Booker High School

2017-18 School Improvement Plan

Booker High School

3201 N ORANGE AVE, Sarasota, FL 34234

www.sarasotacountyschools.net/bookerhigh

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 9-12	No	71%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Sarasota 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Booker High School

DA Region and RED	DA Category and Turnaround Status
Southwest - [Julio Valle](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

A supportive school environment is paramount to student learning. Booker High School takes a three-pronged approach to learn about students' cultures and to build relationships between teachers and students. First, we offer programs of study to reach student interest. Second, we provide professional development for teachers and staff that centers on positive relationships, and third, we partner with businesses in the community to foster support for students. Through all of these, we focus on relationship building that values all cultures.

First, we offer a variety of programs leading students to college or career readiness. We have a Visual Performing Arts Program that is one of the top programs in the Nation. We also offer the AICE Program as well as Advanced Placement and Dual Enrollment courses. Additionally we offer a Law Academy and Engineering Program. We are in the process of developing clear curricular maps that lead students through choices that they have available to them that will support college or career readiness. It is imperative that we support our vision that 100% of Booker High School students will graduate college or career ready and become productive members of our society.

Booker High School has developed a Teacher Advisory Period focusing on character development and post-secondary readiness. By utilizing College and Career Readiness materials online and developed in-house,each month students in grade-level assemblies are exposed to timely information regarding credits, school programs, college prep, career programs and guest speakers from within our community.

Second, we purposely plan professional development that fosters an understanding of students' cultures and builds relationships between teachers and students. Our theme this year is Know Thy Impact, as we collectively study the work and research of John Hattie. As a faculty, we are engaged in a book study. We have chosen Hattie's book, Visible Learning for Teachers: Maximizing Impact on Learning. Some of the major themes in this book that supports the process by which the school learns about students' cultures and builds relationships between teachers and students.

Visible learners are:
o Actively engaged
o Know where they are going next
o Know what is behind the mark

According to Hattie, 95 percent of all the strategies educators use have at least some impact; however, educators need to focus on the strategies that have the largest impact. "For any particular intervention to be considered worthwhile, it needs to show an improvement in student learning of at least an average gain – that is an effect size of at least 0.40 – the hinge point" (Visible Learning for Teachers, 2012, p. 3). Hattie's research indicates that teacher-student relationships have an effect size of .72.

Additionally, we know that it is imperative that all staff members at Booker High School believe in and support the Growth Mindset (Carol Dweck). We also recognize the need to instill this mindset in our students so that they also believe that 'smart is something that you can get'. As an administration team, we have chosen to read High Expectations for Teachers, written by Jon Saphier. We have opened this book study to our faculty on a voluntary basis. We are proud to report that over 30 of our faculty members have chosen to read this book and to embrace the concepts outlined in this book. This will prove to enhance our school climate and to support student achievement.

Third, in addition to a robust professional development program, we actively foster community support to meet the needs of all of our students. We offer school-wide programs for election participation, 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. Also, ESOL parents are invited to BHS each year to review the ESOL program and our after school programs, as well as to hear about the opportunities for additional services.

One example of our unique partnerships that benefits our students is our partnership with The Gamma Xi Boule Chapter of the Sigma Pi Phi Fraternity, Inc. Each year, they participate in a lecture series for our College or Career & YOU freshman course by tapping into its membership of professionals from the public and private sector. Boule members team with University of South Florida staffers to give presentations and share college and career preparation information. As students transition through 10th, 11th, and 12th grade, the organization provides internship opportunities within our community with worksites such as the Sarasota Police Department, the Herald-Tribune Media Group, and the Sarasota Collection Furniture Store. The Boule members, also, provide a preparatory workshop to assist prospective interns with cover letters, resume-writing, and interview tips. We also provide a program called Y-Achievers, for at-risk students, which offers mentors and support. Our School Resource Officer also operates a mentor program called Brotherhood of Men, and he solicits participation from students who exhibit a need.

Through our diverse program offerings, professional development plan, and community partnerships, we continue to support all our students' cultures and to build positive relationships between our teachers and students.

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

The week before school begins we hold a new student orientation with student ambassador volunteers to orient new students to our school campus, culture and expectations. The mood of the event is definitely celebratory and joyful, as we are hoping to set a positive and welcoming tone as students transition to our 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.

Special care is given to provide supervision throughout campus, before and after school, as well as during passing times. Security monitors and the 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 on campus during an emergency.

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.

Additionally, we offer after school tutoring sessions facilitated by both teachers and students, for those who are interested in academic support in any content area. Time is allotted during lunches for tutoring and academic support. This year we have implemented a mentoring program for our lowest quartile students in both English Language Arts and Math. These students will have the opportunity for additional academic and behavior support.

In addition to academic support in English and Math, we have bootcamps for Biology and U.S. History designed to reteach standards that formative assessments show to be not yet mastered.

Finally, to support our seniors we have a College and Career room designed to ensure that all graduates of Booker High School have a solid plan post high school. Students are guided in this planning process through courses their 9th and 10th grade year designed to promote college and career readiness. They are further guided in their 11th and 12th grade year to fulfill Booker's Vision of 100% of all graduates being college or career ready.

c. 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.The first week of school all students attend grade level assemblies to discuss policies and procedures.

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.

Finally, Booker High School uses what is called "Tornado Trials" to support a positive behavioral system. Tornado Trials allow students to participate in our school courtroom with an actual judge to receive behavioral interventions as needed.

d. 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 received a grant to bring Inner Explorer to our school community. This program offers students and faculty the tools needed to learn "from the inside out" while fostering academic success through focus. Based off of scientific research, this program provides the tools for focus, impulse control and stress reduction. All of our students will benefit from this program if they choose to utilize it.

Additionally, last year we increased our Big Brother/Big Sister mentors from 3 to over 40, and are strategically planning 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.

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, the Jewish Community Center counselor and Al-A-Teen. Other clubs that support the social-emotional needs of our students are the Diversity Club and the Gay Straight Alliance.

One of our most successful programs is our College For Every Student club (CFES), 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Booker High School has a solid foundation for early warning. We maintain a strong approach when it comes to identifying and assigning interventions for students who are showing signs of potentially becoming at-risk. The entire campus is provided with the most updated Project 10 list as it becomes available. This sharing of data allows teachers to truly know their students and it allows them to key in on certain students who may be at-risk or extremely at-risk. If there are students that teachers/ counselors/administrators are concerned about they recommend them to be a part of the SWST agenda where interventions are discussed and assigned.
.
In partnership with school leaders, guidance counselors, teachers, and other staff members we maintain the following list of responsibilities for supporting students:
*Weekly SWST Meetings regarding students at-risk both academically and potentially truant
*Quarterly Project 10 Updates
*Project 10 professional development provided to all staff

*Bi-monthly Project 10 meetings - This is called the Project 10 committee. This team is led by an assistant principal and meets on a weekly basis to follow up on at-risk students identified by behavior, attendance, academics, or testing.
*Regular monitoring of at-risk students by a designated staff member, which is supervised by the administration at weekly meetings.
.
We continually examine and provide interventions based on the following:
*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, minoritiy population
*Students who have not completed online requirement
*Credits earned

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	96	96	90	356
One or more suspensions	0	0	0	0	0	0	0	0	0	58	53	55	25	191
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	80	56	41	22	199
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	78	134	143	131	486

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	129	137	152	141	559

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

Booker High School uses a multi-tired system of support to identify intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. Students identified by the early warning system are supported by tier 2 supports and monitored for improved performance. Tier 3 supports are available as well to support students.

At Booker High School we place students in need of math remediation, as evidenced by their proficiency rates, into remedial classes Algebra 1A and 1B classes, with strong instructors. For this course we use a program called Success Maker to reinforce math skills. Last year we also changed our math progression to include a Liberal Arts Math after Geometry for those students who have passed Algebra 1 and Geometry, but are still weak in math skills. These courses allow students to stay on track for graduation while also supporting their needs in math to close the achievement gap.

Students who have failed an End Of Course Exam in Algebra I, Geometry, and US History are provided with the opportunity for online remediation in order to be prepared to meet the criteria at the next offering of the exam. We offer tools such as USA Test Prep and Kahn Academy that students

can use on campus or at home. We have 10 versions on USA Test Prep in the areas of math, English, social studies, science, and ACT and SAT test prep.

