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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 7791 - Booker T. Washington Senior High School

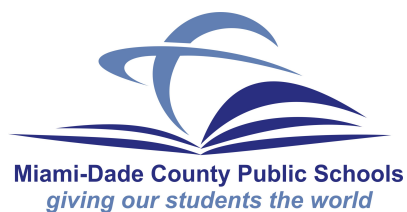
*FeederPattern:* Booker T. Washington Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Rosann Sidener

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Booker T. Washington Senior High School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Booker T. Washington High School will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. Common instructional reading materials, that are research based such as READ 180, READ XL and Reading Plus, with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including regularly administered teacher designed benchmark assessments and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Data collected from Booker T. Washington High School indicates that as students transition from one level to another, academic achievement scores decrease. In response to this data, Booker T. Washington High School began a Transition Academy that engages ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Furthermore, the Transition Academy fosters a smooth transition for students as they enter senior high school, a time when students often experience emotions such as anxiety or fear associated with leaving behind safe, familiar school environments and anticipating the beginning of senior high school.

Students at Booker T. Washington High School will participate in a Career Fair which will be held each year in April. This Career Fair will bring together students and community businesses in an effort to develop a real-life connection between students' work in school and their choice of career.

Booker T. Washington High School, as a Title I and School Improvement Zone school, recognizes that good instruction is the foundation that fosters learning. During the 2004-2005 school year we received the Smaller Learning Communities Grant and restructured into Schools Within a School, creating three smaller schools with five-hundred students each (B school, T school and W school). To address this priority, high caliber professional development for teachers and administrators will occur. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective infusion of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Booker T. Washington High School.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 50 percent or greater of the lowest 25 percent performing students on the 2005 FCAT Sunshine State Standards reading component will make adequate

progress as determined by the 2006 Sunshine State Standards reading component scores.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, free and reduced lunch students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free and reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficiency students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards students in grade 10 will improve their writing skills as evidenced by 78 percent of the students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students at Booker T. Washington Senior High School will increase their science mean scale score to meet or exceed the District mean scale score as documented by the 2006 administration of the FCAT Science test.

Given school-wide focus on parental involvement, parent attendance will be promoted and supported as evidenced by an increase of three percentage points in the number of parents attending school-sponsored events during the 2005-2006 school year as documented in attendance rosters of parent activities offered as compared to the 2004-2005 school year.

Given the need to reduce the number of suspensions, the rate of suspensions will decrease by three percent as measured by the annual suspension report during the 2005-2006 school year as compared to 2004-2005 school year.

Given instruction using technology, students will increase the use of technology by five percent as compared to the availability and lab utilization during the 2004-2005 to 2005-2006 school year .

Given instruction based on the National Standards for Physical Education the number of students passing the 2005-2006 FITNESSGRAM will increase by five percent as compared to the 2004-2005 data.

Given the need to increase availability of elective and academy courses the amount of students enrolled will increase by three percent as compared to 2004-2005 school year.

Booker T. Washington Senior High School will improve its ranking on the State of Florida Return On Investment index publication from the 36th percentile in 2003 to the 38th percentile on the next publication of the index.

For the Graduation Rate category to achieve adequate yearly progress the percentage of students graduating at Booker T. Washington Senior High School will increase to 37 percent in 2006.

## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Booker T. Washington Senior High School**

### VISION

We, the staff at Booker T. Washington Senior High School, believe all students will reach their fullest potential, and we are committed to producing a learning environment in which technology is completely infused into the curriculum, and teaching and learning reflect an emphasis on higher order thinking skills as the school addresses the needs of the total community.

### MISSION

The mission of Booker T. Washington Senior High School is to guide and direct students toward academic and social success in a multi-cultural/multi-ethnic society through a technology-rich curriculum designed to enhance academics, promote mutual respect, and foster lifelong learning.

## CORE VALUES

### Honesty, Integrity, and Respect

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

### Fairness and Kindness

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

### Citizenship, Cooperation, and Responsibility

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

### Excellence

We pursue the highest standards in all we do.

## *School Demographics*

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Booker T. Washington Senior High School is a Title I ninth through twelfth grade school which provides basic educational services to its students through a curriculum based on the Sunshine State Standards. The school has an exceptional education program, which includes learning disabled/varying exceptionalities, emotional mentally handicapped, emotional handicapped, trainable mentally handicapped and autistic students. The school also has both English as a Second Language and a Bilingual in the Curriculum Content program which services the Limited English Proficient student population. The school serves 1543 students from a defined boundary. Of this total, seventy-seven (77) percent receive free or reduced lunch. Fifty-one (51) percent of the student population is African American, and forty-nine(49) percent is Hispanic. Students who require additional assistance are offered tutoring after school and on Saturdays. Students who need to make-up credits for graduation are offered adult education classes. Identified students receive additional assistance through the Stay-in-School Program, which is a grant-funded dropout prevention program. Booker T. Washington Senior High School employs 95 classroom teachers of which 32 have Masters Degrees, 10 have Specialist Degrees and two have Doctoral Degrees. These teachers are complemented by one principal, one vice principal, three assistant principals, one business manager, three guidance counselors, one TRUST counselor, one career specialist, one college assistance program advisor, one activities director, one athletic business manager, one test chairperson /mathematics resource teacher, two reading coaches, one mathematics coach, one social worker, one educational technology specialist, three community involvement specialist, four exceptional education paraprofessionals, and one Title I paraprofessional. All instructional staff is certified by the State of Florida, and certification status and requirements are closely monitored by the administrative staff. Student to teacher ratios are at state level requirements as evidenced by data reported on annual District and School Profile reports. Parents at Booker T. Washington Senior High were provided with school choice options via mailed correspondence in their native language. The school continues to utilize the Continuous Improvement Model for 2005-2006 school year.

