



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: BOOKER T. WASHINGTON SENIOR HIGH SCHOOL

District Name: Dade

Principal: Regina Lowe Smith

SAC Chair: Anthony Jennings

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending approval

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VISION/MISSION/BELIEF STATEMENTS

EXECUTIVE SUMMARY

Booker T. Washington High School will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. The school will employ common instructional reading materials that are research based such as READ 180, READ XL and Reading Plus, 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 District Interim assessments. These tools will be used to analyze student progress, and to tailor instruction to meet students' learning needs.

Data collected from Booker T. Washington High School indicate that as students transition from one level to another, academic achievement scores decrease. In response to this data, Booker T. Washington High School organized into three Schools-Within-a-School with interdisciplinary ninth grade teams. The school also implemented a freshman orientation course designed to immerse ninth grade students in developmentally appropriate activities designed to help them acquire the knowledge, skills, and abilities needed to promote effective, lifelong career development. The ninth grade teams and orientation course personalize the school environment and smooth the 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 as they embark on their high school career.

VISION

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

MISSION

The mission of Booker T. Washington Senior High School is to promote a safe community that champions high academic standards, self-realization and responsible citizenship for all students.

SCHOOL PROFILE DEMOGRAPHICS

Booker T. Washington Senior High School is a Title I school serving students in grades nine through twelve. Educational services are provided to students through a curriculum based on the Sunshine State Standards. Students select a Career Academy in the ninth grade and complete a program of study within their chosen career path. The Academies correspond to three schools-within-a-school; “B” School houses the Academy of Health, Social Justice and Early Childhood; “T” school is home to the Academy of Entrepreneurship and Finance; “W” school includes the Academy of Foreign Language and the Humanities. Every student is enrolled in an Academy.

The school serves 1546 students. 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 or who wish to accelerate are offered Virtual School, credit recovery lab, and adult education classes.

Thirteen college-level Advanced Placement courses are offered. The school also offers both English as a Second Language and Bilingual Curriculum Content program which serves the Limited English Proficient student population. The school has a special education program, which includes gifted, learning disabled/varying exceptionalities, emotional mentally handicapped, emotional handicapped, trainable mentally handicapped and autistic students. Identified At-Risk 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 96 classroom teachers of which 31 have Masters Degrees, 13 have Specialist Degrees and five 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, one reading coach, one mathematics coach, one social worker, one educational technology specialist, three community involvement specialists, four exceptional education paraprofessionals, and one basic paraprofessional. All instructional staff is certified by the State of Florida, and the administrative staff closely monitors certification status and requirements. 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 the 2007-2008 school year.

SCHOOL MATCH

The school match for Booker T. Washington Senior High School for the 2007-2008 school year is: William H. Turner Technical Arts School. William H. Turner Technical Arts High School serves students from who reside primarily in the northern portion of the Miami-Dade County school district. The district's per capita income of \$26,780 is below that of the states of \$29,758. In addition the county's average annual unemployment rate is 2.1 percent higher than the state. Miami-Dade County's crime rate per 100,000 persons is 7205.3 compared to the state rate of 5164.2. The school's population of students includes standard curriculum students, 1.8 percent Limited English Proficient (LEP) students, and 5.1 percent Students with Disabilities (SWD). The ethnic/racial makeup of the student population is: 61 percent Black non-Hispanic, 35 percent Hispanic, two percent White, non-Hispanic, and one percent Asian/Indian/Multiracial. The stability rate of the school is 96.6 percent, which is higher than the district's 92.0 percent and the state's 91.4 percent rates. The Special Education (SPED) program services the following student population: six educable mentally handicapped, three physically impaired, four speech impaired, five hearing impaired, one emotionally handicapped, two profoundly mentally handicapped, and 94 specific learning disability. The standard curriculum pupil teacher ratio is 19:1.

However, like many urban high schools, the primary challenge facing the stakeholders of Turner Tech is that of improving student achievement in core academics areas especially reading and mathematics. The faculty, staff, and administration have made progress in focusing improvement on the performance of the lowest 25 percent of readers as evidenced by 66 percent of struggling students making a year's worth of progress in reading. The mean FCAT scores of Turner Tech's grade nine through ten students are higher than other Miami-Dade high schools with similar demographics.

QUALITY STAFF

Highly Qualified Administrators

Regina Lowe-Smith, Principal

Mrs. Regina Lowe-Smith has worked for the Miami-Dade County Public School system for 20 years, first as a teacher, department chairperson, teacher dean, Assistant Principal, vice principal, and principal. Her areas of certification are in Chemistry, Biology, Middle Grades Math, Middle Grades General Science, and Educational Leadership. As an assistant principal, she has worked closely with students, teachers, and the community at large. During her leadership positions, she was the chairperson for the Curriculum Council, member of the SAC committee, and supervisor of the Student Services Department.

She is a member of Phi Delta Kappa and Alpha Kappa Alpha Sorority. As chairperson for the Curriculum Council, and with the assistance of dedicated teachers, she was able to raise the school grade at Ruben Dario Middle School from a "C" to a "B", and the grade remained the same the following year. Also, during FTE period, she has been a presenter for the district to inform registrars and administrators concerning the process and requirements. Finally, she has been a chairperson for the Steering Committee representing ACCESS Center 3 Assistant Principals. Mrs. Lowe-Smith has also completed the Executive Training Program for principalship.

Ms. Lowe Smith was the Vice Principal at Booker T. Washington during the 2003-2004 school years. Furthermore, she was assigned to principal at Brownsville Middle School for the 2004-2007 school years. She was assigned to principal at Booker T. Washington Senior High in April 2007.

Susana Mauri, Vice Principal

Ms. Susana Mauri was assigned to Booker T. Washington Senior High School (BTW) in the role of Vice Principal in July, 2006. Ms. Mauri is currently working with the staff developing Professional Learning Teams to promote collaboration and collegiality for the success of all students at BTW. Her endeavors are to promote a sense of belonging to the staff and students. Ms. Mauri's areas of responsibilities include curriculum, professional development, data collection and accreditation. Furthermore, she will be monitoring the students' progress as well as the teachers' lessons to ensure the quality of instruction in all content and special areas. The goal for BTW is to increase in the performance of our students in the 2007 administration of the Florida Comprehensive Assessment Test. Ms. Mauri is currently a doctoral student at Nova Southeastern University and is studying the effects of Student teacher Progression as it relates to student achievement, where her dissertation is in the final stages of the IRB review board.