Intensive Language Arts, for English students in grades 9 through 12, provides instruction using the research-based Achieve 3000 system. Achieve 3000 assesses students' current Lexile level, then provides practice at that level, and at a stretch level, in order to consistently increase student performance at higher Lexile levels. Students in grades 11 and 12 are also exposed to USA Test Prep and Kahn Academy to strengthen skills in preparation for scoring college ready on the SAT or ACT.

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.

Concordant scores are also used as a viable method for students to meet their graduation requirements. Students are able to take the PERT exam to meet their Algebra I EOC score, and the ACT or SAT to meet their FSA ELA Grade 10 score. Student receive remediation on these assessments to not only meet the concordant score, but also to score a college ready score in the math and ELA subject areas.

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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Family and community engagement is a large part of Booker's High School's success. Booker High School works to build 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. We aim to consistently 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.

Increasing our volunteering opportunities has been a major focus for BHS over the last year. We are working to increase our volunteer numbers, as well as to set up processes to make our efforts in this arena more efficient. Through the direction of our assistant principal, a new volunteer program has been brought to Booker. Interested volunteers are able to attend a workshop so that we can best utilize our volunteers and that they feel fulfilled by the experience as well.

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 is held in the fall 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 chaperon field trips.

The school website has been updated to ensure the most up to date and helpful information is available to parents, students and community members. Additionally, this year we have created and advertised a College and Career website that supports our vision and mission. This can be accessed at http://bhscollegecareer.net/.

The school Facebook account has been linked directly to our website to encourage more traffic, and therefore awareness of school events and successes. We also use Remind to communicate with family and the community.

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. Finally, during the Freshman Orientation parents are invited to stay to receive information about Booker High School.

Last year we have placed a Marketing Team together to ensure that all announcements go to not only the website, but also to remind.com and the marquee, as well as Facebook. The team has developed marketing materials and logos to use school-wide for branding purposes. This allows Booker High to appear as a cohesive school that supports all its various programs and academics.

2. 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

Booker High School works to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. In addition to our efforts to increase volunteering opportunities, Booker High School continuously seeks out and responds to requests for off-campus presentations of our programs and achievements.

Our school partners with the Ringling School of Arts, 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. Our Renaissance Program, which celebrates academic success, continuously seeks out local support, donations and sponsorship.

Gulf Coast Community Foundation continues to support the various needs of our school and students. As previously mentioned, The Gamma Xi Boule Chapter of the Sigma Pi Phi Fraternity, Inc. participates in the lecture series for our College or Career & YOU freshman course by tapping into its membership of professionals from the public and private sector. Boule members team with University of South Florida staffers to give presentations and share college and career preparation information. As students transition through 10th, 11th, and 12th grade, the organization provides internship opportunities within our community with worksites such as the Sarasota Police Department, the Herald-Tribune Media Group, and the Sarasota Collection Furniture Store. The Boule members, also, provide a preparatory workshop to assist prospective interns with cover letters, resume-writing, and interview tips.

Dr. Shelley has been successful in seeking $30,000 in scholarship assistance from community members. These scholarships are specifically targeted at students with GPAs between 2.0 and 2.9, and tend to go towards helping students attend junior college or a trade school.

Last year we held our first gala event to support school needs such as band uniforms and the SAT Prep instructor who serves all students free of charge. Over $27,000 was raised. We plan this year to raise additional funds through this plan.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Shelley, Rachel	Principal
Larkin, Darby	Assistant Principal
Griffiths, Diane	Teacher, K-12
Miller, Myndel	Teacher, K-12
Camphire, Christian	Teacher, K-12
Davis, Khea	Teacher, K-12
Rouwenhorst, Lisa	Teacher, K-12
Breslin, Laurie	Assistant Principal
Jimenez-Ruiz, Lyna	Assistant Principal
Hutchinson, Chris	Teacher, K-12
Kelley, Ryan	Teacher, K-12
Gumm, Jennifer	Teacher, K-12
Johnson, Deborah	Teacher, K-12
Lemaire, Daphne	Teacher, K-12
Ott, Julie	Teacher, K-12
Abrahamson, rebecca	Teacher, K-12
Williams, Tymesha	Teacher, K-12
Lyon, Lisa	Guidance Counselor
Schenk, Merlin	Assistant Principal
Anderson, Michelle	Teacher, K-12

b. Duties

1. 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, and analyzing data in weekly meetings. 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. This year a

new structure was implemented to better support our school community. We now have an Assistant Principal Curriculum (APC) and an Assistant Principal Activities (APA) in addition to our two assistant principals. This structure builds capacity at the school level.

Guidance Counselors - Bring students to the attention of the student support team with regard to attendance, grade and/or behavior concerns and 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 and brainstorms solutions and follow up (with action steps and interventions). He also progress monitors students' behavior plans 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.

2. 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 a weekly meeting of 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. Weekly meetings are held with administration and guidance to monitor at-risk students and identify supports.

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.

2. School Advisory Council (SAC)

a. 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
Trevor Harvey	Business/Community
Lillian Mignano	Education Support Employee
Brenda Pinkney	Parent
Diane Preston	Business/Community
Shanika Clayton	Parent
Tom Woodard	Parent
Stephanie Williams	Parent
Williams Jone	Parent
Lori Abrams	Parent
Gloria Armstrong	Business/Community
Nick Jones	Teacher
Steve Martinez	Student
Gail Foreman	Teacher
Elizabeth Cliatt	Parent
Shelby Swanson	Teacher
Felicia Porzio	Teacher
Eric Gomez Silva	Student
Autumn Snyder	Student
Ellen Bausback	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC Team reviewed the 2016-2017 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. All data was reviewed over a three year period. Barriers were identified and interventions were reviewed.

b. 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. The SAC acknowledged their opportunity to:
*make final decision-making at the school relating to the annual implementation of a SIP
*assist in the annual preparation of both the SIP and the schools' annual budget
*evaluate the SIP

c. Preparation of the school's annual budget and plan

The SAC members have reviewed the budget and offered recommendations.

2. 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 May, 2017.:

$500.00 Math Boot Camp
$250.00 Aspiring Leadership Camp for Teacher on Special Assignment
$3,500 for students who are unable to pay to take the ACT
$1,000.00 to fund the ACT test prep class after school
$1,200.00 Cantell Online Scholarship Program
$1,200.00 Athletic Department for equipment
$500.00 Digital Design resources
$1.000.00 Renaissance
$1,200.00 Band travel expenses and uniforms

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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Breslin, Laurie	Assistant Principal
Swanson, Shelby	Teacher, K-12
Gumm, Jennifer	Teacher, K-12
Williams, Tymesha	Teacher, K-12
Abrahamson, rebecca	Teacher, K-12
Anderson, Michelle	Teacher, K-12
Gross, Brandon	Teacher, K-12
Lundstrom, Andrew	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Supporting literacy is important at Booker High School. We have combined our Literacy Leadership Team with our Professional Development Team in order to provide staff a plan and strategies that are unified. We focus on the following to support literacy:

*Increase visibility on campus to monitor discipline literacy
*Monitor growth on the State assessments, National assessments, and ongoing formative assessments
*Maintain knowledge so that we are a valued support in the areas of Visible Learning, Growth

Mindset, Student Discourse, Disciplinary Literacy, Vocabulary, and Formative Assessments

The team provides literacy strategies monthly at faculty meetings and models the strategy in use. Techniques aligned with our school initiatives are provided through monthly Snacks and Strats meetings. The school initiatives are based off of the Visible Learning research conducted by John Hattie. It includes but is not limited to: Literacy in the Content Areas, Standards-Based Instruction, Accountable Talk, Data-based PLC Collaboration and our school climate. This professional development is provided by school and district professionals in the targeted area. We meet weekly to stay informed on all levels.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Booker High School maintains a strategy 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 Visible Learning, Growth Mindset, data, online tools, Differentiated Instruction, Depth of Knowledge, the Florida Assessment, the Florida Standards, new textbook and resource discovery and lesson planning, Accountable Talk, Formative Assessment and more.

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. It is our intent to change the spirit of the collaboration from a mandated, contractual activity, to something teachers perceive to be useful in moving students forward.