# *School Foundation*

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## ***Leadership:***

The administration of Booker T. Washington Sr. shares the vision and mission of the school, and uses the organizational values to guide the school and identifies to staff the areas that are most important to student achievement as indicated on the Organizational Performance Improvement Snapshot assessment.

## ***District Strategic Planning Alignment:***

Booker T. Washington has clear goals and objectives that are communicated to all stakeholders. The Curriculum Council and Core area departments meet regularly to monitor and assess progress toward accomplishing our goals. The entire staff met on several occasions to provide input and write the goals, objectives and strategies of the School Improvement Plan.

## ***Stakeholder Engagement:***

The data from the staff assessment indicates that the Booker T. Washington faculty and staff overwhelmingly agreed on knowing who their most important stakeholders are and the importance of regular communication with all stakeholders.

## ***Faculty & Staff:***

Booker T. Washington is a small school, we have received the Smaller Learning Communities Grant and restructured into Schools Within a School, thus creating three smaller schools with five-hundred students each (B school, T school and W school). This configuration allows all stakeholders to feel a part of a team. There is time allocated to meet within the smaller learning communities to establish the needs of the community and ensure that the goals and objectives are being met. The smaller communities have created an environment of sharing, inclusion and value to each team member.

## ***Data/Information/Knowledge Management:***

Data is collected, analyzed and used to plan the instructional program on an ongoing basis. The continued implementation of the Continuous Improvement Model is evident through disaggregation of test data, development of an instructional timeline and focus calendar, the regular administration of assessments, use of tutorials to reteach non-mastered targeted areas, offering enrichment opportunities for mastery, reinforcement of learning through maintenance and continually monitoring progress.

## ***Education Design:***

Booker T. Washington adheres to the District and School Improvement Zone's educational design. We offer extended learning opportunities through tutoring and Saturday Academy. The Instructional Focus Calendar is developed and followed by the staff in the arease of Reading, Writing and Mathematics. The Continuous Improvement Model directs the schools improvement initiatives.

## ***Performance Results:***



Through the school improvement planning process the staff focused on areas that will directly impact student achievement. The areas of concentration were student attendance/tardies and behavior. It is a concensus that if the students are present, on-time and behave appropriately we can begin the raise student achievement.

# *Additional Requirements*

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

The implementation of the School Improvement Zone has served to attract more high quality, highly qualified teachers, all whom are certified in the subject area they are currently teaching. We have attracted new teachers who are energetic, motivated and eager to help the students of Booker T. Washington learn. Additionally, we have retained teachers who have a wealth of experiences along with a genuine interest in improving academic achievement at Booker T. Washington Senior High School.

## **• Highly Qualified, Certified Administrators:**

Dr. Rosann Sidener, Principal

Dr. Sidener earned a Bachelor of Arts and a Master of Music Education from the University of Miami. She continued her studies at Teachers College, Columbia University, earning an M.S. in Educational Leadership and an Ed. D. in Educational Administration. During her seventeen-year tenure as a teacher at the middle and high school levels, Dr. Sidener produced Florida's finest music performing ensembles, gained state and national recognition for the quality of her students' work and earned the Music Demonstration School Award from the Florida Department of Education. As an administrator, Dr. Sidener was instrumental in improving the school grade at all three schools where she served as an assistant principal. She was recognized as the Florida Assistant Principal of the Year 2000 by the National Association of Secondary School Principals, as Florida's Outstanding Middle School Assistant Principal of the Year 2001 by the Florida Commissioner of Education and as the Region II Assistant Principal of the Year by Miami-Dade County Public Schools. This is her 28th year as an educator in the Miami-Dade County Public Schools and her eleventh year as a school site administrator. She is certified in Educational Leadership, Music Grades K-12 and School Principal.

Aaron Roberts, Assistant Principal

Aaron Roberts began his educational career in 1986 at Bucholz High School in Alachua County where he taught social studies. He later moved into the position of Dean of Students. When he arrived in South Florida he accepted a position as a drop out prevention coordinator for the Broward County School District. He was later offered a position (SCSI teacher) at Braddock Senior High School and assisted in the opening of the largest high school in the south. He designed and implemented an exclusion program that enabled the teachers to teach in a non-disrupted setting while at the same time providing those students who were having difficulty in the classroom the special assistance that they needed to be successful. This program was lauded by teachers and improved the learning environment substantially. Upon completing degree requirements and the assistant principal's assessment center, he was offered a position at Homestead Senior High School as an assistant principal. There he assisted the staff and students through the Hurricane Andrew disaster. Once Homestead Senior High School was functioning well again, he requested a transfer to Miami Edison Senior High School to be closer to home. Miami Edison Senior High was experiencing problems with trespassers and other outside influences that made it difficult to sustain a positive learning environment. He was instrumental in establishing a security plan that eliminated the negative outside influences and made the learning environment a more positive atmosphere. At Booker T. Washington Senior High he has worked tirelessly to increase school attendance and won the most improved attendance for the 1st and 3rd nine-week grading period for the 2003-2004 school years. Also while at Booker T. Washington Senior High he collaborated with the administrative team to improve the school grade from F to D due to a gain of 34 points, the fourth largest gain in the District. Mr. Roberts emphatically believes and supports the District learning strategies, that reading is absolutely essential for all students in their pursuit of excellence.