Prior to Booker T. Washington Senior High, Ms. Mauri was assigned at Miami Edison Middle School in 2002. She served there for four years. She started her career as a sixth grade assistant principal. Miami Edison Middle School implemented the Student Teacher Progression (STP) model: teacher, students, counselors, and administrators move together for three years. STP has demonstrated that suspensions and incidents have decreased significantly. Attendance has improved to an average of 92.74 percent. We have ranked 24 of 52 middle schools in the District. Students that have progressed with Ms. Mauri have demonstrated academic gains in reading and mathematics as evidenced through the Florida Comprehensive Assessment Test (FCAT). During the 2004-2005 school year, Ms. Mauri became the District Runner Up Secondary Administrator of the Year for Exceptional Student Education.

Ms. Mauri was a language arts, creative writing and journalism teacher at Howard Doolin Middle School from 1997-2002. While there, Ms. Mauri was very involved in school activities to promote student achievement. Ms. Mauri created the first website for the school, participated on the curriculum mapping team for the language arts department, and conducted Saturday School to reinforce FCAT benchmarks. Finally, in preparation for administrative assignment, Ms. Mauri volunteered two summers as an intern assistant principal.

Richard Williams, Assistant Principal

Dr. Richard Williams was assigned to Booker T. Washington Senior High School as an Assistant Principal in July, 2005. Dr. Williams is currently the administrator responsible for supervision of the "W School" at Booker T. Washington Senior High School.

In this capacity, his job responsibilities include direct supervision of 42 faculty and staff members along with approximately 510 students. In this capacity, Dr. Williams is also responsible for the School Within a School responsibilities (SWIS) such as data analysis for student achievement, monitoring faculty professional development plans, utilizing the Professional Assessment and Comprehensive Evaluation System (PACES) to evaluate teachers, monitoring the teaching and learning process, facilitating SWIS in-service activities along with school wide supervisory responsibilities of the Math, Science and ESOL/Foreign Language departments.

Further, Dr. Williams supervises the Athletic Department, serves as the school's transportation administrator and the Media Center and Planetarium operations.

Dr. Williams received his Bachelor's Degree in Business Administration from Florida A&M University. He holds his Masters Degree in Mathematics Education from Nova Southeastern University. He earned his Doctoral Degree in Organization Leadership with a concentration in Higher Educational Administration from Nova Southeastern University. His dissertation was an evaluative study of hiring practices of Black male faculty in colleges and universities.

Prior to his assignment to Booker T. Washington Senior High School, Dr. Williams previously served as an Assistant Principal at Ponce De Leon Middle Community School and Miami Central Senior High School.

Previously to that, Dr. Williams taught Mathematics at Miami Norland Senior High School, Highland Oaks Middle School and Miami Northwestern Senior High School. During his 14 year tenure as a teacher, he served as a Mathematics Department Chairman, Advanced Placement Statistics instructor, SACS Leadership Team co-chair, USI Instructional Improvement Team member and a Middle School Team Leader.

Dr. Williams also served as a coach for various teams at Miami Norland Senior High School and Miami Northwestern Senior High School. As the head baseball coach at Miami Northwestern Senior High School, he was named the Florida Athletic Coaches Association District Coach of the Year in 1995. He was instrumental in many of his athletes obtaining college scholarships and 6 of his players were drafted directly from high school into Major League Baseball.

Lana Vecino, Assistant Principal

Ms Lana Vecino was assigned to Booker T. Washington Senior High School (BTW) as an Assistant Principal in January, 2006. Ms Vecino is currently the administrator responsible for supervision of the “B School” at BTW. The school divides teachers and students into smaller learning communities called School Within a School (SWIS). Her job responsibilities include supervision of 30 faculty and staff members including approximately 510 students. Ms. Vecino is also responsible for student attendance, data analysis, PACES observations, teacher in-service, monitoring of teacher-student learning process, teacher grade analysis, textbooks, instructional materials and other duties within the SWIS responsibilities. Additionally, Ms. Vecino supervises the Fine Arts, Physical Education, Social Studies, Special Education, and Vocational departments as well as activities.

Ms. Vecino received her Bachelor’s degree in dance education at Florida International University. She holds her Master’s degree in Educational Leadership from Nova Southeastern University. Ms. Vecino is currently a doctoral student at Nova Southeastern University. Her area of study is alternative methods to reduce the suspension rate at her school.

Angela Kemp, Assistant Principal

Ms. Angela Kemp was assigned to Booker T. Washington Senior High School on July 11, 2007. She was three years at Miami Edison Middle as an assistant principal. Through the Student-Teacher-Progression Program (STP), Ms. Kemp was the sixth grade administrator. Prior to her arrival, Ms. Kemp taught at her Alma Mata; Miami Northwestern Senior High Community School from 1997-2004 and Miami Norland Senior High School from 1996-1997 as a language arts teacher. During her previous years as a teacher, she served in various leadership capacities. Some of those leadership positions consists of; Language Arts Departmental Chairperson from 1999-2002, Testing Chairperson 2002-2003, and Assistant Athletic Director for the 2003-2004 school year. She has also served on a number of committees such as FCAT Advisory, SACS, EESAC, and SPEP. She has implemented improvement activities and initiatives that include before and after-school, Saturday and pull-out tutorials, intensive FCAT enhancement, as well as facilitated numerous staff development workshops; focusing on individualized student instruction and promoting student achievement.