Additionally, teachers volunteer to offer professional development to other staff members after school and on Professional Days. This year, we continue our tradition of a staff-led mini conference on October 16, 2017. We also will host a professional development day on December 22, 2017 and one day in the spring of 2018.

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

At Booker High School, we recruit, develop and retain highly qualified, certified-in-field, effective teachers. The Principal, Dr. Rachel Shelley, 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. All applicants also receive a copy of our mission and vision before they are interviewed. It is important that we hire only those who are dedicated to our vision and mission.

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.

We also offer a New Teacher folder for each new member. This folder contains every piece of information a teacher would need to know about our campus. These resources are imperative for a smooth transition. We also offer an orientation session that staff members can ask questions as needed. This year, we planned a community tour for our staff members before school began. The purpose of this tour is to build relationships with our new teachers and so that they are familiar with our school community.

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.

3. 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. This program is referred to as the SKIP program. Through the SKIP mentoring program, day-to-day operations of the campus are shared, as will we mentoring on preparing lessons, providing instructions, and accessing student data.

To support the mentoring program and its purpose to improve student instruction on all levels, new teachers are also invited to join a PLC in their subject area. These PLCs meet monthly as a department. Mini-PLCs are also used to further support all teachers on campus. These mini-PLCs also meet monthly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Booker High School ensures its core instructional programs and materials are aligned to the Florida standards.
Teachers have been trained in the Florida Standards. Departments are working together to unpack the standards in a systematic, detailed manner, and discussing ways in which the new textbooks and online resources can be used to implement the standards. Within this training, the standards are broken down into Learning Intentions and Success Criteria. John Hattie's research points to a need for teacher clarity in relation to student learning.
We scaffold this approach with all of our teachers so that standards can be taught and monitored for student mastery. Achieve 3000 and USA Test Prep are both aligned to the standards and are helpful for teachers monitoring coverage and progress towards mastery of the standards. Success Maker is also used in math classes where students need assistance mastering previously taught standards.

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. Social Studies teachers also have access to USA Test Prep.

Our district is working with Corwin and their partnership with John Hattie. The District is dedicated to becoming a Visible Learning District and we are committed to becoming a Visible Learning school. This means that we consider teaching to be a practice that requires constant reflection and for our learners (students) to be active leaders in education. Special attention is given to unpacking the standards in an impactful way for students.

b. Instructional Strategies

1. 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

Booker High School uses data to provide and differentiate instruction to meet the diverse needs of our students. We do this by using quality formative and summative assessments. We then analyze the data and identify standards that need to be retaught to students, as well as professional development initiatives needed by our teachers. All teachers provide instruction following the guided pacing found within the District's IFGs. These instructional format guides ensure that all teachers are covering all standards for each course taught.

In addition to using formative and summative assessments, we have combined the various progress monitoring systems into one spreadsheet, with each BHS student represented from at-risk to those on reassignment. 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. For example, after noting our bottom quartile students in ELA and math did not perform well in 2016-2017, we revamped our bottom quartile mentoring program and provided tutoring time during the school day to occur during lunch times. We have also contracted with a writing specialist to focus on writing with our bottom quartile.

Students who have not passed the state assessments are placed into intensive language arts classes and/or supported math courses. The intensive language arts courses use Achieve 3000, an online tool with a comprehensive monitoring system built in. The Principal and Assistant Principal monitor and share the data weekly. We also work with Success Maker to track progress on math standards. Finally, USA Test Prep allows for continuous monitoring of formative data. For example, students struggling with a standard can do individualized activities to work up to the level of their peers.

Booker High School also offers Cambridge AICE advanced courses, as well as AP and Dual Enrollment courses with the local college. AICE teachers attend AICE trainings designed to offer curriculum support. We monitor the number of test we give each year and the student success of these tests. The results are used for scheduling decisions and professional development initiatives.

2. 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: 3,000

All students are invited to attend the after school tutoring program, which is led by 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 71% free and reduced lunch.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Davis, Khea, khea.davis@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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 provide 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.

Freshman Orientation is held the week before school begins and includes team building, student ambassadors, tours of their classes and a general orientation to the school.

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.

Students are progress monitored to show college readiness either through the PERT, ACT/SAT or Lexile level.

b. College and Career Readiness

1. 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, Advanced Placement and Dual Enrollment have been increased and are available to qualifying students. This year we opted to offer General Paper to all seniors, rather than English IV. This will increase the number of students meeting the rigorous course requirement, and hopefully, earning college credit.

A representative from Sarasota Technical College comes to BHS weekly to provide students information regarding post-secondary education opportunities in technical fields.

Our college advisor 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.

2. 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. Recently a the Digital Design Academy has expanded to include Film. We also offer computer programming courses.

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

3. 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 design lessons that 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.

Our Digital Information Technology courses take the Microsoft Certification Tests, while our

Engineering program prepares students for Solid Works. Digital Design prepares students for Adobe Photoshop.

4. 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 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 the Year 2018 our College and Career Acceleration will increase from our projected 2016-2017 score of 54% to a score of 67%, with specific increases in both our Black and Hispanic students. Our data indicates 36% of our Black and 40% of our Hispanic students within our 2016 graduating class earned a college and career acceleration point.

G2. We will increase student achievement on the Florida U.S.History end-of-course exam from 66% to 71% with a 5 point increase in both our Black and Hispanic populations, raising Black student achievement from 49% to 54% and Hispanic student achievement from 64% to 69%.

G3. By June of 2018, our combined 9th and 10th grade ELA achievement level will increase from 49% to 55%. Additionally, our ELA Learning Gains will increase from 50% to 55% and our Bottom Quartile students making a learning gain will increase from 34% to 45%.

G4. By June 2018 we will increase our graduation rate from 76% to 80% and our attendance rate to 95%.

G5. By June of 2018 our combined Math achievement level will rise from 42% to 48%. Additionally, students making learning gains will increase from 33% to 40% and our Bottom Quartile students making a learning gain will increase from 32% to 45%.

G6. By June of 2018, students earning a 3 or higher on the Biology EOC will increase from 49% to 60% with a 10-point increase in both our Black and Hispanic populations, raising Black student achievement from 31% to 41% and Hispanic student achievement from 39% to 49%.

Strategic Goals Detail

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

G1. By the Year 2018 our College and Career Acceleration will increase from our projected 2016-2017 score of 54% to a score of 67%, with specific increases in both our Black and Hispanic students. Our data indicates 36% of our Black and 40% of our Hispanic students within our 2016 graduating class earned a college and career acceleration point. 1a

🔍 G091814

Targets Supported 1b

Indicator	Annual Target
AICE Course Passing Rate	65.0
High School Acceleration	67.0

Targeted Barriers to Achieving the Goal 3

- College or Career and You is a new program implemented in 2016-2017 school year for our 9th grade students. College or Career and Me, a 10th grade program, is in its first year of implementation for 2017-2018. Our 11th and 12th grade students did not have the opportunity to take these courses.

- General Paper, which is an AICE course is a new course to 2 of our teachers.

- Industry certification courses are being added, but many of our exiting seniors did not have the opportunity to earn these certifications prior to their senior year.

- Seniors who took the course Digital Information Technology earned only 1 or 2 of the required 3 certifications needed to complete the bundle.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff members with expertise in AICE General Paper and innovative teachers who are willing to share and we are also sending new teachers to AICE training this fall.

- Faculty members trained in industry certification courses and receive ongoing support.

- Industry certifications will be honored through Senior Awards and other methods as a success.

- Classtime and lab time will be honored to be sure teachers have the time needed to support students.

Plan to Monitor Progress Toward G1. 8

Acceleration spreasheet

Person Responsible

Laurie Breslin

Schedule

Biweekly, from 9/4/2017 to 6/29/2018

Evidence of Completion

Acceleration data for all grade levels is kept on a spreadsheet. Seniors not yet receiving an acceleration point are the focus of resources and support.

