use of interactive walls/theme charts, providing professional development to teachers.

With the drop and read initiative there is a school-wide calendar which involves the students in a writing follow up. This is done with the use of school-wide novels. A Literacy Week component will also be established and students will participate and demonstrate knowledge and understanding of major components of the literacy focus. Literacy Night will involve parents and parental involvement.

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

To ensure and encourage positive working relationships between teachers, our school provides a variety of strategies characterized by mutual cooperation and professionalism. This collaboration is evident through our scheduling of teachers with common planning times and additional common planning meetings through departments and grade levels. The focus of the common planning is discussed in advanced as well as the "look fors". This allows for the teachers to focus on effective planning, rigorous activities and a productive culminating end product to ensure standards and assessments are achieved with proficiency.

This year at Booker T. Washington ongoing professional development will be conducted to ensure that new teachers are provided the tools to perform well with their students and with their academics. A series of "new teacher" trainings have been planned as well as all teachers have been paired with motivating and successful veteran teachers. In addition, new teachers have been assigned a mentor as well as an instructional coach.

Through collaborative planning meetings and MINT meetings both mentors and mentees will be provided with strategies to increase student achievement, learn about behavior and disciplinary frameworks and be supported in every aspect of the teaching field.

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

The administrative staff will ensure that all teachers are equipped with the strategies and curriculum necessary to be effective teachers. As an ETO school, Booker T. Washington ensures that all teachers are certified, trained and are provided with the necessary requirements to meet their expected performance. New personnel are required to complete the Teacher Match requirement as well as a professional interview is conducted to satisfy the most appropriate position is attained.

In addition, new teachers and all teachers will attend ongoing professional development, faculty meetings, common planning meetings and parent meetings. Teachers will be provided with strategies and performance standards to develop their IPDP and be trained in the evaluation system IPEG's.

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, and ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

This school year 2014-2015 Booker T. Washington has 13 new teachers and 5 second year teachers. Additionally, teachers will complete school-wide surveys and information will be gathered for a needs assessment and comprehensive follow-ups will be conducted.

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

Our school's new teacher mentoring program, is a very comprehensive program that offers support to all new and early teachers. In addition, the program also provides support and assistance to veteran teachers that may also be in need of assistance. This program also aims to increase the knowledge base and general awareness of best practices for new and early teachers. The MINT program promotes and provides effective training for new and early teachers. More importantly, the goal is to establish through mentoring, the norms of collegiality, collaboration, and continuous professional development. Careful planning was conducted to pair and ensure that the new teacher and the mentor teacher assigned were a good fit. Consideration was placed on the subject area, the classroom management policies and compliance and fidelity procedures.

- 1) Meetings are held once a month after school.
- 2) Teachers are given training in Classroom Management/Preventive Strategies.
- 3) Using good Professional Judgment.

- 4) Electronic Gradebook and Acceptable use Policy for the Internet.
- 5) Modeling of lessons and effective lesson planning.
- 6) Differentiated Instruction.
- 7) Common Core.
- 8) Curriculum and Instruction.
- 9) Technology and Integrating Technology in the Classroom.
- 10) PBS.
- 11) SPED/ELL Training and strategies.
- 12) Time Management.

New teachers are paired with veteran teachers that have proven to be “highly effective” in their respected areas. All new teachers are not always necessarily paired with teachers in the same subject area. In some instances, they are paired with veteran teachers that offer them the best opportunity for success and comfortably. Examples of some mentoring activities, but not limited to include:

- 1) Teacher modeling and classroom visitations.
- 2) Lesson planning/lesson development.
- 3) Weekly meetings.
- 4) Supplemental literature and manipulatives.
- 5) Monthly trainings/meetings.

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

Booker T. Washington Senior High School adheres to Florida Standards as delineated by the Florida Department of Education. Each department utilizes a pacing guide specific to the content area based on the specific standards and their benchmarks. In addition, an instructional focus calendar is created for reading, writing, math and science. Our curriculum is rigorous and implemented cross curricular in social studies and electives as well. Literacy coaches are in place for each core subject area. The role of the coaches is to provide coaching cycles which will ensure that teachers are properly suited to address the specific instructional focus of the Florida Standards.

The continued implementation of the Continuous Improvement Model is evident through the desegregation of test data, development of an instructional focus calendar in all curriculum areas, the use of tutorials to re-teach targeted areas and offering enrichment opportunities for mastery. Content area teachers and students share information in data chats.