Ms. Kemp has had the opportunity of working with the Office of Summer Services in the summer of 2004 and 2006 and was the administrator of Miami Edison Middle School for Passport to Explorations 2005. Thus, being a first year administrator leading the school with a clear vision and high expectations, facilitating summer services at Miami Edison Middle School. Ms. Kemp has been the administrator directly responsible for reading (since 2004), and writing (since 2005) showing an increase in overall student performance on the 2005 and 2006 FCAT Reading Assessment and facilitating instruction and monitoring implementation of individualized instructional lessons, assisting in 91% of eighth grade students scoring at 3.0 and above on the 2006 FCAT Writing Test, scoring the highest in Miami Edison Middle School’s history. This year, Ms. Kemp is directly responsible for the Reading and Language Arts Departments, and the implementation of reading and writing across the curriculum as well as the instructional lesson plans for the School Improvement Zone (SIZ) extended day’s AM/PM Reading Literacy classes with assistance from the Reading Coach(es) and Curriculum Support Specialist. She is

also responsible for the Exceptional Student Education Department. From the cooperative efforts of the faculty and staff, along with the diligent efforts of students in grades six through eight, the school is expected to continue to demonstrate an increase in development scores as well as learning gains in all areas on the 2006 FCAT.

Prior to Ms. Kemp's employment with the Miami-Dade County Public School System, she attended Florida A & M University, earning a Bachelor of Arts degree in English in 1996, graduating on the Dean's List, a Master's Degree in English from Nova Southeastern University in May 1998, and a Specialist's Degree in Educational Leadership in January 2000, while completing over 300 volunteer hours as intern assistant principal under the direction of Nova Southeastern University and Miami Northwestern Senior High Community School. Ms. Kemp plans to enroll in a doctoral program at Nova Southeastern University.

Recruitment/Retention of Highly Qualified Teachers

The implementation of the School Improvement Zone has served to attract 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.

CRP #21

Miami-Dade County Public Schools personnel and recruitment department utilizes various methods to recruit and retain highly qualified teachers including:

Recruiting Activities Highlights

- District-hosted recruitment events with onsite hiring of highly qualified candidates (interviewed and selected by principals)
- Offers of hiring commitments (pre-contract binders) to education majors eligible to teach critical shortage areas
- Presentations to education majors currently doing their student teaching internships and assisting them with the application process, scheduling them for priority interviews in the Instructional Staffing office, and recommending them to principals for priority consideration.
- Utilization of District Teacher Reserve PACs to initiate early hires
- Attendance at education and general career fairs locally, in state, and nationally
- Holding several general teacher recruitment information sessions throughout the school year to assist potential teachers in navigating the teacher certification and District application process
- Conducting seminars with non-education majors at selected colleges/universities prior to their graduation
- Utilizations of web-based recruiting as a low-cost, effective method to attract new recruits

Alternative Recruiting Activities

The Instructional Recruiting Department has partnered with outside agencies to assist in the recruitment of staff from alternative candidate pools. Below is a summary of these partnerships:

Miami Teaching Fellows (MTF) - Collaborative agreement with The New Teacher Project November 2004 a. Description: Transition to Teaching grant from the US Department of Education to recruit, screen, select, train, and provide professional development opportunities for approximately 150 young and mid-career professionals to become highly qualified teachers in critical shortage areas.

Visiting International Faculty (VIF) – Contractual agreement with VIF March 2006 a. Description: The VIF Program is the largest cultural exchange program for teachers and schools in the US. VIF recruits experienced teachers who serve up to three years as full-time classroom teachers (on J-1 visas). b. Teachers in our System: 19 for school year 2006-07 (from Australia, Canada, Jamaica, New Zealand, Spain and the United Kingdom)

Teach For America (TFA) – Second three-year collaborative agreement with TFA March 2006; First collaborative agreement was in March 2003 a. Description: National corps of recent college graduates who commit two years to teach in urban and rural public schools in the nation’s lowest-income communities and become lifelong leaders for expanding educational opportunity. TFA corps members are generally non-education majors yet highly qualified in their subject areas.

Operation Teach – Grant award from the US Department of Education September 2006 a. Description: Transition to Teaching grant to identify, recruit, hire, and retain 150 career changers as teachers in historically difficult to staff schools, including STELLAR schools.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

The Continous 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 intruction. Components of the plans include Curriculum Maps, regular formative assessments and Instructional Focus Calendars.

Communication with Parents

Booker T. Washington Senior High School communicates in writing with families in English, Spanish, and Haitian Creole. Our written communications include information on school choice options, supplemental education services, flyers, documents containing information regarding scholarship opportunities, rules and regulations, procedures for school and summer school enrollment, and a student agenda book including a calendar of school holidays and examination dates.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

N/A

Teacher Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Booker T. Washington Senior High School adheres to and expands upon the District's Professional Assessment and Comprehensive Evaluation System (PACES) policies and procedures.

A teacher leader serves as the coordinator for the BTW Beginning Teacher Program. Every beginning teacher is assigned a veteran mentor teacher who serves as a member of his or her Professional Growth Team. The principal provides a luncheon during the preplanning days for the beginning teachers and mentors to meet. Monthly sharing sessions follow on the first Monday of each month. Release time is provided for the mentor and mentee to observe each other in the classroom. Additionally, the teacher-leader coordinator visits the beginning teachers regularly to assist them in implementing the school's focus calendar and to conduct demonstration lessons. New teachers are also scheduled to attend the District orientation program to introduce the programs and procedures of Miami-Dade County Public Schools. As expressed in PACES, annual contract and veteran teachers who have not received satisfactory evaluations are also assigned a Professional Growth Team.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the

entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

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.

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional

strategies.