Richelle Thomas, Assistant Principal for Curriculum

Ms. Thomas has earned a B.S. in Elementary Education, M.S. in Educational Leadership and is currently a candidate for a

Doctoral degree in Organizational Leadership. Throughout her professional career, Ms. Thomas has worked with “at risk” student populations as a Case Manager and Program Director for Drop-out Prevention programs and Stay-In-School Counselor for a local community-based Social Service Agency, and as a School-to Work Facilitator, Elementary Education Instructor, Recruitment Coordinator, Administrative Assistant, and Assistant Principal exclusively at Title-I schools. She has facilitated staff development on curriculum integration, increasing school partnerships, dropout prevention paradigms, parental involvement strategies, and customer-focused student services department as a part of these experiences. In her experience as a school site administrator she has served as curriculum AP working collaboratively with students, staff, and administrative teams to increase student achievement. Additionally, Ms. Thomas formed a mentoring program for new teacher support, has maintained Professional Development Calendars, developed School Improvement Plans, monitored Title I records, and created/managed Master Schedules with emphasis on Low Level students, in conjunction with providing Advanced Placement opportunities for high achieving students, while adhering to low class size initiatives. This will be her fourth year as an administrator and second year at Booker T. Washington Senior High School.

Richard Williams, Assistant Principal

Mr. Williams enters his fourth year as an assistant principal after spending 16 years as a Math teacher in the Miami Dade Public School system. He received his B.S. degree in Business Administration from Florida A&M University, M.S. in Mathematics Education from Nova Southeastern University along with a certificate in Educational Leadership and in October 2005, he will be conferred upon his Ed.D. Degree in Organizational Leadership with a concentration in Higher Education Administration from Nova Southeastern University. His dissertation entitled Evaluating the Hiring Practices of Black Male Faculty in Colleges and Universities was evaluated with distinction from his doctoral committee. He brings a wealth of knowledge to Booker T. Washington Senior High School in the areas of School Operations and has actively participated in school committees such as EESAC, PTSA and other committees that have enhanced the school setting. As a Math teacher, he served as a department chairman, an Advanced Placement Statistics Instructor and member of the Urban Systemic Initiative Instructional Improvement Team as well as serving two terms as a SACS Leadership Team co chairman. Further, he served in various coaching positions including Head Baseball Coach at Miami Northwestern School for nine years where he was named FACA District Coach of the year in 1995. Related Experiences have included stints as a consultant for Hewlett Packard, campaign manager for the United Way of Dade County and as an adjunct professor at Florida Memorial University. He holds memberships in the following organizations: Florida A&M University National Alumni Association, Miami-Dade Chapter of the N.A.A.C.P., North Miami National Little League (Board Member), Florida Athletic Coaches Association, Kappa Alpha Psi Fraternity (National, Regional and Local Officer) and Florida A&M University Varsity “F” Club.

### **• Teacher Mentoring:**

Booker T. Washington Senior High School adheres to the District’s Professional Assessment and Comprehensive Evaluation System (PACES) policies and procedures. Professional Growth Teams and individual mentors are assigned to annual contract teachers for support and guidance through their first professional year. New teachers are scheduled to attend the District orientation program to introduce programs and procedures of Miami-Dade County Public Schools. Additionally, new teachers work with a team of individuals who serve as on-site mentors to ensure the attainment of the school’s vision, mission, expectations, policies and procedures, professional responsibilities, and school climate. New teachers are also given the opportunity to meet with and observe veteran teachers to gain teaching skills and proficiency. As expressed in PACES, annual contract and veteran teachers who have not received satisfactory evaluations are also assigned a Professional Growth Team.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council at Booker T. Washington Senior High School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and

mission. The EESAC accomplishes this by collaborating with site leadership and council members through monthly meetings. During these sessions, the progress of School Improvement Plan goals and available resources are discussed and analyzed in order to facilitate success. The recommendations follow the procedures outlined in the Continuous Improvement Model (CIM). Additionally, the EESAC committee provides resources that supplement and improve the school's budget, training, instructional materials, technology, staffing, student support services, school safety, discipline and guidance on resource allocation and benchmarking

### **• Extended Learning Opportunities**

Extended learning opportunities include a school wide initiative of extended school day and extended school year. All students who have not mastered the FCAT are utilizing Reading Plus, READ 180 and/or READ XL to increase reading fluency, reinforce the tested benchmarks and instill lifelong reading. All students participate in school wide mini-assessments that are used for data collection and to help plan for instructional activities. Additional activities include: pull-out tutorials, peer tutorials, after school tutorials, Saturday school, summer school and Thirteenth Year Program. Students who have mastered the required state benchmarks are afforded the opportunity to take enrichment courses as electives such as: SAT/ACT Preparation, Latin American History, African American History, Psychology, Humanities, and various other vocational program courses.