G2. We will increase student achievement on the Florida U.S.History end-of-course exam from 66% to 71% with a 5 point increase in both our Black and Hispanic populations, raising Black student achievement from 49% to 54% and Hispanic student achievement from 64% to 69%. `1a`

🔑 G091815

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	71.0

Targeted Barriers to Achieving the Goal `3`

- Struggling Readers

- Significant amount of content to teach

Resources Available to Help Reduce or Eliminate the Barriers `2`

- USA Test Prep,Early Warning Report, Crosspointe and SIS system, Curriculum Specialist

Plan to Monitor Progress Toward G2. `8`

Formative assessments data and summative assessment data.

Person Responsible
Laurie Breslin

Schedule
Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion
Formative data based on standards will be systematically reviewed for student growth.

G3. By June of 2018, our combined 9th and 10th grade ELA achievement level will increase from 49% to 55%. Additionally, our ELA Learning Gains will increase from 50% to 55% and our Bottom Quartile students making a learning gain will increase from 34% to 45%. 1a

🔑 G091816

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	45.0
FSA ELA Achievement - Black/African American	36.0
FSA ELA Achievement - Hispanic	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of familiarity with the Test Specifications and assessment methods may lead to instruction that is good, but is not hitting the mark with regard to what is assessed.

- Failure to devise formative instruction and then use the results to impact instruction and ultimately affect student achievement gains, especially for students identified in the lower quartile.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Focus Guide, USA Test Prep, Bottom quartile mentoring program, Benchmark Assessments, DBQ Project, Reading Like a Historian, CPALMS. PLC meetings and collaboration time are being revamped to become data driven, as well as focused on standards and student mastery.

- Celebratory programs for attendance and student motivation.

Plan to Monitor Progress Toward G3. 8

Writing benchmarks, FSA practice test results, Achieve 3000 data, teachers' informal data, PERT, ACT/ SAT, USA Test Prep

Person Responsible
Laurie Breslin

Schedule
Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion
Copies of data reports and notes from conversations with teachers as data is released throughout the year.

G4. By June 2018 we will increase our graduation rate from 76% to 80% and our attendance rate to 95%.

`1a`

🔍 G091817

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
Attendance rate	95.0

Targeted Barriers to Achieving the Goal `3`

- Student motivation

Resources Available to Help Reduce or Eliminate the Barriers `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

Plan to Monitor Progress Toward G4. `8`

Monitor student grades and credits earned.

Person Responsible

Lisa Lyon

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Grade reports and assessment data.

G5. By June of 2018 our combined Math achievement level will rise from 42% to 48%. Additionally, students making learning gains will increase from 33% to 40% and our Bottom Quartile students making a learning gain will increase from 32% to 45%. 1a

🔑 G091818

Targets Supported 1b

Indicator	Annual Target
Math Gains	40.0
FSA Mathematics Achievement	71.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

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

- Lack of formative assessments available in math courses that are tied to standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, use of Math Nation electronic tool, Success Maker, Kahn Academy, USA Test Prep, Design to Align lesson plan support.

Plan to Monitor Progress Toward G5. 8

Weekly monitoring of USA Test Prep, Success Maker data, student course grades.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Data will be used to determine mastery of standards and remediation will be planned and implemented.

G6. By June of 2018, students earning a 3 or higher on the Biology EOC will increase from 49% to 60% with a 10-point increase in both our Black and Hispanic populations, raising Black student achievement from 31% to 41% and Hispanic student achievement from 39% to 49%. `1a`

🔑 G091819

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	60.0

Targeted Barriers to Achieving the Goal `3`

- Teachers are tasked with teaching a high number of standards as outlined in the IFG and then required to ascertain student retention of the material with little time for reteaching.

Resources Available to Help Reduce or Eliminate the Barriers `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, Benckmark tests.

Plan to Monitor Progress Toward G6. `8`

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

Person Responsible
Lyna Jimenez-Ruiz

Schedule
Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion
EOC Biology Exam grades in Crosspointe Formative data provided by USA Test Prep

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 the Year 2018 our College and Career Acceleration will increase from our projected 2016-2017 score of 54% to a score of 67%, with specific increases in both our Black and Hispanic students. Our data indicates 36% of our Black and 40% of our Hispanic students within our 2016 graduating class earned a college and career acceleration point. 1

🔑 G091814

G1.B1 College or Career and You is a new program implemented in 2016-2017 school year for our 9th grade students. College or Career and Me, a 10th grade program, is in its first year of implementation for 2017-2018. Our 11th and 12th grade students did not have the opportunity to take these courses. 2

🔑 B245748

G1.B1.S1 We have placed one of our most innovative teachers in the role to design and deliver the curriculum. Regular meetings are taking place with administration to review progress and needs. 4

🔑 S259014

Strategy Rationale

Ms. Miller has researched College and Career courses and curriculum, has an Education Leadership background. She is very passionate about creating a course that will enrich students and help them to be more motivated and successful. Additionally, Ms. Davis has also taken a leadership role in College and Career and Me, designed for our sophomore students.

Action Step 1 5

Continue to meet with Ms. Miller and Ms. Davis to discuss their research, plans and progress.

Person Responsible

Laurie Breslin

Schedule

On 6/1/2018

Evidence of Completion

Student attendance, course grades, lesson plans, student assessment artifacts.

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

Quarterly meetings with Ms. Miller and Ms. Davis to discuss curriculum and data resulting from student learning.

Person Responsible

Laurie Breslin

Schedule

Every 6 Weeks, from 8/7/2017 to 5/25/2018

Evidence of Completion

Classroom formative data, student progress on the online Overgrad tool.

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

Overgrad data will be studied, along with quarterly data of grades, behavior and attendance of 9th graders and 10th graders.

Person Responsible

Laurie Breslin

Schedule

On 6/1/2018

Evidence of Completion

Grades, behavior, attendance and Overgrad data.

G1.B2 General Paper, which is an AICE course is a new course to 2 of our teachers. [2]

🔑 B245749

G1.B2.S1 Utilize expertise of two staff members who are experienced, in addition to providing training to students. [4]

🔑 S259015

Strategy Rationale

Training will provide the comfort level with expectations, curriculum resources and assessment techniques that teachers need.

Action Step 1 [5]

AICE training will be identified and offered to new AICE teachers. New AICE teachers will attend.

Person Responsible

Chris Hutchinson

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Mr. Hutchinson will coordinate with staff to make sure they are collaborating and to make certain the experienced teacher is there as a resource. He will also request funds to provide off site training in AICE GP.

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

Mini PLCs will be attended by Principal and AP.

Person Responsible

Laurie Breslin

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Mini PLC collaboration notes and data samples.

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

Data and writing samples will be examined, as well as final General Paper results.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

General Paper results, as well as monthly data samples from writing at the classroom level.

G1.B2.S2 Use of mini PLCs in which General Paper teachers collaborate on their shared learning as they tackle this new course. `4`

🔑 S259016

Strategy Rationale

Several teachers are teaching this course for the first time and will have similar questions and experiences. Having this time together will help, as will the experienced teacher who will also attend.

Action Step 1 `5`

Teachers meet bi-weekly.

Person Responsible

Laurie Breslin

Schedule

On 5/25/2018

Evidence of Completion

PLC notes and agendas as well as lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monitor student learning growth and walk through data.

Person Responsible

Laurie Breslin

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Evidence will be used to redirect as needed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data will be gathered and analyzed within PLCs and teacher led PD.

Person Responsible

Laurie Breslin

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Student work samples, grades, summative and formative data, PLC notes and agendas.

G1.B3 Industry certification courses are being added, but many of our exiting seniors did not have the opportunity to earn these certifications prior to their senior year. 2

🔍 B249886

G1.B3.S1 Purposeful scheduling is used to provide students the opportunity to earn an acceleration point. 4

🔍 S267241

Strategy Rationale

Students need the opportunity to demonstrate college or career readiness.

Action Step 1 5

Students will be scheduled in a manner that provides the opportunity for all students to demonstrate college or career readiness.

Person Responsible

Laurie Breslin

Schedule

Semiannually, from 8/1/2017 to 5/4/2018

Evidence of Completion

Acceleration spreadsheets.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Certification data will be analyzed and compared against the students registered in the course.

Person Responsible

Lyna Jimenez-Ruiz

Schedule

Quarterly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Certification test results will be disaggregated.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Pass rates for industry certification exams will be reviewed over a three year time period and the results analyzed.