A strong emphasis is placed on continuous assessments as a means of monitoring student achievement. The assessments include: District Interim, FAIR, writing benchmarks, eoc exams in biology, algebra and civics.

In addition provisions are in place for the social studies curriculum as well as the elective courses and advanced courses. AP courses are available in English literature and language, Pre-calculus, American-government and economics, AP art, AP Spanish language and Spanish literature. Dual enrollment course offerings are as follows: writing and rhetoric I and II, World Literature, Introduction to education, teaching diverse populations, engineering through the FIU Education Effect. Virtual school classes are driver's education and personal and family finance.

All of these instructional programs and courses are aligned to the Florida standards and lessons are unwrapped and planned according to the target learning goals for effective ongoing instruction and differentiation.

Social Studies: The district's Digital convergence plan is a fundamental evolution of the structures and environment of education. Students in 9th grade World history classes are provided with tablets to take home for the school year and are learning how to integrate technology and learning of the social

studies skills. The tablets have the social studies textbook pre-loaded into them.

Science: In order to ensure that the Science Instruction align with the Florida's standards the Science teachers are working to put in place two approaches. Both approaches are to build on student achievement. The first is to assist all level 1 and 2 students; the focus is to build on their knowledge of the English language. The second is to focus on the rigor for all students to be college ready. The goal for these students is to find internships that will assist with college readiness as well as motivate them to achieve their continued student status academically as a post high school student.

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

Through the dissemination of information in the common planning meetings; data is used to discuss student's individual needs and academic concerns and criteria. The analysis of data through assessments created by the teacher, district assessments, interim and EOC's, students scores and levels are reviewed for proper placement in differentiated groups.

Through proper planning and use of the pacing guides and the unpacking of the Florida Standards, much effort is placed on the needs of meeting the individual student with effective strategies and remediation or enrichment focus. Through the assistance and flexibility of the assigned interventionists additional one-on-one activities are incorporated into instruction. The push in and Saturday school interventionists are also used to address the specific needs of the students and allow for differentiated instruction.

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: Before School Program

Minutes added to school year: 120

City Year will provide before and after school tutoring daily from 2:30pm-3:30pm.

Strategy Rationale

Through individualized use of the interventionists in the classrooms the students receive specialized instruction to support the strategies used in the lessons for additional learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Aristide, William, pr7791@dadeschools.net

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

Student level attendance data is collected for each tutoring session. Effectiveness is measured via student performance on interim and EOC exams to gauge effectiveness.

Strategy: Weekend Program

Minutes added to school year: 75

Students that have not passed the FCAT Reading , Algebra, Geometry, or Biology, will be offered Saturday School tutorial sessions held from 9am-12pm.

Strategy Rationale

Additional one to one instruction is provided to ensure mastery of the standards and success on the assessments and eoc.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Student level attendance data is collected for each tutoring session. Effectiveness is measured via student performance on interim and EOC exams to gauge effectiveness.

Strategy: Summer Program

Minutes added to school year:

Students that did not pass the Algebra EOC or Biology EOC were given the opportunity to attend summer school in 2013.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student level attendance data is collected for each tutoring session. Effectiveness is measured via student performance on interim and EOC exams to gauge effectiveness.

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

The Administrative Team and Student Services team along with the Booker T. Washington graduation coach will assist in the process of articulation for all incoming and outgoing students. Through careful planning and communications with the middle school and the CAP advisor and community agencies; both the incoming Freshmen and the outgoing Seniors are provided with effective transition strategies to succeed.

The graduation coach will attend monthly district meeting and trainings to make sure that the outgoing seniors have the correct number of courses, credits and substantial college and career readiness information to transition into college and universities. Articulation will occur with ongoing orientations, support and staff awareness; so that pertinent information will be distributed and disseminated to all students especially the 12th graders and then transitioning to the 11th and 10th graders. All students at Booker T. Washington are tracked and required to meet with their counselors to ensure graduation. Students are involved in orientations where they are given the necessary information for academic success and graduation requirements.

Freshmen students will participate in the freshmen experience academy to understand and acquire the necessary skills to develop in high school.