### **• School Wide Improvement Model**

The Focus Continuous Improvement Model (FCIM) is used at Booker T. Washington Senior High School. It is a data-driven, results oriented school reform that successfully implements data driven instruction. The Curriculum Council meets bi-weekly to review, discuss and create plans to improve classroom instruction. Components of the plans include Curriculum Maps and Instructional Focus Calendars.

## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 1 STATEMENT:**

Increase reading performance of all NCLB populations

### **Needs Assessment**

An assessment of data reveals that 89 percent of grade 9 and 10 students are reading below grade level. Students in grade 9 are most successful with applying reference and research skills, identifying main idea, author's purpose and point of view. Conversely, they need additional help with comparison and contrast and cause and effect. Their greatest area of reading need, however, is vocabulary development. Similarly, the greatest area of need for grade 10 students is vocabulary development. This population experiences a similar degree of success in applying reference and research skills; identifying main idea, author's purpose and point of view; and identifying causal relationships and comparisons. However, their performance reveals the following: the need for additional practice in analyzing data and implementing a data-driven curriculum; and the need to monitor and implement the school-wide reading program and instructional focus calendar activities.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 50 percent or greater of the lowest 25 percent performing students on the 2005 FCAT Sunshine State Standards reading component will make adequate progress as determined by the 2006 Sunshine State Standards reading component scores.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, free and reduced lunch students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer Oral Reading Fluency Measure quarterly to all students scoring at level 1 or level 2 and Diagnostic Assessment of Reading when needed.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Teachers</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> </ul>	8/1/05	5/19/06
Increase enrollment in Advanced Placement Language Arts classes and coordinate in-school tutorial efforts to assist students in achieving a score of 3 or higher.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Provide opportunities for tutoring and increased access to reading resources beyond school hours	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Media Specialist</li> </ul>	8/1/05	5/19/06
Identify students in grades 11 and 12 that have not	<ul style="list-style-type: none"> <li>•Administrators</li> </ul>	8/1/05	5/19/06

passed FCAT and schedule them into an intensive reading class with the appropriate comprehensive core reading curriculum (CCRC), supplementary reading program (SRP), and assessments.	<ul style="list-style-type: none"> <li>•Assistant Principal for Curriculum</li> <li>•Guidance Counselors</li> </ul>		
Administer assessments aligned to the Sunshine State Standards tested benchmarks on a three week and quarterly schedule using the Edu-soft data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and to place students in flexible tutorial groups.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Teachers</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> </ul>	8/1/05	5/19/06
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program through the Reading Coaches and Curriculum Support Specialists from the School Improvement Zone.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•District Personnel</li> <li>•Reading Coaches</li> </ul>	8/1/05	5/19/06
Identify students in grades 9 and 10 who scored at FCAT levels 1 and 2 (including ESE) and schedule them into an intensive reading class with the appropriate comprehensive core reading curriculum (CCRP), Read 180, Read XL supplementary reading program (SRP), and assessments.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Implement a school-wide scope and sequence, develop curriculum maps and reading instructional focus calendar which includes staff selected strategies.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Reading Teachers</li> <li>•Language Arts Teachers</li> <li>•Media Specialist</li> </ul>	8/1/05	5/19/06

### **Research-Based Programs**

Programs: McDougal-Littell Language of Literature, Scholastic READ 180 (textbook and software), Scholastic READ XL, Academy of Reading (software), ESOL: Visions-Thompson/Heinle, and Reading Plus

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the senior high school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Reading Plus, Oral Reading Fluency. Provide professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the Continuous Improvement Model. Provide professional development on the Transition Academy for ninth grade teachers. The School Improvement Zone Curriculum Support Specialists and school-site Reading Coaches will provide on-going professional development to teachers in grades nine through twelve in the implementation of best practices in differentiated instruction. Training shall occur during departmental planning time. Provide professional development to instructional staff in the areas of Data Analysis, Linking Data to Instruction, Use and Implementation of READ 180, Use of online programs such as FCAT Explorer, Test Tools, and Dadeschools.net Portal, Utilization of Focus Calendar, Content Area Reading Instruction, Curriculum Mapping, CRISS (CREating Independence through Student-owned Strategies), and Edusoft Software.