Person Responsible

Lyna Jimenez-Ruiz

Schedule

Annually, from 10/16/2017 to 5/25/2018

Evidence of Completion

Summative assessment data tied to industry certification courses.

G1.B4 Seniors who took the course Digital Information Technology earned only 1 or 2 of the required 3 certifications needed to complete the bundle. `2`
🔍 B253173

G1.B4.S1 Determine what seniors have part of the microsoft office bundle completed. `4`
🔍 S267284

Strategy Rationale

We want to provide the opportunity for these seniors to complete the process for industry certification.

Action Step 1 `5`

We will identify seniors who need to complete their Microsoft Office Certification.

Person Responsible

Deborah Johnson

Schedule

On 4/27/2018

Evidence of Completion

Excel Spreadsheet

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

We will update the spreadsheet at every Acceleration Committee Meeting.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

We will update the Excel spreasheet.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

We will continue to update the spreasdheet looking for successful completion.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion

We will be utilizing the Excel spreadsheet.

G2. We will increase student achievement on the Florida U.S.History end-of-course exam from 66% to 71% with a 5 point increase in both our Black and Hispanic populations, raising Black student achievement from 49% to 54% and Hispanic student achievement from 64% to 69%. 1

G091815

G2.B1 Struggling Readers 2

B249910

G2.B1.S1 Teachers will work on content area literacy skills to support struggling readers. 4

S270336

Strategy Rationale

Struggling readers need disciplinary literacy instruction to dissect historical texts.

Action Step 1 5

Instructional Strategies Related to Disciplinary literacy

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/28/2017 to 6/8/2018

Evidence of Completion

Lesson plans, formative assessments, walk through data

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

Review lesson planning, formative assessments, and walk through data

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans, formative assessments and walk through data.

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

Student formative assessments and summative assessments will be used to monitor student mastery of standards with a literary component.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

USA Test Prep Data, Benchmark Assessments, Student work samples if applicable.

G2.B2 Significant amount of content to teach `2`

🔑 B256815

G2.B2.S1 Standards will be clustered to allow for content to be mastered in chunks. `4`

🔑 S271638

Strategy Rationale

Chuncking the standards allows for connections to be made and contect delivered in a logical yet appropriate pace.

Action Step 1 `5`

All standards will be taught using the IFG for guidance in pacing and chuncking the standards.

Person Responsible

Merlin Schenk

Schedule

Monthly, from 8/14/2017 to 4/20/2018

Evidence of Completion

Lesson planning, PLC notes and agendas, formative assessment data.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Walk throughts and lesson plan reviews. Review of formative data.

Person Responsible

Merlin Schenk

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Walk through data and formative assessments, including USA Test Prep, will be used.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Formative assessments will be used as a guide for pacing and covering the standards.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

USA Test Prep, Benchmark tests, student course grades, student work samples.

G2.B2.S2 A crosswalk will be used between World History and US History teachers to support the standards across both courses. 4

S271644

Strategy Rationale

Standards can be aligned between two courses to provide a deeper understanding of the standards.

Action Step 1 5

A crosswalk is developed and implemented between the World History course and the US History course.

Person Responsible

Laurie Breslin

Schedule

Annually, from 9/11/2017 to 5/25/2018

Evidence of Completion

Working with Bernadette Bennett, a crosswalk has been created. Evidence of implementation will be in walk throughs.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Walk throughs, lesson plans, PLC notes and agendas will all be used to monitor fidelity of this initiative.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Walk through data, student formative and summative assessments data, PLC meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Specifically, USA Test Prep data will be analyzed and tied back to the standards supported in the cross walk.

Person Responsible

Laurie Breslin

Schedule

Semiannually, from 10/9/2017 to 5/25/2018

Evidence of Completion

USA Test Prep standards-based data.

G3. By June of 2018, our combined 9th and 10th grade ELA achievement level will increase from 49% to 55%. Additionally, our ELA Learning Gains will increase from 50% to 55% and our Bottom Quartile students making a learning gain will increase from 34% to 45%. [1]

🔑 G091816

G3.B1 Lack of familiarity with the Test Specifications and assessment methods may lead to instruction that is good, but is not hitting the mark with regard to what is assessed. [2]

🔑 B245752

G3.B1.S1 Provide training to give teachers time to unpack the standards, discuss teacher and student actions and assessment techniques aligned with the FSA. Additionally, teachers will be given the opportunity to devise lessons together using each of the aforementioned criteria. [4]

🔑 S259019

Strategy Rationale

Teachers don't have to do all the work individually. They can share the labor and learn from one another in the process.

Action Step 1 [5]

School-wide a book study has been implemented on Visible Learning. Additionally, administrators are doing a book study on High Impact Strategies. After the PD is complete, administration will need to do focused walk-throughs, looking deeply at standards being taught, what teachers and students are doing and how they are being assessed. Data will be reviewed and one on one conversations will take place informally and at the mid year conferences.

Person Responsible

Laurie Breslin

Schedule

Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion

Benchmark results

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

Administrators will participate in the training and then will do individual and joint classroom walk-throughs focused on this content. Data will be reviewed in weekly data meetings and one on one conversations will take place with teachers based on their implementation.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Student passing rate on FSA, USA Test Prep data, course grades.

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

Formative assessments will reveal implementation of lessons strongly aligned with the FSA assessment types. Evidence of mastering the standards is present.

Person Responsible

Laurie Breslin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Assessment Period reports and lesson plans.

G3.B2 Failure to devise formative instruction and then use the results to impact instruction and ultimately affect student achievement gains, especially for students identified in the lower quartile. `2`

🔍 B245753

G3.B2.S1 Monitor teacher data monthly, sharing in administrative meetings and then having follow up conversations with teachers for feedback and questions. `4`

🔍 S259020

Strategy Rationale

Administrators must not become familiar with their data only once it becomes summative. In order to be impactful, instructional leaders, administrators need to be part of the process all throughout the year.

Action Step 1 `5`

Administrators will monitor standards-based data of each teacher's choosing once a month and provide feedback and professional development as needed. This data will be broken down into subcategories.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Teacher devised data from classroom sources, USA TP, Achieve 3000, Pert, SAT/ACT and others.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Administrators must share their collected data with the Principal weekly.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

All teacher submitted data and all standardized test scores tied to achievement, learning gains, and bottom quartile learning gains.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Each administrator will receive data from each of their teachers each month and will work individually with those who fail to submit anything, or who have confusion with the process.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Minutes from data analysis meetings.

G3.B2.S2 Utilize Achieve 3000 in Intensive Reading classes and monitor results weekly. Use USA Test Prep in ELA classrooms. 4

🔑 S259021

Strategy Rationale

This is a group of students that impacts us at the bottom quartile and with learning gains. Having a handle on their progress throughout the year is imperative.

Action Step 1 5

Monitor classroom results for Achieve 3000 weekly, specifically noting progress of the Bottom Quartile.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Achieve 3000 reports

Action Step 2 5

Monitor USA Test Prep data weekly, specifically noting the Bottom Quartile.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

USA Test Prep reports tied to standards mastery will be reviewed weekly and added to bottom quartile data sheets.

Action Step 3 `5`

PLCs with ELA and ILA teachers.

Person Responsible

Jennifer Gumm

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

PLCs will be used to collaborate on lesson planning and reflecting on standards mastered. Bottom Quartile data will be recorded and reviewed for intervention needs.

Action Step 4 `5`

Direct and specific writing instruction for English I and English II courses.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Lesson plans, walk through data, student writing samples.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Monitor the use of teachers and students weekly for accuracy and task completed.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Weekly reports to ILA teachers showing each teachers' results for the week, as well as the reward system designed by ILA teachers. Monitor student writing samples.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Students level sets will be monitored monthly and growth of lexile tracked.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Lexile level set reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

USA Test Prep data will be monitored for student growth in course standards.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

USA Test prep data will be monitored and standards-mastered assessed.

G4. By June 2018 we will increase our graduation rate from 76% to 80% and our attendance rate to 95%. `1`

🔑 G091817

G4.B1 Student motivation `2`

🔑 B245754

G4.B1.S1 Continuous employment of the MTSS system to assist struggling students with interventions. Use of MTSS to provide support, resources and assistance to students who are not progressing adequately. `4`

🔑 S259022

Strategy Rationale

Use of MTSS to provide support, resources and assistance to students who are not progressing adequately.