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

All students entering Booker T. Washington Senior High select one of the career academies: Academy of Business and Information Technology, Academy of Engineering, Academy of Health Services. Teachers are assigned to an academy and performance based projects are assigned within each academy to ensure the student based knowledge for career direction is acquired. The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at post-secondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students in the areas of English, Mathematics, and Criminal Justice. During the articulation process, students are encouraged to take elective courses that are aligned within an area of student that may be relevant to the students' future study. Additionally, core content departments are encouraged to work interdisciplinary with electives and vocational courses in order for students to see the relationship together.

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

Because all students are part of an academy at Booker T. Washington Sr. High, students begin to see the importance of applied and integrated courses early in their high school endeavor. As part of the courses, both academic and vocational, students notice how subject areas intertwine and collaborate with each other, especially reading, writing, mathematics, social studies and science. Most importantly all students know the necessary assessments they must take as well as EOC's and State Exams.

All ninth grade students are enrolled in a Freshman Experience Transition course to help prepare them for career development and post-secondary endeavors. Dual Enrollment courses are being offered to eleventh and twelfth grade students in the areas of English, Math and Criminal Justice. Advanced Placement courses are offered to eleventh and twelfth grade students in the areas of English, Math, Science, Spanish, and French.

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

During the 2014-2015 school year we will provide SAT/ACT Preparation course through the daytime program, where all senior students have been scheduled. This will provide students with college assessment strategies in the area of reading and mathematics. Additionally, students will continue to be provided with waivers in order to assist with the financial burden of the examination.

We will also have a Dual Enrollment writing course within the daytime academic program. This will provide students with a college course within their daytime schedule. Also, as a part of a District initiative, we will have the services of College Summit as well as Advancement Via Individual

Determination (AVID) at our school to promote the importance of post-secondary readiness and assist students with the college admission process.

Additionally, the Student Services department will continue to meet with seniors during the month of September to discuss graduation requirements and the importance of monitoring their GPA and will meet with seniors throughout the year to ensure that they are monitoring their GPA. The College Advisor Counselor will continue to invite colleges and universities to meet with students. The College Advisor Counselor will conduct a college fair to provide information to students with regards to the various colleges, universities and scholarships available. Additionally, she will also establish a Financial Aid night to invite students and parents in order to disseminate pertinent information. In addition, through Florida International University and The Education Effect: is created to support and challenge students to acquire the knowledge, skills and disposition needed to effectively graduate high school and enroll and succeed in credit-bearing, first year courses at a two year or four year post secondary institution. The Education Effect is focused on 21st Century academic and workforce readiness skills such as critical thinking, problem solving, decision making, team work, collaboration, communication, self-direction, personal responsibility, creativity, invention, and information technology.

We will also begin to target the junior class with college information. We will promote juniors to take the SAT/ACT by the spring of their junior year. Administrators will monitor the progress of such students.

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

Students at Booker T. Washington will be provided with strategies on an ongoing basis through the support of the graduation coach, the student services team and the entire faculty and staff. Students in grade 12 will be ensured successful involvement and participation in the correct courses and career path through College Summit and college and career readiness courses. In addition preparation for end of course exams tutorials and ACT/SAT preps are provided.

Ongoing visits via field trips away from school and school-wide will allow for further development in the areas of academic needs and strengths to enable to social emotional component of seniors and all students.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by implementing an effective and strategic common planning across all content areas.
- G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.
- G3.** To maximize academic achievement in a personalized 21st Century learning environment for every child to graduate career and college ready.
- G4.** To increase Parental Involvement, academic awareness and attendance of parents in 2014-2015 school year.

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. To increase student achievement by implementing an effective and strategic common planning across all content areas. 1a

G046954

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0
Bio I EOC Pass	46.0
5-Year Grad Rate	71.0
AMO Reading - All Students	49.0
AMO Math - All Students	52.0

Resources Available to Support the Goal 2

- Professional Development Days and Early Release Days- Core Academic Trainings Unpacking the Standard Protocol through Common Planning Pacing Guides, Learning Targets, End Products - Common Planning Focus Instructional Coach Support Administration Support ETO Support Staff Instructional Frameworks ICADS Trainings Ongoing data chats - individual departments, subjects and school-wide Orientations Freshmen Experience/Graduation Coach College Summit New Teacher MINT trainings

Targeted Barriers to Achieving the Goal 3

- As a result of limited teacher knowledge of the Florida Standards for effective planning, we feel this is hindering academic growth for our students at this time.

Plan to Monitor Progress Toward G1. 8

Follow FCIM using data from Interim and Florida Standards Assessment Test
Conduct Data Chats for student accountability.