Booker T. Washington Senior High School promotes the achievement of all students. In order to achieve these standards, all teachers are mandated through the School Improvement Zone to complete 56 hours of professional development. The teachers are to complete these hours after school or Saturdays. Furthermore, teachers are trained in Data through Snapshot. Also, teachers participate in CRISS strategies and Reciprocal Teaching. Teachers also participate in Differentiated Instruction for all students. Booker T. Washington Senior High School is part of the Secondary School Reform (Cohort I). As such, Professional Learning Teams have been established to promote collegiality and small learning communities with the BTW School Within a School model. Teachers receive professional development on the use of student work and data that correlates with the Continuous Improvement Model to ensure the success of all students.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Booker T. Washington uses the Continuous Improvement Model (CIM) throughout the curriculum. In August, teachers receive the 2007 FCAT Data as well as Snapshot information to provide an analysis of their students. As part of the CIM model, the students are assessed every three weeks in every subject area. The tests are inputted and scanned through Edusoft, where the coaches compile the reports for teachers to assess where the students areas of strength and weakness are. Furthermore, teachers have test talks with their students in all areas. They discuss the scores and set goals for the upcoming FCAT administration. Our teachers have two planning periods so that they can discuss the data. One planning period is designated for the teams and the other is for department business. In doing so, teachers share the information and monitor the progress of the students and spiral to the next tri-weekly assessment.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

FCAT Assessment administered in March

In house assessments in all content areas: reading, mathematics, and science. These assessments take place every three weeks.

Curriculum Maps and Instructional Focus Calendars

Learning Express for Writing

District Practice Examinations in reading, mathematics and science administered in August, October, January, and May

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

One to One individual teacher instruction

Small Group Instruction

CRISS strategies

Peer Tutoring

Pull out tutoring

Cooperative Learning Groups

Hands on Instruction activities ie: labs and projects

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Different Innovative Approaches to Instruction

See Reading and Math SIP Goals

Responsibility of Teaching Reading for Every Teacher

See School Wide Improvement Model under CRP Related Items under Additional Requirements.

Quality Professional Development for Teachers and Leaders

Professional Development is offered for all faculty and staff through State, District, and School level. See separate Staff Development Plan for the 2007-2008 School Year.

Small Learning Communities (SLC)

Booker T. Washington Senior High School implements Small Learning Communities through the FCIM, Teacher Aide working with small groups of students in reading and math. Also see Staff Development Plan for 2007-2008 school year.

Intensive Intervention in Reading and Mathematics

Double block reading for all students scoring level 1 or 2 on the FCAT in reading including 25 minutes of Success Maker daily. Booker T. Washington Senior High School works provides extra instruction for lower performing math students using small group learning communities and success maker math. Success Maker after school program.

Course Choice Based on Student Goals / Interests / Talent

Students scores and interest survey, including course request, IEP's, and GEP's are all reviewed before registration cards are printed and before staffing is completed.

Master Schedules Based on Student Needs

Booker T. Washington Senior High School uses data from FCAT, NRT, AP Potential, and Subject Selection Cards when creating the Master Schedule to accommodate students according to their level of performance, with regard to remediation, acceleration, and course request.

Parental Access and Support

The parents at Booker T. Washington Senior High School are encouraged to stay involved in their child(s) education. Through the school web site BTW offers the pertinent information in regards to the school activities and academics offered. The parents and community continues to provide a strong support for our school and community.

Applied and Integrated Courses

Booker T. Washington Senior High offers courses in seven academies: Early Childhood Education, Health Care and Medicine, Aerospace (JROTC), Law and Public Service, Foreign Languages and Humanities, Technology Education, Business Technology, Visual and Performing Arts as well as Family and Consumer Science. During the articulation process at the middle school, students are to select a major as well as the Academy that they are to progress throughout their high school career. At the end of the four years, program completers are to participate in an executive internship to receive exposure to the workforce.

Academic and Career Planning

All ninth graders will take a course "Critical Thinking Skills" through the social studies class in order to prepare them for their career choice and workforce during the high school experience.

GOALS

Goal:	Reading
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Needs Assessment An assessment of data reveals that 37 percent of grade 9 and 10 students are reading below grade level. However, their performance reveals the following:

Blacks 9 percent scored at or above grade level in reading; Hispanics:13 percent scored at or above grade level in reading and Economically Disadvantaged: 11 percent scored at or above grade level

Lowest 25 % 63 percent of students made learning gains in Reading

According to the Adequate Yearly Progress Report, the data reveals the following: 91 percent of Black students are reading below grade level. This is a decrease of 2 percent from the 2007 FCAT Reading Examination; 87 percent of Hispanic students are reading below grade level. There is no change from the 2007 FCAT Reading Examination and 89 percent of Economically Disadvantaged students are reading below grade level. There is no change from the 2007 FCAT Reading Administration.

There is a 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.

Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 63 percent or greater of the lowest 25 percent performing students on the 2008 FCAT Sunshine State Standards reading component will make adequate progress as determined by the 2008 Sunshine State Standards reading component scores.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 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 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Strategies

Identify students in grades 11 and 12 that have not passed FCAT and schedule them into an intensive reading class with the appropriate comprehensive core reading curriculum (CCRC), supplementary reading program (SRP), and assessments.

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.

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.

Administer MAZE quarterly to all students scoring at level 1 or level 2 and Diagnostic Assessment of Reading when needed.

Administer assessments aligned to the Sunshine State Standards tested benchmarks on a three-week and quarterly schedule using the Edusoft data management system to score assessments and generate disaggregated data reports which will be used to redirect classroom instruction and to place students in flexible tutorial groups.

Identify students in grades 9 and 10 who scored at FCAT levels 1 and 2 (including ESE and LEP) 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.

Form professional learning teams and offer training to promote collaboration to improve teaching practice for the success of all students.

Foster a school-wide interest in reading through the use of promotional and motivational events.

Provide opportunities for tutoring and increased access to reading resources beyond school hours.

Implement a school-wide scope and sequence, develop curriculum maps and reading instructional focus calendar which includes selected CRISS strategies.

Establish a school-wide sustained silent reading program (Stop Drop and Read) which will provide all students with novels to read during the school-wide reading block. Students will respond to their reading in a journal.

Use the scheduled school-wide reading block for direct instruction in and application/practice of the benchmarks tested on the FCAT Reading exam

during which time all students will receive consumable books and materials in order to improve their abilities to read and succeed on the FCAT exam.

CRP #3-7 High School

3. Level 1 and 2 students in need of vocabulary and comprehension instruction=Minimum of 55 minutes daily. The District will provide an Intensive Reading class for students in need of vocabulary and comprehension instruction. (Students lacking fluency are to be placed into the Intensive Reading “Plus” class). The Intensive Reading class will focus on effective reading strategies and differentiated instruction that reinforces whole-group instruction and provides opportunity for intervention within the classroom context.