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 on Early Warning Indicators system and implementation of Project 10 Progress monitoring system, which is a DOE initiative. Use of truancy contracts.

Person Responsible

Merlin Schenk

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

MTSS records, Project 10 Spreadsheets.

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

Monitor the MTSS system for fidelity and review weekly to Project 10 data sheets.

Person Responsible

Merlin Schenk

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

MTSS records, including student attendance, grades, and behavior, Project 10 data sheets, student conferences notes.

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

Monitor successful completion of coursework and assessment data.

Person Responsible

Lisa Lyon

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

MTSS records, including early warning indicators, student conference notes.

G4.B1.S2 Increased communication with families and students regarding options and tools to assist in meeting their goals. 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. `4`

🔑 S270338

Strategy Rationale

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

Action Step 1 `5`

Increased communication with families and students regarding options and tools to assist in meeting their goals. 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.

Person Responsible

Merlin Schenk

Schedule

Monthly, from 9/4/2017 to 6/22/2018

Evidence of Completion

Remind.com, website, Facebook page, letters home to parents.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Communication with families and students will be sent out on a regular basis.

Person Responsible

Michelle Anderson

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

School website, Twitter, remind.com, Facebook and other communication tools sent to parents and the community.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Attendance and graduation rate will be used to monitor the effectiveness.

Person Responsible

Merlin Schenk

Schedule

Quarterly, from 8/7/2017 to 6/8/2018

Evidence of Completion

Attendance and graduation rate will be used to monitor the effectiveness.

G5. By June of 2018 our combined Math achievement level will rise from 42% to 48%. Additionally, students making learning gains will increase from 33% to 40% and our Bottom Quartile students making a learning gain will increase from 32% to 45%. [1]

🔑 G091818

G5.B1 Students lack basic math skills necessary for success at the high school level. [2]

🔑 B245755

G5.B1.S1 Based on data received from state testing students will receive access to Math Nation, Success Maker and USA Test Prep. Math progression uses Liberal Arts Math as a stepping stone for students still in need of support before Geometry. [4]

🔑 S259023

Strategy Rationale

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

Action Step 1 [5]

Use of Success Maker, USA Test Prep, and Math Nation for math skill remediation and Design to Align.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Student scores on benchmark assessments and EOC and formative assessment data.

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

Formative assessments

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/7/2017 to 5/25/2018

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 G5.B1.S1 `7`

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

Person Responsible

Julie Ott

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Benchmark exams showing mastery of the standards, USA Test Prep data, Success Maker data.

G5.B2 Lack of formative assessments available in math courses that are tied to standards. `2`

🔍 B255804

G5.B2.S1 Build in regular use of standards-based formative assessments for all teachers along with professional development. `4`

🔍 S270355

Strategy Rationale

Formative assessments should be used in conjunction with summative assessments to check student mastery of standards.

Action Step 1 `5`

USA Test Prep and Success Maker will be utilized to gather formative assessment data to use in remediation.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Weekly reports from USA Test Prep and Success Maker.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Regular reports from USA Test Prep and Success Maker.

Person Responsible

Laurie Breslin

Schedule

Biweekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

USA Test Prep reports, Success Maker Reports

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Student formative assessments results will be analyzed collectively and individually.

Person Responsible

Laurie Breslin

Schedule

Biweekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Reports from formative assessment tools, lesson plans, summative test data.

G6. By June of 2018, students earning a 3 or higher on the Biology EOC will increase from 49% to 60% with a 10-point increase in both our Black and Hispanic populations, raising Black student achievement from 31% to 41% and Hispanic student achievement from 39% to 49%. [1]

🔑 G091819

G6.B1 Teachers are tasked with teaching a high number of standards as outlined in the IFG and then required to ascertain student retention of the material with little time for reteaching. [2]

🔑 B245756

G6.B1.S1 Use of formative assessment tool USA Test Prep to check for mastery of standards. [4]

🔑 S259024

Strategy Rationale

Formative assessments need to be used to check for understanding.

Action Step 1 [5]

Teachers will use USA Test Prep with their students as a method to check for mastery of standards.

Person Responsible

Laurie Breslin

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Student Data on USA Test Prep

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

Science teachers will collaborate with peers to design lessons that teach targeted standards. They will then assess these standards and reteach the standards as needed according to the data.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Report card grades and benchmark assessments, as well as USA TP scores.

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

Teachers will evaluate student work, student grades, USA Test Prep data.
Administrator will review all students data.
Progress monitoring using USA Test Prep.

Person Responsible

Laurie Breslin

Schedule

Daily, from 8/7/2017 to 5/25/2018

Evidence of Completion

Student grades, formative assessment data tied to standards measured for student proficiency,

G6.B1.S2 USA Test Prep, TINspire calculators or Blackboard 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`

🔧 S259025

Strategy Rationale

These tools assist in teaching the content and help to provide students a deeper understanding of the standards.

Action Step 1 `5`

USA Test Prep will be used at least weekly in class.

Person Responsible

Laurie Breslin

Schedule

Weekly, from 9/4/2017 to 6/8/2018

Evidence of Completion

Lesson Plans Formative Data from USA Test Prep

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Look at Progress Monitoring data.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

USA Test Prep Reports, Gradebook and scores of students.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Review teachers progress monitoring data.