Person Responsible

Lena Mcarthur


Schedule

Every 6 Weeks, from 9/15/2014 to 11/10/2014

Evidence of Completion

Formative Assessments -Mid-Year Interim Assessment, and School-Wide Assessments.

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1a

 G046965

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0
4-Year Grad Rate (At-Risk)	71.0
Attendance Below 90%	
One or More Suspensions	

Resources Available to Support the Goal 2

- Diplomas Now, EWI used to identify students in need through the ABC focus, Communities in School, ETO Interventionists Plan, Interventionist from City Year, Overtown Youth Center

Targeted Barriers to Achieving the Goal 3

- Poor Attendance due to poor family support
- Lack of motivation to attend school; therefore poor behavior while attending school
- Deficiency in passing assessments

Plan to Monitor Progress Toward G2. 8

Attendance data will be collected as evidenced in the daily attendance report/ percentages and actual student counts are reported.

Person Responsible

Kevin Lawrence

Schedule

Monthly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Teacher attendance and data input attendance will be collected and compared to sort out any discrepancies; therefore reporting correct attendance.

G3. To maximize academic achievement in a personalized 21st Century learning environment for every child to graduate career and college ready. 1a

G046966

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0
AMO Math - All Students	52.0
AMO Reading - All Students	49.0
Bio I EOC Pass	49.0
FAA Writing Proficiency	85.0

Resources Available to Support the Goal 2

- District Science Professional Development/ Application of STEM across all curriculum areas as evidenced in lesson plans

Targeted Barriers to Achieving the Goal 3

- Improvement in formative assessment scores in STEM related courses.

Plan to Monitor Progress Toward G3. 8

STEM data will be collected, District assessments and ongoing bi-weekly monitoring

Person Responsible

Victor Galdo

Schedule

Biweekly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Interim assessments and coaching logs

G4. To increase Parental Involvement, academic awareness and attendance of parents in 2014-2015 school year. 1a

G046967

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	78.0
Attendance Below 90%	75.0

Resources Available to Support the Goal 2

- Parent Resource Room, Computer Labs for Parent Workshops, Community Involvement Specialist, Blackboard Messages, Text messaging initiative from District

Targeted Barriers to Achieving the Goal 3

- Lack of Parental Involvement, Lack of Resources to provide for the students, Lack of communication

Plan to Monitor Progress Toward G4. 8

Agendas, Parent sign in sheets, Parent Compacts and parent workshop information

Person Responsible

benigna montenegro

Schedule

Monthly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Logs and parent sign in sheets as well as surveys and ongoing phone communications.

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. To increase student achievement by implementing an effective and strategic common planning across all content areas. **1**

 **G046954**

G1.B1 As a result of limited teacher knowledge of the Florida Standards for effective planning, we feel this is hindering academic growth for our students at this time. **2**

 **B116783**

G1.B1.S1 Effective planning and instructional delivery with the Florida Standards for all learners in all core curriculum areas. **4**

 **S128425**

Strategy Rationale

With the thorough understanding and unwrapping of the standards both the planning and the instructional delivery will be implemented effectively

Action Step 1 **5**

Utilize the gradual release method during common planning time to train all core curriculum teachers to unpack the standards, develop rigorous end products, and comprehensive lesson plans.

Person Responsible

Carol Jones

Schedule

Weekly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Administrative walkthroughs, common planning and agendas, coaching cycles, and curriculum leadership planning/support.

Action Step 2 5

Establish a consistent instructional routine through common planning and active coaching to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), the before-during-after instructional activities (for both whole group and small group sessions), home-learning, and the daily and weekly end products as the framework for bell-to-bell instruction. Utilize the common board configuration as a tool to pace the lesson.

Person Responsible

Marlene Hernandez

Schedule

Weekly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Instructional walkthrough documents, lesson plans, student work folders, common planning agendas.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrative/leadership team walkthroughs, common planning, coaching cycle, curriculum leadership planning/support.

Person Responsible

Lena Mcarthur

Schedule

Weekly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Administrative/leadership team walkthroughs, common planning agenda, coaching cycles logs and calendar, student work folders, lesson plans, professional development agendas and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ongoing data analysis of school-wide District interim Assessments and EOC in all core curriculum content areas. Provide content area teachers with professional development and data chats.