## **Evaluation**

Formative regularly administered teacher designed benchmark assessments and quarterly teacher created benchmark assessments. The progress monitoring for these students will be the READ 180 assessments and 2006 FCAT Mastery of Reading Test • Accelerated Reader • and Oral Reading Fluency Probe



## GOAL 2: MATHEMATICS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 2 STATEMENT:**

Increase mathematics performance of all NCLB populations

**Needs Assessment**

An assessment of the data reveals that 64 percent of students in grade 9 and 10 have not met high standards in mathematics as measured by the FCAT Mathematics Test. Although the students require intense remediation in all the benchmarks, specific areas of concern were the benchmarks involving measurement and geometry. With proficiency levels in measurement and geometry in grade 9 of 29% and 27% and a proficiency level in grade 10 of 20% and 21% the school must address these benchmarks throughout the entire mathematics curriculum. Other areas of great concern are: The low number of students enrolled in Honors and AP courses and the high failure rate of students enrolled in Algebra I. The school must support students in enrolling in upper level classes and in Algebra I which will increase the academic level of the students as well as improve significantly the FCAT scores of the school.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free and reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficiency students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities students scoring at FCAT Achievement Level 3 or higher will increase to 50 percent or higher on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Employ the coaching model to support the core mathematics program utilizing the mathematics coach and curriculum support specialists from the school improvement zone.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Mathematics Coach</li> <li>•Zone Curriculum Support Specialist</li> </ul>	8/1/05	5/19/06
Infuse the Algebra I and Geometry Cognitive Tutor program along with the Test Tools and FCAT Workshop software in the Intensive Math classes to enhance the students' problem solving skills and reading skills. Thus, provide technological support in algebraic and geometry concepts.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Mathematics Coach</li> <li>•Intensive Math Teachers</li> </ul>	8/1/05	5/19/06
Show an increase in the use of varying teaching strategies that will include CRISS, technology and group centered activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Math Coach</li> <li>•Math Teachers</li> </ul>	8/1/05	5/19/06
Coordinate Saturday Academy and after school tutorials to reteach skills for students needing additional assistance based on teacher observation	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Mathematics Coach</li> </ul>	8/1/05	5/19/06

and benchmark performance results on teacher made tests, on site subject are three week assessments, and quarterly reports			
Schedule all level 1 and level 2 (scores less than 290) in grades 9-10 into Intensive Math classes.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Mathematics Coach</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Increase enrollment in Honors and Advanced Placement mathematics classes.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Mathematics Coach</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Develop curriculum maps to provide guidance and alignment across the subject areas with adjustment made through the instructional focus calendar from data collected. Teachers in grades 9 – 12 will consistently focus on the strands of measurement and geometry and instruct the remaining strands of number sense, algebraic thinking, and data analysis according to the timeline identified in the instructional focus calendar in all content areas.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Mathematics Coach</li> <li>•Mathematics Teachers</li> </ul>	8/1/05	5/19/06
Administer tri-weekly and monthly assessments aligned to the SSS in order to utilize data to guide instruction.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Mathematics Coach</li> <li>•Mathematics Teachers</li> </ul>	8/1/05	5/19/06

## Research-Based Programs

Core: McDougal-Littell Textbook, Prentice Hall Textbook series/Supplemental: Carnegie Learning Cognitive Tutor Algebra I and Geometry

## Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the high school level as follows: Continuous Improvement Model, Effective Planning and Instruction for the Two-Hour Block, Using Manipulatives and Graphing Calculators in the classroom, Edusoft Software, Common Planning Period (Communication and Exchange of Ideas), Textbook Software and the Carnegie Learning Cognitive Tutor software.

## **Evaluation**

Formative regulary administered teacher designed benchmark assessments and school developed quarterly benchmark assessments will be administered by the teacher. FORMAL: 2006 FCAT Mathematics Test results and teacher grades INFORMAL: Leadership Team feedback and Cognitive Tutor Reports

## GOAL 3: WRITING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 3 STATEMENT:**

Increase writing performance of all NCLB populations

**Needs Assessment**

Results of the 2005 FCAT Writing Plus Test indicate that 77 percent of students in grade ten are meeting state standard in writing. Expository writing scores indicate that students need continued practice in models of expository writing in all content areas and opportunities to practice the writing skills encompassed in the elements of focus, support, organization, and conventions.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on Sunshine State Standards students in grade 10 will improve their writing skills as evidenced by 78 percent of the students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize best practices and effective learning strategies such as those in CRISS.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Language Arts Teachers</li> </ul>	8/1/2005	5/19/06
Use analyzed data from the District's Pretest expository /persuasive writing prompts to establish differentiated instruction groups.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/1/05	5/19/06
Incorporate writing throughout all content areas, including strategies specific to each subgroup.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Writing Coach</li> </ul>	8/1/05	5/19/06
Provide coaching and mentoring prompts, interpretation of the 6 point scoring rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/1/05	5/19/06
Utilize 6+1 Write Traits process in order to increase students' ability to write highly proficient essays in Advanced Academic courses.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/1/2005	5/19/2006
Develop a school-wide instructional calendar with focus on the Writing Sunshine State Standards	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Writing Coaches</li> </ul>	8/1/05	5/19/06
Utilize the Department of Education's CD ROM to train students and teachers in appropriate criteria and rubric scoring.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/1/05	5/19/05

### Research-Based Programs

Curriculum framework materials provided by the District, McDougal Littell Literature series, Write Traits, Department of Education's CD Rom for rubric scoring of sample anchor writing papers and CRISS.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and common planning periods. Trainings will include the core writing program, intervention programs, and assessments used at the senior high school level as follows: Pre-AP Vertical Teaming, Rubric Scoring, Write Traits, CRISS Strategies, Learning Express, Reciprocal Teaching, FCAT Writing Strategied, Focus Continuous Improvement Model and Parts of an Essay. School-site writing resource personnel will train all teachers and staff members on holistic scoring and strategies to improve students' writing skills.