Attachment 5: Senior High Intensive Reading Instructional Blocks

- a. Description of “Reading” course =Level 3, if offered Not applicable
- b. Description of “Advanced Reading” course =Level 4, 5, if offered Not applicable
- c. Comprehension and vocabulary instruction reinforced through the content areas=Levels 1-5

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts.

Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area.

Students must learn to read and to understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts.

Students must be able to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc...
- recognize organizational patterns in text; Final M-DCPS Comprehensive Research-based Reading Plan 53
- understand how pictures and other graphic representations contain information that is important to understanding the text;
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
- use a variety of study and note-taking skills;
- understand vocabulary context clues provided by the author; and
- use word attack skills.

To support students’ efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading Coaches will model lessons in the classrooms to demonstrate the infusion of reading in the content areas. Individual school sites may create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum.

4. Description of “Intensive Reading” course

1. Minutes of daily uninterrupted reading instruction (See 55, 90, 110 minute block--Note: Suggested minutes in each activity are flexible to the needs of

students and teachers)

All FCAT Level 1 students regardless of whether they are fluent will be placed in an Intensive Reading class. In addition all FCAT Level 2 students will be placed in a reading class or a homogeneously grouped Language arts class. Level 2 students with a past history of high performance on the FCAT may be exited from a reading class only if the student meets all of the following criteria:

- performed at FCAT Reading SSS Level 3 or higher on previous administrations of the FCAT;
- mastered all grade level benchmark assessments for the past two years;
- scored above the 51st percentile on the FCAT NRT on the previous two administrations of the NRT;
- received above average grades in language arts and/or reading coursework during the previous two school years.

All of the above criteria must be met to exit a student from a reading class. Utilizing assessment data, students will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school site will monitor student progress and adjust intervention services as needed.

Miami-Dade County Public Schools' Comprehensive Research-based Reading Plan outlines an intensive reading class for grades 9-12. It is highly encouraged that the composition of the Intensive Reading class and an Intensive Reading Plus class include students with disabilities (SWD) and regular education students, both of whom meet the stated criteria. Additionally, it is recommended that in-class support with an ESE teacher is provided to SWD who need more intensive support, which will also lower the pupil-to-teacher ratio. Inclusive settings are a successful way of providing all students with the appropriate differentiated instruction needed for reading instruction.

2. Level 1 and 2 students in need of decoding, fluency, vocabulary, and comprehension instruction=minimum of 90 minutes daily

5. Describe how you will integrate authentic literature into the school wide reading plan to include classroom libraries and leveled text.

a. Daily independent reading practice monitored by the teacher in all reading classrooms using classroom libraries. All schools in M-DCPS will use one of the state-adopted reading texts (Read XL and Reading and Writing Sourcebook) thus incorporating authentic literature as an integral part of the intensive reading classes. Additionally, the district has purchased classroom libraries for senior high schools comprised of leveled text. Teachers will receive professional development to assist them with instruction for using the libraries effectively and for monitoring student progress in fluency, vocabulary and comprehension.

b. Wide reading of fiction and nonfiction text representing a range of levels,

interests, genres, and cultures The reading program will include authentic literature through the use of classroom libraries composed of a variety of fiction and nonfiction titles representing a variety of cultures and genres. The books will be leveled for each classroom based on student assessment data from reading diagnostic measurements.

c. How will the books be leveled?

The District will utilize the levels provided by Accelerated Reader to assist teachers in selecting appropriate texts to include in a classroom library. Additionally, the District will provide professional development to teachers regarding leveling text.

d. How will teachers determine the leveled text appropriate for students?

Teachers will utilize the assessment data as well as Accelerated Readers levels (in select schools) to assist teachers in matching students to text.

6. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text.

a. CRISS

The District has invested funds, personnel and professional developing in the establishment of a cohort of teachers and administrators who are certified CrISS trainers. These trainers have provided ongoing, systematic professional development and support to teachers of all levels and all content areas. The implementation of CrISS in the content areas provides teachers with effective reading strategies that support students as they interact with grade level text. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

b. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback

The District has developed an instructional framework for content area teachers focusing on critical thinking strategies that expository and informational text. This framework includes explicit instruction in the Sunshine State Standards tested benchmarks, not focusing on FCAT practice. The framework provides teachers with a standards set of procedures that unitizes their subject area texts. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

7. Describe how writing will be incorporated across the curriculum:

a. Before reading

b. During reading

c. After reading

Writing will be incorporated across the curriculum through the utilization of the CrISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Essentials of Reading, Reading Works/ Workout!, and CORE). These writing strategies include reader response, journal writing, essay questions writing, etc. Before

reading strategies will activate prior knowledge; students writing may include: quick-writes, mapping, brainstorming, essay questions or journal entries. Writing will be incorporated across the curriculum during reading instruction, to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic plus a strong verb). Writing after reading may include: writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms.

Evaluation

Regularly (bi-weekly) administered teacher-designed benchmark formative assessments and District Interim Assessments. The progress monitoring will also include the READ 180 assessments and 2008 FCAT Reading Test Results • Monitoring of Accelerated Reader • and MAZE Testing.

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.

GOAL: Reading – Research Based Programs

CRP #1 High School

1. Describe the research-based instructional materials used in the reading program.

Include a description of how they will be integrated:

A high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.

a. Supplemental reading programs (SRP) Schools will utilize one of the two (2) following SRPs in their Intensive Reading classes:

Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

Reading and Writing Sourcebook (state-adopted) – is an interactive text with a high interest authentic literature combined with focused reading and writing instruction activities. Explicit reading and writing instruction assists students in developing higher order thinking skills. The text supports instruction in vocabulary, comprehension, and writing. Schools will utilize one of the following two (2) SRPs for Intensive Reading Plus classes:

Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this

program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the provided.

Language! – is a comprehensive reading program that provides instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

The goal of the program is to significantly increase students' reading levels.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CrISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004). Utilizing the CrISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. FCAT Explorer is a practice program developed to help students master the tested benchmarks.

d. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivated materials should not limit student access to text.