Person Responsible

William Aristide

Schedule

Every 6 Weeks, from 9/15/2014 to 11/10/2014

Evidence of Completion

Administrative/leadership team walkthroughs, common planning and agendas, coaching cycle logs and calendars, student work folders, lesson plans, professional development agenda and sign-in sheets. Informal/formal assessments, white boards, journals, work samples, and student end products.

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1

G046965

G2.B1 Poor Attendance due to poor family support 2

B116805

G2.B1.S1 Students with less than 90 percent attendance are called every afternoon by the City Year Interventionist and the Community Involvement Specialist to ensure they return to school and attend school successfully. Individual classroom teachers support this strategy as well and make parent contact to increase student attendance issues. 4

S136776

Strategy Rationale

Student attendance is key in determining high school graduation.

Action Step 1 5

Ongoing support through Booker T. Washington's Attendance department and staff members to identify and make phone calls to the students that were absent every afternoon. Same attendance of absent students is checked in the afternoon and first thing the next morning to ensure proper attendance is taken as well as to emphasize the importance of attendance and academics.

Person Responsible

Kevin Lawrence

Schedule

Daily, from 9/15/2014 to 11/10/2014

Evidence of Completion

Attendance rosters/ Interventionists checklist of contacts made

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

The administrative team and the EWS staff members check for attendance rosters as well as communicate with the attendance and data input specialist daily to ensure the process is being carried out and to be able to report increase in attendance.

Person Responsible

William Aristide

Schedule

Daily, from 9/15/2014 to 11/10/2014

Evidence of Completion

Attendance rosters and checklist of teacher and computer printout of absent student/s.

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

Ongoing parent conference as well as ongoing parent workshops and student orientations on attendance.

Person Responsible

William Aristide

Schedule

Monthly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Dates have been set up for parent trainings throughout the school year. Monitor incoming freshmen and outgoing seniors and articulate attendance concerns.

G3. To maximize academic achievement in a personalized 21st Century learning environment for every child to graduate career and college ready. 1

 G046966

G3.B1 Improvement in formative assessment scores in STEM related courses. 2

 B120021

G3.B1.S1 Collaboration between the teachers and all grade levels to promote the use of STEM during learning in the classroom, to reinforce 21st century learning skills and project based learning. 4

 S132772

Strategy Rationale

Using the STEM process will enable students to effectively involve themselves in project based learning.

Action Step 1 5

To increase professional development opportunities for content knowledge in the areas of STEM

Person Responsible

Lena Mcarthur

Schedule

Biweekly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Project and problem based learning opportunities

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

Ongoing classroom walkthroughs, ongoing collaboration between the teachers and the district and the science department

Person Responsible

William Aristide

Schedule

Biweekly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Data from students, ongoing calendars of walkthroughs, district science meeting agendas and district assessment calendars.

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

Administration, coaches, CSS and teachers will follow through with district science assessments and STEM infused lessons.

Person Responsible

Lena Mcarthur

Schedule

Monthly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Teacher assessment grades, interim reports, coaches logs

G4. To increase Parental Involvement, academic awareness and attendance of parents in 2014-2015 school year. 1

G046967

G4.B1 Lack of Parental Involvement, Lack of Resources to provide for the students, Lack of communication 2

B118459

G4.B1.S1 Through Title I funding and initiatives parents will be invited to attend ongoing workshops and trainings to include informational sessions on academics and student achievement, senior parent nights, freshmen experience meetings, Florida Standards Assessments workshops, Attendance trainings. 4

S130402

Strategy Rationale

With increased parental involvement additional progress and academic achievement can be achieved. Communication between home and school is of utmost importance to increase student productivity.

Action Step 1 5

Increase communication and parent involvement by inviting parents to ongoing workshops and academic workshops.

Person Responsible

benigna montenegro

Schedule

Monthly, from 9/9/2014 to 11/10/2014

Evidence of Completion

Connect-ed, home visits, agendas and sign in sheets

Action Step 2 5

Invite parents to monthly workshops focusing on school dynamics, college readiness, attendance concerns, daily routines and effective parenting skills.

Person Responsible

Kevin Lawrence

Schedule

Monthly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Logs, flyers, and training packets, informational resources and websites for parent use, student and parent portal usage

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

Parents will receive connect-ed messages, surveys, flyers and meeting dates so that they may attend trainings and meetings dealing with student achievement, testing, academic standards,

Person Responsible

William Aristide

Schedule

Monthly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Sign in sheets, phone logs and flyers sent home

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

Monitor the Title I program and the Community Involvement Specialist as well as the monthly parental meetings to inform parents of strategies and programs available to assist their children.