Person Responsible

Laurie Breslin

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.A1 A364194	All standards will be taught using the IFG for guidance in pacing and chunking the standards.	Schenk, Merlin	8/14/2017	Lesson planning, PLC notes and agendas, formative assessment data.	4/20/2018 monthly
G1.B4.S1.A1 A355353	We will identify seniors who need to complete their Microsoft Office Certification.	Johnson, Deborah	8/1/2017	Excel Spreadsheet	4/27/2018 one-time
G1.B3.S1.A1 A355281	Students will be scheduled in a manner that provides the opportunity for all students to...	Breslin, Laurie	8/1/2017	Acceleration spreadsheets.	5/4/2018 semiannually
G3.B2.S2.MA1 M360557	Students level sets will be monitored monthly and growth of lexile tracked.	Breslin, Laurie	8/21/2017	Lexile level set reports	5/18/2018 monthly
G6.B1.S1.MA1 M360566	Teachers will evaluate student work, student grades, USA Test Prep data. Administrator will review...	Breslin, Laurie	8/7/2017	Student grades, formative assessment data tied to standards measured for student proficiency,	5/25/2018 daily
G6.MA1 M360570	Benchmark assessments USA Test Prep Progress monitoring using TINspire Benchmark Mini...	Jimenez-Ruiz, Lyna	9/4/2017	EOC Biology Exam grades in Crosspointe Formative data provided by USA Test Prep	5/25/2018 weekly
G2.B2.S2.MA1 M389528	Specifically, USA Test Prep data will be analyzed and tied back to the standards supported in the...	Breslin, Laurie	10/9/2017	USA Test Prep standards-based data.	5/25/2018 semiannually
G1.B1.S1.MA1 M360543	Quarterly meetings with Ms. Miller and Ms. Davis to discuss curriculum and data resulting from...	Breslin, Laurie	8/7/2017	Classroom formative data, student progress on the online Overgrad tool.	5/25/2018 every-6-weeks
G6.B1.S2.MA1 M360569	Look at Progress Monitoring data.	Breslin, Laurie	10/2/2017	USA Test Prep Reports, Gradebook and scores of students.	5/25/2018 monthly
G1.B2.S1.MA1 M360544	Data and writing samples will be examined, as well as final General Paper results.	Breslin, Laurie	9/4/2017	General Paper results, as well as monthly data samples from writing at the classroom level.	5/25/2018 monthly
G1.B2.S1.MA1 M360545	Mini PLCs will be attended by Principal and AP.	Breslin, Laurie	8/7/2017	Mini PLC collaboration notes and data samples.	5/25/2018 biweekly
G1.B2.S1.A1 A340664	AICE training will be identified and offered to new AICE teachers. New AICE teachers will attend.	Hutchinson, Chris	8/7/2017	Mr. Hutchinson will coordinate with staff to make sure they are collaborating and to make certain the experienced teacher is there as a resource. He will also request funds to provide off site training in AICE GP.	5/25/2018 quarterly
G6.B1.S2.MA1 M360568	Review teachers progress monitoring data.	Breslin, Laurie	10/2/2017	Data	5/25/2018 monthly
G3.B2.S2.A4 A364206	Direct and specific writing instruction for English I and English II courses.	Breslin, Laurie	10/2/2017	Lesson plans, walk through data, student writing samples.	5/25/2018 weekly
G3.B2.S2.A3 A361876	PLCs with ELA and ILA teachers.	Gumm, Jennifer	8/7/2017	PLCs will be used to collaborate on lesson planning and reflecting on standards mastered. Bottom Quartile data will be recorded and reviewed for intervention needs.	5/25/2018 monthly
G3.B2.S1.MA1 M360555	Each administrator will receive data from each of their teachers each month and will work...	Breslin, Laurie	8/7/2017	Minutes from data analysis meetings.	5/25/2018 monthly
G3.B2.S1.MA1 M360556	Administrators must share their collected data with the Principal weekly.	Breslin, Laurie	8/14/2017	All teacher submitted data and all standardized test scores tied to achievement, learning gains, and bottom quartile learning gains.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1 A340669	Administrators will monitor standards-based data of each teacher's choosing once a month and...	Breslin, Laurie	8/7/2017	Teacher devised data from classroom sources, USA TP, Achieve 3000, Pert, SAT/ACT and others.	5/25/2018 monthly
G4.B1.S1.MA1 M360560	Monitor successful completion of coursework and assessment data.	Lyon, Lisa	8/7/2017	MTSS records, including early warning indicators, student conference notes.	5/25/2018 weekly
G4.B1.S1.MA1 M360561	Monitor the MTSS system for fidelity and review weekly to Project 10 data sheets.	Schenk, Merlin	8/7/2017	MTSS records, including student attendance, grades, and behavior, Project 10 data sheets, student conferences notes.	5/25/2018 weekly
G4.B1.S1.A1 A340671	Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that...	Schenk, Merlin	8/7/2017	MTSS records, Project 10 Spreadsheets.	5/25/2018 biweekly
G5.B1.S1.MA1 M360563	Student results will be analyzed and remediation will be provided for those in need.	Ott, Julie	8/7/2017	Benchmark exams showing mastery of the standards, USA Test Prep data, Success Maker data.	5/25/2018 quarterly
G5.B1.S1.MA1 M360564	Formative assessments	Breslin, Laurie	8/7/2017	Result of the formative assessment will be sent to classroom teacher and teachers will monitor for improvement.	5/25/2018 monthly
G5.B1.S1.A1 A340672	Use of Success Maker, USA Test Prep, and Math Nation for math skill remediation and Design to...	Breslin, Laurie	8/7/2017	Student scores on benchmark assessments and EOC and formative assessment data.	5/25/2018 weekly
G5.MA1 M379794	Weekly monitoring of USA Test Prep, Success Maker data, student course grades.	Breslin, Laurie	9/11/2017	Data will be used to determine mastery of standards and remediation will be planned and implemented.	5/25/2018 weekly
G6.B1.S1.MA1 M360567	Science teachers will collaborate with peers to design lessons that teach targeted standards. They...	Breslin, Laurie	8/7/2017	Report card grades and benchmark assessments, as well as USA TP scores.	5/25/2018 monthly
G6.B1.S1.A1 A340673	Teachers will use USA Test Prep with their students as a method to check for mastery of standards.	Breslin, Laurie	8/7/2017	Student Data on USA Test Prep	5/25/2018 biweekly
G1.B3.S1.MA1 M389520	Pass rates for industry certification exams will be reviewed over a three year time period and the...	Jimenez-Ruiz, Lyna	10/16/2017	Summative assessment data tied to industry certification courses.	5/25/2018 annually
G1.B3.S1.MA1 M389518	Certification data will be analyzed and compared against the students registered in the course.	Jimenez-Ruiz, Lyna	10/9/2017	Certification test results will be disaggregated.	5/25/2018 quarterly
G2.B2.S2.A1 A364200	A crosswalk is developed and implemented between the World History course and the US History course.	Breslin, Laurie	9/11/2017	Working with Bernadette Bennett, a crosswalk has been created. Evidence of implementation will be in walk throughs.	5/25/2018 annually
G3.B2.S2.A1 A340670	Monitor classroom results for Achieve 3000 weekly, specifically noting progress of the Bottom...	Breslin, Laurie	9/4/2017	Achieve 3000 reports	5/25/2018 weekly
G1.B4.S1.MA1 M379294	We will update the spreadsheet at every Acceleration Committee Meeting.	Breslin, Laurie	8/7/2017	We will update the Excel spreadsheet.	5/25/2018 monthly
G4.MA1 M360562	Monitor student grades and credits earned.	Lyon, Lisa	8/7/2017	Grade reports and assessment data.	5/25/2018 quarterly
G2.B1.S1.MA1 M389511	Student formative assessments and summative assessments will be used to monitor student mastery of...	Breslin, Laurie	8/14/2017	USA Test Prep Data, Benchmark Assessments, Student work samples if applicable.	5/25/2018 monthly
G2.B1.S1.MA1 M389510	Review lesson planning, formative assessments, and walk through data	Breslin, Laurie	8/14/2017	Lesson plans, formative assessments and walk through data.	5/25/2018 monthly
G3.B2.S2.A2 A361875	Monitor USA Test Prep data weekly, specifically noting the Bottom Quartile.	Breslin, Laurie	10/16/2017	USA Test Prep reports tied to standards mastery will be reviewed weekly and added to bottom quartile data sheets.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.MA1 M386527	Student formative assessments results will be analyzed collectively and individually.	Breslin, Laurie	9/4/2017	Reports from formative assessment tools, lesson plans, summative test data.	5/25/2018 biweekly
G5.B2.S1.MA1 M386525	Regular reports from USA Test Prep and Success Maker.	Breslin, Laurie	9/11/2017	USA Test Prep reports, Success Maker Reports	5/25/2018 biweekly
G5.B2.S1.A1 A361901	USA Test Prep and Success Maker will be utilized to gather formative assessment data to use in...	Breslin, Laurie	8/21/2017	Weekly reports from USA Test Prep and Success Maker.	5/25/2018 weekly
G2.B2.S1.MA1 M389514	Formative assessments will be used as a guide for pacing and covering the standards.	Breslin, Laurie	8/14/2017	USA Test Prep, Benchmark tests, student course grades, student work samples.	5/25/2018 monthly
G2.B2.S1.MA1 M389513	Walk throughts and lesson plan reviews. Review of formative data.	Schenk, Merlin	8/14/2017	Walk through data and formative assessments, including USA Test Prep, will be used.	5/25/2018 monthly
G2.B2.S2.MA1 M389526	Walk throughs, lesson plans, PLC notes and agendas will all be used to monitor fidelity of this...	Breslin, Laurie	10/2/2017	Walk through data, student formative and summative assessments data, PLC meetings.	5/25/2018 monthly
G1.B2.S2.MA1 M379796	Data will be gathered and analyzed within PLCs and teacher led PD.	Breslin, Laurie	10/2/2017	Student work samples, grades, summative and formative data, PLC notes and agendas.	5/25/2018 quarterly
G1.B2.S2.MA1 M360546	Monitor student learning growth and walk through data.	Breslin, Laurie	10/2/2017	Evidence will be used to redirect as needed.	5/25/2018 quarterly
G1.B2.S2.A1 A355741	Teachers meet bi-weekly.	Breslin, Laurie	10/2/2017	PLC notes and agendas as well as lesson plans.	5/25/2018 one-time
G2.MA1 M389512	Formative assessments data and summative assessment data.	Breslin, Laurie	8/14/2017	Formative data based on standards will be systematically reviewed for student growth.	5/25/2018 quarterly
G3.B2.S2.MA3 M386502	USA Test Prep data will be monitored for student growth in course standards.	Breslin, Laurie	8/21/2017	USA Test prep data will be monitored and standards-mastered assessed.	5/25/2018 weekly
G3.B2.S2.MA1 M360558	Monitor the use of teachers and students weekly for accuracy and task completed.	Breslin, Laurie	8/7/2017	Weekly reports to ILA teachers showing each teachers' results for the week, as well as the reward system designed by ILA teachers. Monitor student writing samples.	5/25/2018 weekly
G1.B4.S1.MA1 M379296	We will continue to update the spreasdheet looking for successful completion.	Breslin, Laurie	8/1/2017	We will be utilizing the Excel spreadsheet.	5/25/2018 monthly
G3.MA1 M360559	Writing benchmarks, FSA practice test results, Achieve 3000 data, teachers' informal data, PERT,...	Breslin, Laurie	9/4/2017	Copies of data reports and notes from conversations with teachers as data is released throughout the year.	6/1/2018 daily
G3.B1.S1.A1 A340668	School-wide a book study has been implemented on Visible Learning. Additionally, administrators...	Breslin, Laurie	9/4/2017	Benchmark results	6/1/2018 daily
G3.B1.S1.MA1 M360554	Administrators will participate in the training and then will do individual and joint classroom...	Breslin, Laurie	9/4/2017	Student passing rate on FSA, USA Test Prep data, course grades.	6/1/2018 weekly
G3.B1.S1.MA1 M360553	Formative assessments will reveal implementation of lessons strongly aligned with the FSA...	Breslin, Laurie	8/14/2017	Assessment Period reports and lesson plans.	6/1/2018 daily
G1.B1.S1.MA1 M360542	Overgrad data will be studied, along with quarterly data of grades, behavior and attendance of 9th...	Breslin, Laurie	8/7/2017	Grades, behavior, attendance and Overgrad data.	6/1/2018 one-time
G1.B1.S1.A1 A340663	Continue to meet with Ms. Miller and Ms. Davis to discuss their research, plans and progress.	Breslin, Laurie	8/14/2017	Student attendance, course grades, lesson plans, student assessment artifacts.	6/1/2018 one-time
G4.B1.S2.MA1 M386523	Communication with families and students will be sent out on a regular basis.	Anderson, Michelle	8/14/2017	School website, Twitter, remind.com, Facebook and other communication	6/4/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				tools sent to parents and the community.	
G6.B1.S2.A1 🔑 A340674	USA Test Prep will be used at least weekly in class.	Breslin, Laurie	9/4/2017	Lesson Plans Formative Data from USA Test Prep	6/8/2018 weekly
G2.B1.S1.A1 🔑 A364193	Instructional Strategies Related to Disciplinary literacy	Breslin, Laurie	8/28/2017	Lesson plans, formative assessments, walk through data	6/8/2018 monthly
G4.B1.S2.MA1 🔑 M386524	Attendance and graduation rate will be used to monitor the effectiveness.	Schenk, Merlin	8/7/2017	Attendance and graduation rate will be used to monitor the effectiveness.	6/8/2018 quarterly
G4.B1.S2.A1 🔑 A361882	Increased communication with families and students regarding options and tools to assist in meeting...	Schenk, Merlin	9/4/2017	Remind.com, website, Facebook page, letters home to parents.	6/22/2018 monthly
G1.MA1 🔑 M360547	Acceleration spreasheet	Breslin, Laurie	9/4/2017	Acceleration data for all grade levels is kept on a spreadsheet. Seniors not yet receiving an acceleration point are the focus of resources and support.	6/29/2018 biweekly