Accelerated Reader is used to engage students in the reading process. Students read books at their independent level and increase to more difficult texts as they progress through the program. Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.

Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.

Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.

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 Building Professional Learning Teams, 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.

Goal: Reading – Professional Development Aligned with this Objective Leadership #2 (l-o)(use h-k), #4 (a-b), #6 (a-c) of the CRP Template

2. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and

mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, and reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2007-08 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers. To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

4. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work

cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

**Highly Qualified
Instructors**

Ms. Lantaja Sherard is certified in Middle Grades English 5-9. She is working with the Reading and Writing Coach to prepare for the State Certification Examination for 6-12. Together with the Vice Principal, Ms. Sherard is processing the paperwork to take the state exam before December, 2007.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Read 180, Upgrade Enterprise Edition Soar to Success, CRISS Strategies, FCAT Reading (Amsco)	Title I	75000
Technology	Read 180-Lab Maintenance, Quarterly Assesment, Edusoft-duplicating, Peterson's FCAT Online Course	Title I	40500
Professional Development	Release time for Mentor Teachers, CRISS Training - New Teachers, CRISS Refresher, Fluency/Vocabulary Development, Instructional Framework	FCAT Enhancement Title I	10000
Other	Reading Leader, Reading Teacher, 2 Reading Teachers (4023), Hourly Tutors (4023), Full-time Paraprofessional (4023), Incentives, Tutoring	Title I, SAC	150923
Total:			\$276,423.00

Goal:	Mathematics
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Needs Assessment An assessment of the data reveals that 59 percent of students in grade 9 and 10 have not met high standards in mathematics as measured by the FCAT Mathematics Test.

According to the Adequate Yearly Progress Report the following data was obtained:

Blacks: 28 percent scored at or above grade level in mathematics; Hispanics 45 percent scored at or above grade level in mathematics as well as the Economically Disadvantaged.

Lowest 25% 76 percent of students made learning gains in mathematics

According to the Adequate Yearly Progress Report, the data indicates the following:

Blacks: 72 percent scored below grade level in mathematics. There is a drop of 2 percent from the 2007 FCAT Mathematics Examination. Hispanics: 55 percent scored below grade level in mathematics. There is a drop of 4 percent from the 2007 FCAT Mathematics Examination; and, Economically Disadvantaged 63 percent scored below grade level in mathematics. There is a drop of 3 percent from the 2007 FCAT Mathematics administration.

There is a need for additional practice in analyzing data and implementing a data-driven curriculum.

Objective

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 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 62 percent or higher on the 2008 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 62 percent or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 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 62 percent or higher on the 2008 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 62 percent or higher on the 2008 administration of the FCAT Mathematics Test.

Strategies

Show an increase in the use of varying teaching strategies that will include CRISS, technology and group centered activities.

Schedule all level 1 and level 2 (scores less than 290) in grades 9-10 into Intensive Math classes.

Infuse the Algebra I and Geometry Cognitive Tutor program along with the Tests Tools and FCAT Workshop software in the Intensive Math and Algebra I classes to enhance the students' problem solving skills and reading skills. This will also provide technological support for student mastery of algebraic and geometric concepts.

Coordinate pull out tutoring from electives classes to provide support to "bubble" students and "lowest 25%" students.

Coordinate Saturday Academy and after school tutorials to reteach skills for students needing additional assistance based on teacher observation and benchmark performance results of regularly administered formative assessments.

Develop curriculum maps to provide guidance and alignment across the subject areas with adjustment made through the instructional focus calendar from data collected on formative assessments. 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.

Administer tri-weekly assessments and District Interim Assessments aligned to the SSS and use data to guide instruction.

Implement an "FCAT Problem of the Day" in Algebra I and Geometry classes to insure that all the benchmarks will be reviewed.

Form professional learning teams and offer training to promote collaboration to improve teaching practice for the success of all students.

Evaluation

Regularly administered teacher-designed formative benchmark assessments, District Interim Assessments and school-developed quarterly benchmark

assessments will be administered. FORMAL: 2008 FCAT Mathematics Test results and teacher grades INFORMAL: Leadership Team feedback and Cognitive Tutor Reports.

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 and common planning time. 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.

Highly Qualified Instructors

The following teachers are out-of field and not highly qualified for the instructions and coordination of the math curriculum throughout the school. Mr. E. Tillman, Intensive Math Teacher, Certified in MG Math 5-9. Currently, Mr. Tillman is working with the Vice Principal to take the certification examination. Mr. Tillman is scheduled to complete the Mathematics 6-12 examination before September, 2007.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Carnegie Tutor	Title I	1746
Technology	Edusoft	Title I	25000
Professional Development	Using Graphing Calculators, Release time for Mentor Teaching	Title I	11968
Other	3 Math Teachers, Home Language Tutoring, Tutoring	Title I, Bilingual Ed.(6634), FCAT Enhancement Funds	202769
Total:			\$241,483.00

Goal:	Writing
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Needs Assessment Results of the 2007 FCAT Writing Plus Test indicate that 75 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. Attention is needed to assist students to develop the use of descriptive vocabulary and voice.

According to the Adequate Yearly Progress Report, the data reveals the following:

83 percent of Black students improved, this is an increase 2 percent; 83 percent of Hispanic students improved, this is an increase 4 percent; 85 percent of Economically Disadvantaged improved, this is an increase 4 percent; 59 percent of English Language Learners improved, this is an increase of 7 percent; and, 59 percent of Students with Disabilities improved, this an increase of 1 percent.

Objective Given instruction based on Sunshine State Standards students in grade 10 will improve their writing skills as evidenced by 1 percent of the students achieving high standards of 3.5 or above on the 2008 administration of the FCAT Writing Plus Test.