## **Evaluation**

Evaluation will be based on teacher created prompts to monitor students' progress, 2006 FCAT Writing Plus Test results, School-wide monthly writing assessments, Holistic scoring using the rubric, and writing portfolios.

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 4 STATEMENT:**

Increase science performance of all NCLB populations

### ***Needs Assessment***

Results of the 2004 FCAT Science Test indicate that students scored a 241 mean scale score which was 13 points higher than the previous year. The school scored 34 points below the District mean scale score of 275. Cluster data reveal; a 1 point deficiency in comparison to the District in Physical Science, Earth Science, Life and Environmental, and Scientific Thinking clusters and a 2 point deficiency in comparison to the State within each cluster. Students need practice collecting, measuring, organizing, interpreting, and synthesizing data.



## Measurable Objective

Given instruction using the Sunshine State Standards, students at Booker T. Washington Senior High School will increase their science mean scale score to meet or exceed the District mean scale score as documented by the 2006 administration of the FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a scope and sequence utilizing a cooperative planning benchmark Calendar designed by the District and the School that is aligned to the Sunshine State Standards and the Competency Based Curriculum.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/1/05	5/19/06
Utilize class logs to assist with CRISS Reading strategies, data collection, and extended written student response activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/1/05	5/19/06
Classroom teachers will complete laboratory logs to demonstrate laboratory activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/1/05	5/19/06
Pupils will complete laboratory reports that involve application and synthesis of data. Students will derive conclusions from data they collect.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/1/05	5/19/06
Complete a District Pre/Post test with Edusoft analysis.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/1/05	5/19/06

## Research-Based Programs

Riverdeep software, Probeware Palm (Miami Museum of Science)

## Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the high school level. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation. Professional development will be provided to instructional staff on FCAT strategies for Science and Mathematics, CRISS, Focus Continuous Improvement Model (District provided) and Common Planning (Communication and Lesson Sharing).

## **Evaluation**

Performance in the science objective will be measured by the 2006 administration of the FCAT Science test. Quarterly school-designed assessments will provide formative assessments which will be used to monitor progress towards the objective.

## GOAL 5: PARENTAL INVOLVEMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

Increase communication and parental involvement

**Needs Assessment**

Data suggest that parental involvement at Booker T. Washington Senior High within academically related events (e.g. open house, EESAC, and parent workshops) has been low. In an effort to reduce this trend, the following needs have been identified: The need for improved communication between the school and home. The need for increased parental involvement designed to assist parents in promoting literacy at home (i.e. family literacy nights). The need to continue existing student recognition efforts to promote positive parental involvement.

## Measurable Objective

Given school-wide focus on parental involvement, parent attendance will be promoted and supported as evidenced by an increase of three percentage points in the number of parents attending school-sponsored events during the 2005-2006 school year as documented in attendance rosters of parent activities offered as compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of communications used during the 2005-2006 school year, as compared to 2004-2005 teacher logs as evidenced by sign-in attendance logs, guidance department logs, parent resource center logs, and parental attendance at school events.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Guidance Counselors</li> <li>•Community Involvement Specialists</li> <li>•Social Worker</li> </ul>	8/1/05	5/19/06
Increase the number of opportunities for parents to participate in school activities through Schools-Within-Schools (i.e. student recognition programs).	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Social Worker</li> <li>•Guidance Counselors</li> <li>•Community Involvement Specialists</li> </ul>	8/1/05	5/19/06
Continue the use of the on-line parent viewer through Pinnacle grade book program.	<ul style="list-style-type: none"> <li>•Computer Tech</li> <li>•Administrators</li> <li>•Teachers</li> <li>•Social Worker</li> </ul>	8/1/05	5/19/06
Support Parent Academy initiatives by informing parents of services and events, hosting events and utilizing parent academy website.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Guidance Counselors</li> <li>•Community Involvement Specialists</li> </ul>	8/1/05	5/19/06
Provide an accessible parent/family information and resource center to support parents and families with training, resources and other services.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Social Worker</li> <li>•Guidance Counselors</li> <li>•Community Involvement Specialists</li> </ul>	8/1/05	5/19/06
Re-establish an active Parent-Teacher-Student Association at BTW and encourage active participation in other decision making groups.	<ul style="list-style-type: none"> <li>•Social Worker</li> <li>•Administrators</li> <li>Community School Assistant</li> <li>Principal</li> <li>•Community Involvement Specialists</li> </ul>	8/1/05	5/19/06

### Research-Based Programs

National Parent-Teacher School Association (PTSA) Standards and Passport to Success

## **Professional Development**

Parents and teachers will actively collaborate, participate and review the following: Educational Excellence School Advisory Council (EESAC), Open House, Parent Teacher Student Association (PTSA) and Passport to Success Training.

## **Evaluation**

This objective will be evaluated by compiling parent attendance rosters based on EESAC attendance, Teacher Logs, CIS Logs, School Climate Survey and Gradebook Inquires.