Person Responsible

Kevin Lawrence

Schedule

Monthly, from 9/15/2014 to 11/10/2014

Evidence of Completion

Ongoing district meetings, monthly CIS meetings with administrative team

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.B1.S1.A1	Utilize the gradual release method during common planning time to train all core curriculum teachers to unpack the standards, develop rigorous end products, and comprehensive lesson plans.	Jones, Carol	9/15/2014	Administrative walkthroughs, common planning and agendas, coaching cycles, and curriculum leadership planning/support.	11/10/2014 weekly
G4.B1.S1.A1	Increase communication and parent involvement by inviting parents to ongoing workshops and academic workshops.	montenegro, benigna	9/9/2014	Connect-ed, home visits, agendas and sign in sheets	11/10/2014 monthly
G3.B1.S1.A1	To increase professional development opportunities for content knowledge in the areas of STEM	Mcarthur, Lena	9/15/2014	Project and problem based learning opportunities	11/10/2014 biweekly

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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
G2.B1.S1.A1	Ongoing support through Booker T. Washington's Attendance department and staff members to identify and make phone calls to the students that were absent every afternoon. Same attendance of absent students is checked in the afternoon and first thing the next morning to ensure proper attendance is taken as well as to emphasize the importance of attendance and academics.	Lawrence, Kevin	9/15/2014	Attendance rosters/ Interventionists checklist of contacts made	11/10/2014 daily
G1.B1.S1.A2	Establish a consistent instructional routine through common planning and active coaching to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), the before-during-after instructional activities (for both whole group and small group sessions), home-learning, and the daily and weekly end products as the framework for bell-to-bell instruction. Utilize the common board configuration as a tool to pace the lesson.	Hernandez, Marlene	9/15/2014	Instructional walkthrough documents, lesson plans, student work folders, common planning agendas.	11/10/2014 weekly
G4.B1.S1.A2	Invite parents to monthly workshops focusing on school dynamics, college readiness, attendance concerns, daily routines and effective parenting skills.	Lawrence, Kevin	9/15/2014	Logs, flyers, and training packets, informational resources and websites for parent use, student and parent portal usage	11/10/2014 monthly
G1.MA1	Follow FCIM using data from Interim and Florida Standards Assessment Test Conduct Data Chats for student accountability.	Mcarthur, Lena	9/15/2014	Formative Assessments -Mid-Year Interim Assessment, and School-Wide Assessments.	11/10/2014 every-6-weeks
G1.B1.S1.MA1	Ongoing data analysis of school-wide District interim Assessments and EOC in all core curriculum content areas. Provide content area teachers with professional development and data chats.	Aristide, William	9/15/2014	Administrative/leadership team walkthroughs, common planning and agendas, coaching cycle logs and calendars, student work folders, lesson plans, professional development agenda and sign-in sheets. Informal/ formal assessments, white boards, journals, work samples, and student end products.	11/10/2014 every-6-weeks
G1.B1.S1.MA1	Administrative/leadership team walkthroughs, common planning, coaching cycle, curriculum leadership planning/support.	Mcarthur, Lena	9/15/2014	Administrative/leadership team walkthroughs, common planning agenda, coaching cycles logs and calendar, student work folders, lesson plans, professional development agendas and sign-in sheets.	11/10/2014 weekly
G2.MA1	Attendance data will be collected as evidenced in the daily attendance report/ percentages and actual student counts are reported.	Lawrence, Kevin	9/15/2014	Teacher attendance and data input attendance will be collected and compared to sort out any discrepancies; therefore reporting correct attendance.	11/10/2014 monthly
G2.B1.S1.MA1	Ongoing parent conference as well as ongoing parent workshops and student orientations on attendance.	Aristide, William	9/15/2014	Dates have been set up for parent trainings throughout the school year. Monitor incoming freshmen and outgoing seniors and articulate attendance concerns.	11/10/2014 monthly
G2.B1.S1.MA1	The administrative team and the EWS staff members check for attendance rosters as well as communicate with the attendance and data input specialist daily to ensure the process is being carried out and to be able to report increase in attendance.	Aristide, William	9/15/2014	Attendance rosters and checklist of teacher and computer printout of absent student/s.	11/10/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	STEM data will be collected, District assessments and ongoing bi-weekly monitoring	Galdo, Victor	9/15/2014	Interim assessments and coaching logs	11/10/2014 biweekly
G3.B1.S1.MA1	Administration, coaches, CSS and teachers will follow through with district science assessments and STEM infused lessons.	Mcarthur, Lena	9/15/2014	Teacher assessment grades, interim reports, coaches logs	11/10/2014 monthly
G3.B1.S1.MA1	Ongoing classroom walkthroughs, ongoing collaboration between the teachers and the district and the science department	Aristide, William	9/15/2014	Data from students, ongoing calendars of walkthroughs, district science meeting agendas and district assessment calendars.	11/10/2014 biweekly
G4.MA1	Agendas, Parent sign in sheets, Parent Compacts and parent workshop information	montenegro, benigna	9/15/2014	Logs and parent sign in sheets as well as surveys and ongoing phone communications.	11/10/2014 monthly
G4.B1.S1.MA1	Monitor the Title I program and the Community Involvement Specialist as well as the monthly parental meetings to inform parents of strategies and programs available to assist their children.	Lawrence, Kevin	9/15/2014	Ongoing district meetings, monthly CIS meetings with administrative team	11/10/2014 monthly
G4.B1.S1.MA1	Parents will receive connect-ed messages, surveys, flyers and meeting dates so that they may attend trainings and meetings dealing with student achievement, testing, academic standards,	Aristide, William	9/15/2014	Sign in sheets, phone logs and flyers sent home	11/10/2014 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.