Strategies

- Utilize 6+1 Write Traits process in order to increase students' ability to write highly proficient essays in Advanced Academic courses.
- 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.
- Establish/Implement School-wide writing workshops for all 10th grade students in order to teach/practice the skills required by the FCAT Writes Rubrics.
- Develop and implement a school-wide instructional calendar with focus on the Writing Sunshine State Standards.
- Utilize the Department of Education's CD ROM to train students and teachers in appropriate criteria and rubric scoring.
- Analyze data from the District's Pretest expository /persuasive writing prompts to establish differentiated instruction groups.
- Incorporate Writing Across the Curriculum, including strategies specific to each subgroup.

Form professional learning teams and offer training to promote collaboration to improve teaching practice for the success of all students.

Evaluation	Evaluation will be based on teacher-created prompts to monitor students' progress, 2008 FCAT Writing Plus Test results, School-wide monthly writing assessments, Learning Express, Holistic scoring using the rubric, and writing portfolios.
Research-based Programs	McDougal Littell Literature series, Write Traits, 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, FCAT Writing Strategies, and Focus Continuous Improvement Model. School-site writing resource personnel will train all teachers and staff members on holistic scoring and strategies to improve students' writing skills.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Pre & Post Test Materials	Title I	500
Technology	Department of Education-CD Rom (duplicates)	Title I	20100
Professional Development	Writing Across Curriculum Training Release time for Mentor teachers	FCAT Enhancement	679
Other	Language Arts Teacher	FCAT Enhancement	47690
Total:			\$68,969.00

Goal:	Science
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Needs Assessment Results of the 2007 FCAT Science Test indicate that 9 percent of students in grade eleven have met state standard in science. As such, 91 percent of the students are not proficient in the following areas:

According to the 2007 FCAT Science Test
 •11 percent of students in 11th grade scored at Level 3

Students need practice collecting, measuring, organizing, interpreting, and synthesizing data.

Objective Given instruction using the Sunshine State Standards, the percentage of students scoring at mastery level on the Science FCAT will increase as evidenced by thirty-five percent as documented by the 2008 FCAT Science Test.

Strategies Utilize class logs to assist with CRISS Reading strategies, data collection, and extended written student response activities.

Engage students in a daily FCAT Science Practice problem at the start of class (Just Do It).

Classroom teachers will complete laboratory logs to demonstrate completion of common laboratory activities.

Establish a lab research course under the direction of a science teacher leader. Student lab assistants and their teacher will serve as leaders to assist teachers to prepare and conduct labs and facilitate hands-on inquiry coaching of science teachers.

Pupils will complete laboratory reports that involve application and synthesis of data. Students will derive conclusions from data they collect using traditional methods as well as digital science probeware.

Implement a Pacing Guide 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.

Administer School Improvement Zone Quarterly Interim assessments with Edusoft analysis in order to identify strength and weaknesses of students in grade 11.

Evaluation Performance in the science objective will be measured by the 2008 administration of the FCAT Science test. School Improvement Zone quarterly school-designed assessments will provide formative assessments which will

be used to monitor progress towards the objective.

Research-based Programs

Riverdeep Software
McGraw Hill

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 during common planning periods. Trainings will include the core science program, Writing Across the Curriculum, 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) Common Planning (Communication and Lesson Sharing) and Focus Continuous Improvement Model Evaluation.

Performance in the science objective will be measured by the 2008 administration of the FCAT Science test. Quarterly assessments will provide formative assessments which will be used to monitor progress towards the objective.

Highly Qualified Instructors

There are no teachers out of field in this area.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Riverdeep	District Funded	0
Technology	Teacher Workstations, Science Computer Laboratory	Basic Program Title I	50000
Professional Development	Release time for Laboratory development and Hands-on activities	Title I, FCAT Enhancement	5977
Other	Science Fair/Tutoring	FCAT Enhancement Title I	24240
Total:			\$80,217.00

Goal:	Parental Involvement
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Needs Assessment Data from the Parent Resource Center as well as academically related events (e.g. open house, EESAC, and parent workshops) suggest that parental involvement at Booker T. Washington Senior High School at 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). There is a need to continue existing student recognition efforts to promote positive parental involvement.

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 visiting the parent resource center and attending school-sponsored events during the 2007-2008 school year.

Strategies

- Implement Connect ED to inform parents of important news concerning school and community relations.
- Increase the number of opportunities for parents to participate in school activities through Schools-Within-Schools (i.e. student recognition programs).
- Continue the use of the on-line parent viewer through Pinnacle grade book program.
- Support Parent Academy initiatives by informing parents of services and events, hosting events and utilizing parent academy website.
- Provide an accessible parent/family information and resource center to support parents and families with training, resources and other services.
- Review parent information and update periodically to maintain accurate school records through Connect Ed and Community Involvement Specialist.
- Increase the volume of school/parent communication during the 2007-2008 school year, as compared to 2006-2007 teacher logs as evidenced by guidance department logs, parent resource center logs, direct mailing, call outs and parental attendance at school events.

Evaluation This objective will be evaluated by compiling evidence of collection of signature logs, Connect Ed, parent attendance rosters based on EESAC attendance, Teacher Logs, PTSA Meetings, Parent Academy Events, CIS Logs, School Climate Survey and Gradebook Inquires.

Research-based National Parent-Teacher School Association (PTSA) Standards and Passport

Programs 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.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	National PTA Handbook		0
Technology	Computer Stations (Parent Resource Station and Guidance Office Station)	Title I	10000
Professional Development	Parent Workshops (CIS Overtime)		900
Other	2 Community Involvement Specialist Mailing, Flyers, Home visits	Title I	57578
Total:			\$68,478.00

Goal:	Graduation Rate
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Needs Assessment Based on 2005-2006 NCLB 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 2006-2007 data to make adequate yearly progress.

Graduation Rate

- 42 percent of Blacks increased by 1 percent
- 25 percent of Hispanics increased by 1 percent
- 36 percent of Economically Disadvantaged increased by 1 percent
- 14 percent of Limited English Proficiency increased by 1 percent
- 18 percent of Students with Disabilities increased by 1 percent

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 at least 37 percent in 2008.

Strategies 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.

Conduct conferences with parents and students to address their need, concerns and information needed for graduation.

Establish Credit Recovery Lab which will allow the students to make up missing credits in their home school.