## GOAL 6: DISCIPLINE & SAFETY

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 6 STATEMENT:**

Increase the involvement of the school community in improving discipline and safety

**Needs Assessment**

According to the District wide annual suspension report, data reveals that in 2004-2005, 46 percent of the student population received student case management referrals. To impact discipline and safety we need to continue to focus on decreasing the amount of suspensions resulting from negative student behavior. The need is for peer mediation, alternatives to suspension and increased parental contact by teachers.

## Measurable Objective

Given the need to reduce the number of suspensions, the rate of suspensions will decrease by three percent as measured by the annual suspension report during the 2005-2006 school year as compared to 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Reduce the amount of students on indoor and outdoor suspension.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> </ul>	8/1/05	5/19/06
Increase home visits and contacts with parents prior to initiating the suspension process.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Community Involvement Specialist</li> <li>•SCSI Coordinator</li> </ul>	8/1/05	5/19/06
Create a peer mediation program to increase student awareness and involvement in school site discipline and safety.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> <li>•TRUST Counselor</li> <li>•Community Involvement Specialists</li> </ul>	8/1/05	5/19/06
Implement an Alternative to Suspension Saturday Academy, whereby students can attend Saturday School to participate in remediation and avoid or reduce suspension.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Community Involvement Specialists</li> </ul>	8/1/05	5/19/06
Utilize gradebook program to identify students with excessive unexcused absences.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Administrative Assistant</li> <li>•Attendance Clerk</li> </ul>	8/1/05	5/19/06
Implement a Transition Academy with ninth grade students using Classroom Inc. and Tools for Success	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> <li>•Teachers</li> </ul>	8/1/05	5/19/06

### Research-Based Programs

Safe & Drug Free Schools, Character Education, Project Proud (Peacefully Resolving Our Unsettled Differences)

### Professional Development

Drug Free Schools, Student Character Education, and Peer Mediation Training

## **Evaluation**

The reduction of the number of suspensions as evidenced by annual suspension report.



## GOAL 7: TECHNOLOGY

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 7 STATEMENT:**

Increase the familiarity and use of Technology

**Needs Assessment**

Based on the 2004 STaR School Profile there exists a need to increase teacher and student use of technology. The need is for greater usage of computer labs and electronic gradebook by all staff and students.

## Measurable Objective

Given instruction using technology, students will increase the use of technology by five percent as compared to the availability and lab utilization during the 2004-2005 to 2005-2006 school year .

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase resources for staff technical support in remediation software to assist with student achievement.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Media Specialist</li> <li>•Computer Tech</li> </ul>	8/1/05	5/19/06
Increase the amount of available research based computer programs for teacher and student usage.	<ul style="list-style-type: none"> <li>•Administrators</li> </ul>	8/1/05	5/19/06
Increase the amount of media equipment available for use in classroom.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Media Specialists</li> <li>•AV Tech</li> </ul>	8/1/05	5/19/06
Ensure availability of web access and of electronic gradebook usage by teachers/parents and students.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Computer Tech</li> </ul>	8/1/05	5/19/06

### Research-Based Programs

Reading Plus

Cognitive Tutor

READ 180

READ XL

National Education Technology Standards (NETS)

### Professional Development

Excelsior Gradebook

Reading Plus

READ 180

Cognitive Tutor

Accelerated Reader

### Evaluation

Progress will be met by monitoring Excelsior Gradebook printouts, Computer and A/V Tech logs, and reports generated by Accelerated Reader, READ 180, and Cognitive Tutor. Evaluate growth in student participation in the use of technology as evidenced by indicators built into the Reading Plus, READ 180, and other educational software.

## GOAL 8: HEALTH & PHYSICAL FITNESS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 8 STATEMENT:***

Provide students at Booker T. Washington Senior High School with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

### ***Needs Assessment***

An assessment of data reveals that of the 23 percent of the students tested in 2004-2005 school year, 20 percent were award winners.

## Measurable Objective

Given instruction based on the National Standards for Physical Education the number of students passing the 2005-2006 FITNESSGRAM will increase by five percent as compared to the 2004-2005 data.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine baseline measures.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Department</li> </ul>	8/1/05	5/19/06
Engage all students in fitness agility program in order to pass physical fitness test.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Department</li> </ul>	8/1/05	5/19/06
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Department</li> </ul>	8/1/05	5/19/06
Involve students regularly in physical activity.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Teachers</li> </ul>	8/1/05	5/19/06
Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Students</li> </ul>	8/1/05	5/19/06

### Research-Based Programs

FITNESSGRAM

### Professional Development

FITNESSGRAM Training

### Evaluation

Results of the administration of the 2005-2006 FITNESSGRAM

## GOAL 9: ELECTIVES & SPECIAL AREAS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 9 STATEMENT:***

Increase amount of students enrolled in elective and academy courses.

### ***Needs Assessment***

According to the 2004-2005 Master Schedule of courses offered there were a total of 32 percent of students enrolled in more than one elective and/or academy course. This indicates a need to increase the number of students enrolled in elective and academy courses for the 2005-2006 school year.