V. Professional Development Opportunities

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

G1. By the Year 2018 our College and Career Acceleration will increase from our projected 2016-2017 score of 54% to a score of 67%, with specific increases in both our Black and Hispanic students. Our data indicates 36% of our Black and 40% of our Hispanic students within our 2016 graduating class earned a college and career acceleration point.

G1.B2 General Paper, which is an AICE course is a new course to 2 of our teachers.

G1.B2.S1 Utilize expertise of two staff members who are experienced, in addition to providing training to students.

PD Opportunity 1

AICE training will be identified and offered to new AICE teachers. New AICE teachers will attend.

Facilitator

Chris Hutchinson

Participants

New General Paper teachers

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

G2. We will increase student achievement on the Florida U.S.History end-of-course exam from 66% to 71% with a 5 point increase in both our Black and Hispanic populations, raising Black student achievement from 49% to 54% and Hispanic student achievement from 64% to 69%.

G2.B1 Struggling Readers

G2.B1.S1 Teachers will work on content area literacy skills to support struggling readers.

PD Opportunity 1

Instructional Strategies Related to Disciplinary literacy

Facilitator

Bernadette Bennet

Participants

World and US History Teachers

Schedule

Monthly, from 8/28/2017 to 6/8/2018

G3. By June of 2018, our combined 9th and 10th grade ELA achievement level will increase from 49% to 55%. Additionally, our ELA Learning Gains will increase from 50% to 55% and our Bottom Quartile students making a learning gain will increase from 34% to 45%.

G3.B1 Lack of familiarity with the Test Specifications and assessment methods may lead to instruction that is good, but is not hitting the mark with regard to what is assessed.

G3.B1.S1 Provide training to give teachers time to unpack the standards, discuss teacher and student actions and assessment techniques aligned with the FSA. Additionally, teachers will be given the opportunity to devise lessons together using each of the aforementioned criteria.

PD Opportunity 1

School-wide a book study has been implemented on Visible Learning. Additionally, administrators are doing a book study on High Impact Strategies. After the PD is complete, administration will need to do focused walk-throughs, looking deeply at standards being taught, what teachers and students are doing and how they are being assessed. Data will be reviewed and one on one conversations will take place informally and at the mid year conferences.

Facilitator

Erin Cox - Test Specs and Assessments Laurie Breslin - Formative Data: Samples and What to DO With It PD Committee- Visible Learning PD Committee- Peer Coaching and Collaboration

Participants

All teachers (optional)

Schedule

Daily, from 9/4/2017 to 6/1/2018

G4. By June 2018 we will increase our graduation rate from 76% to 80% and our attendance rate to 95%.

G4.B1 Student motivation

G4.B1.S1 Continuous employment of the MTSS system to assist struggling students with interventions. Use of MTSS to provide support, resources and assistance to students who are not progressing adequately.

PD Opportunity 1

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 on Early Warning Indicators system and implementation of Project 10 Progress monitoring system, which is a DOE initiative. Use of truancy contracts.

Facilitator

Lisa Lyon

Participants

All Guidance and Support Team members

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

G5. By June of 2018 our combined Math achievement level will rise from 42% to 48%. Additionally, students making learning gains will increase from 33% to 40% and our Bottom Quartile students making a learning gain will increase from 32% to 45%.

G5.B1 Students lack basic math skills necessary for success at the high school level.

G5.B1.S1 Based on data received from state testing students will receive access to Math Nation, Success Maker and USA Test Prep. Math progression uses Liberal Arts Math as a stepping stone for students still in need of support before Geometry.

PD Opportunity 1

Use of Success Maker, USA Test Prep, and Math Nation for math skill remediation and Design to Align.

Facilitator

USA Test Prep - Laurie Breslin

Participants

Math teachers

Schedule

Weekly, from 8/7/2017 to 5/25/2018

G5.B2 Lack of formative assessments available in math courses that are tied to standards.

G5.B2.S1 Build in regular use of standards-based formative assessments for all teachers along with professional development.

PD Opportunity 1

USA Test Prep and Success Maker will be utilized to gather formative assessment data to use in remediation.

Facilitator

USA Test Prep- Laurie Breslin Success Maker - Laurie Breslin

Participants

All math teachers, focusing on Algebra, Geometry, Liberal Arts and Math for College Ready students.

Schedule

Weekly, from 8/21/2017 to 5/25/2018

G6. By June of 2018, students earning a 3 or higher on the Biology EOC will increase from 49% to 60% with a 10-point increase in both our Black and Hispanic populations, raising Black student achievement from 31% to 41% and Hispanic student achievement from 39% to 49%.

G6.B1 Teachers are tasked with teaching a high number of standards as outlined in the IFG and then required to ascertain student retention of the material with little time for reteaching.

G6.B1.S1 Use of formative assessment tool USA Test Prep to check for mastery of standards.

PD Opportunity 1

Teachers will use USA Test Prep with their students as a method to check for mastery of standards.

Facilitator

Formative Assessment Data Tools

Participants

Science teachers Social Studies teachers

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

VI. Technical Assistance Items

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