G1. To increase student achievement by implementing an effective and strategic common planning across all content areas.

G1.B1 As a result of limited teacher knowledge of the Florida Standards for effective planning, we feel this is hindering academic growth for our students at this time.

G1.B1.S1 Effective planning and instructional delivery with the Florida Standards for all learners in all core curriculum areas.

PD Opportunity 1

Utilize the gradual release method during common planning time to train all core curriculum teachers to unpack the standards, develop rigorous end products, and comprehensive lesson plans.

Facilitator

Instructional Coaches

Participants

All core subject teachers

Schedule

Weekly, from 9/15/2014 to 11/10/2014

PD Opportunity 2

Establish a consistent instructional routine through common planning and active coaching to ensure alignment to the Learning Targets (tied to the standards), Essential Question (aligned to the Learning Targets), the before-during-after instructional activities (for both whole group and small group sessions), home-learning, and the daily and weekly end products as the framework for bell-to-bell instruction. Utilize the common board configuration as a tool to pace the lesson.

Facilitator

Instructional Coaches

Participants

Ongoing mini-professional developments

Schedule

Weekly, from 9/15/2014 to 11/10/2014

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

G2.B1 Poor Attendance due to poor family support

G2.B1.S1 Students with less than 90 percent attendance are called every afternoon by the City Year Interventionist and the Community Involvement Specialist to ensure they return to school and attend school successfully. Individual classroom teachers support this strategy as well and make parent contact to increase student attendance issues.

PD Opportunity 1

Ongoing support through Booker T. Washington's Attendance department and staff members to identify and make phone calls to the students that were absent every afternoon. Same attendance of absent students is checked in the afternoon and first thing the next morning to ensure proper attendance is taken as well as to emphasize the importance of attendance and academics.

Facilitator

Administrative Team/ EWS, PBS and Graduation Coach will conduct Parent Nights to explain the importance of attendance.

Participants

Parents and students with less than 90 percent attendance. Students missing classwork and assessments.

Schedule

Daily, from 9/15/2014 to 11/10/2014

G3. To maximize academic achievement in a personalized 21st Century learning environment for every child to graduate career and college ready.

G3.B1 Improvement in formative assessment scores in STEM related courses.

G3.B1.S1 Collaboration between the teachers and all grade levels to promote the use of STEM during learning in the classroom, to reinforce 21st century learning skills and project based learning.

PD Opportunity 1

To increase professional development opportunities for content knowledge in the areas of STEM

Facilitator

Ms. McArthur

Participants

School-wide content area curriculum areas with STEM focus

Schedule

Biweekly, from 9/15/2014 to 11/10/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.	0
Grand Total	0

Goal 2: To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

Description	Source	Total
B1.S1.A1		0
Total Goal 2		0