## Measurable Objective

Given the need to increase availability of elective and academy courses the amount of students enrolled will increase by three percent as compared to 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase course offerings and enrollment of elective and academy classes.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Principal</li> <li>•Assistant Principal for Curriculum</li> </ul>	8/1/05	5/19/06
Develop brochures for recruitment of students into academy programs.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> </ul>	8/1/05	5/19/06
Implement parent night showcase of elective and academy programs.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> </ul>	8/1/05	5/19/06
Increase the amount of student internships through elective and academy classes.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> </ul>	8/1/05	5/19/06
Visit targeted middle schools to inform students of elective and academy options to promote increased classroom enrollment.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06

### Research-Based Programs

Classroom Inc.  
Tools for Success

### Professional Development

National Academy Foundation (NAF) Training

### Evaluation

Evaluation will be based on the number of students enrolled in elective and academy courses during the 2005-2006 school year.

## GOAL 10: RETURN ON INVESTMENT

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 10 STATEMENT:***

Booker T. Washington Senior High School will rank at or above the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Booker T. Washington Senior High School ranked at the 36th percentile on the State of Florida Return On Investment index.

## Measurable Objective

Booker T. Washington Senior High School will improve its ranking on the State of Florida Return On Investment index publication from the 36th percentile in 2003 to the 38th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	<ul style="list-style-type: none"> <li>•Principal</li> <li>•EESAC</li> </ul>	8/01/05	5/19/05
Collaborate with the district on resource allocation.	<ul style="list-style-type: none"> <li>•Principal</li> <li>•EESAC</li> </ul>	8/1/05	5/19/05
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	<ul style="list-style-type: none"> <li>•Principal</li> <li>•EESAC</li> </ul>	8/1/05	5/19/06
Consider shared use of facilities partnering with community agencies.	<ul style="list-style-type: none"> <li>•Principal</li> <li>•EESAC</li> </ul>	8/1/05	5/19/05

## Research-Based Programs

N/A

## Professional Development

N/A

## Evaluation

The evaluation will be based on the 2005-2006 Florida ROI index.



## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 11 STATEMENT:**

Increase the percentage of students graduating in all NCLB subgroups by at least 1.0 percent

**Needs Assessment**

Based on 2004-2005 FCAT data Booker T. Washington Senior High School did not meet adequate yearly progress for graduation proficiency. Our current graduation rate of 36 percent needs to increase by one percent on the 2005-2006 FCAT data to make adequate yearly progress.

## Measurable Objective

For the Graduation Rate category to achieve adequate yearly progress the percentage of students graduating at Booker T. Washington Senior High School will increase to 37 percent in 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct conferences with parents and students to address their need, concerns and information needed for graduation.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Inform both parents and students on available programs (e.g. Virtual School, Adult Ed., etc.)	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Continue Transition Academy Course for ninth grade students to provide developmentally appropriate activities based on acquiring knowledge, skills, and abilities to effectively manage lifelong career development.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Student/Career Services team will develop learner outcomes using standards and benchmarks from the Standards-Based Student Career Development Program that will address students at-risk for dropping out of school.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/1/05	5/19/06
Establish Credit Recovery Lab which will allow the students to make up missing credits in their home school.	<ul style="list-style-type: none"> <li>•Administrators</li> </ul>	8/1/05	5/19/06

### Research-Based Programs

N/A

### Professional Development

Provide teachers with planning time to develop student development teams for at risk students. Provide school-to career trainings to school-site staff. Provide teachers with planning time to develop mentorship programs and career fairs. Provide teachers with training for the implementation of Tools for Success and Classroom Inc.

## **Evaluation**

Percentage of 12th grade students receiving high school diplomas and Parent Conference Logs

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at Booker T. Washington Senior High School will assist in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the School Improvement Plan.

### ***Training:***

The EESAC will receive a copy of the school's current budget and appropriate budget orientation/training will be given by the principal (or designee). Additionally, the EESAC Chair along with the Curriculum Council have received training in writing the School Improvement Plan.

### ***Instructional Materials:***

The EESAC recommends the continued use of the instructional materials currently being used at Booker T. Washington Senior High that are all research-based and are being implemented throughout the district at schools with similar demographics and achievement needs.

### ***Technology:***

The EESAC reviewed current technology in place and suggest that we continue to utilize all available resources, including media center resources. Additionally, continue to infuse technology in all content areas.

### ***Staffing:***

The EESAC recommended that we continue to use current hiring practices for faculty and staff. They applauded the requirements of the zone and our school of having hiring only highly-qualified (in-field) teachers and that we continue this practice in the future.

### ***Student Support Services:***

The EESAC agreed with the implementation of a peer mediation, as well as small groups and individual counseling by the Guidance Department. Furthermore, they encouraged the continued use of the CAP Advisor, TRUST Specialist, Career Specialist and Community Involvement Specialist to provide student support services.

***Other Matters of Resource Allocation:***

The EESAC has agreed to provide funding for the recognition of students academic achievement. This will provide funding for award purposes.

***Benchmarking:***

The EESAC will be kept abreast of student progress and be provided with data from ongoing assessments periodically throughout the school year.

***School Safety & Discipline:***

The EESAC was provided with current safety and discipline information and has decided to create a sub-committee to work along with school-level personnel on addressing the areas of need.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*