Identify retained students in grades 9, 10, and 11. Enroll these students in Credit Recovery Lab to ensure the graduation requirements are met.

Inform both parents and students on available programs (e.g. Virtual School, Adult Ed., Credit Recovery Lab, etc.)

Establish ninth grade interdisciplinary teams in the B, T and W schools. Provide common planning time and professional development for teams to become Professional Learning Teams.

Develop 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.

Evaluation Percentage of 12th grade students receiving high school diplomas will increase from 36 to 37 percent in 2008 and Parent Conference Logs.

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.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

Goal:	Return on Investment
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Needs Assessment The most recent data supplied from the FLDOE indicate that in 2005-2006, Booker T. Washington Senior High School ranked at the 43rd percentile on the State of Florida Return On Investment index.

Objective Booker T. Washington Senior High School will improve its ranking on the State of Florida Return On Investment index publication from the 43rd percentile to 45th percentile on the next publication of the 2007 index.

Strategies Become more informed about the use of financial resources in relation to school programs.

Collaborate with the district on resource allocation.

Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.

Consider shared use of facilities partnering with community agencies.

Evaluation The evaluation will be based on the 2006-2007 Florida ROI index.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school. The 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.

Measures Being Taken to Comply with SAC Requirement

SAC Involvement

BUDGET

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at Booker T. Washington Senior High School assists 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 receives an update on the school's current budget monthly and the principal teaches the EESAC how to read and interpret the budget. Additionally, the EESAC Chair along with the Curriculum Council 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, including the use of Smart Boards for classroom instruction.

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 suggested forming a Student Honor Court to develop student leadership and provide a venue for students to have input into school disciplinary policies. The EESAC also supports the continuation of 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 AND DISCIPLINE

The EESAC was provided with current safety and discipline information and

recommended the creation of a Student Honor Court to involve students in maintaining a safe school and to develop leadership and ownership among the student body.

IMPLEMENTATION AND EVALUATION

Booker T. Washington anticipates measurable gains in all of our objectives subsequent to the implementation of our School Improvement Plan. We have disaggregated data school wide and by teacher and class for the purpose of guiding instruction. Our instructional focus calendar places emphasis on reading in given benchmarks by week which all teachers must support through instructional delivery. Additionally, weekly and monthly assessments by benchmark will be administered through all core courses. Tutorial and enrichment programs have been planned in alignment with the school's instructional focus timeline. Information from quarterly benchmark assessments, by student and mastery, will be maintained to target individuals not making gains and in need of further assistance and intense remediation. Student learning and teacher performance will be consistently monitored to allow for instructional plan revision and feedback.

Adequate yearly progress for the 2006-2007 school year due to the implementation and monitoring of our School Improvement Plan is as follows:

95% of all 9th and 10th grade students will be tested in March 2008
52% of ninth and tenth grade students will score at level 3 or higher in reading
52% of all students will show learning gains in reading
64% of the bottom quartile will show learning gains in reading
62% of ninth and tenth grade students will score at level 3 or higher in mathematics
69% of all students will show learning gains in mathematics
77% of the bottom quartile will show learning gains in mathematics
80% of tenth graders will score a 3.5 or higher in writing
The graduation rate at Booker T. Washington will increase by 1% from 2007-2008.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Read 180, Upgrade Enterprise Edition Soar to Success, CRISS Strategies, FCAT Reading (Amsco) Mathematics: Carnegie Tutor Writing: Pre & Post Test Materials Science: Riverdeep Parental Involvement: National PTA Handbook	Reading: Title I Available: \$75,000.00 Mathematics: Title I Available: \$1,746.00 Writing: Title I Available: \$500.00 Science: District Funded Available: \$0.00 Parental Involvement: Available: \$0.00	\$77,246.00
Technology	Reading: Read 180-Lab Maintenance, Quarterly Assesment, Edusoft-duplicating, Peterson's FCAT Online Course Mathematics: Edusoft Writing: Department of Education-CD Rom (duplicates) Science: Teacher Workstations, Science Computer Laboratory Parental Involvement: Computer Stations (Parent Resource Station and Guidance Office Station	Reading: Title I Available: \$40,500.00 Mathematics: Title I Available: \$25,000.00 Writing: Title I Available: \$20,100.00 Science: Basic Program Title I Available: \$50,000.00 Parental Involvement: Title I Available: \$10,000.00	\$145,600.00
Professional Development		Reading: FCAT Enhancement Title I Available: \$10,000.00 Mathematics: Title I Available: \$11,968.00 Writing: FCAT Enhancement Available: \$679.00 Science: Title I, FCAT Enhancement Available: \$5,977.00 Parental Involvement: Available: \$900.00	\$29,524.00

	<p>Reading: Release time for Mentor Teachers, CRISS Training - New Teachers, CRISS Refresher, Fluency/Vocabulary Development, Instructional Framework Mathematics: Using Graphing Calculators, Release time for Mentor Teaching</p> <p>Writing: Writing Across Curriculum Training</p> <p>Release time for Mentor teachers</p> <p>Science: Release time for Laboratory development and Hands-on activities</p> <p>Parental Involvement: Parent Workshops (CIS Overtime)</p>		
Other	<p>Reading: Reading Leader, Reading Teacher, 2 Reading Teachers (4023), Hourly Tutors (4023), Full-time Paraprofessional (4023), Incentives, Tutoring</p> <p>Mathematics: 3 Math Teachers, Home Language Tutoring, Tutoring</p> <p>Writing: Language Arts Teacher</p> <p>Science: Science Fair/Tutoring</p> <p>Parental Involvement: 2 Community Involvement Specialist</p> <p>Mailing, Flyers, Home visits</p>	<p>Reading: Title I, SAC</p> <p>Available: \$150,923.00</p> <p>Mathematics: Title I, Bilingual Ed.(6634), FCAT Enhancement Funds</p> <p>Available: \$202,769.00</p> <p>Writing: FCAT Enhancement</p> <p>Available: \$47,690.00</p> <p>Science: FCAT Enhancement</p> <p>Title I Available: \$24,240.00</p> <p>Parental Involvement: Title I</p> <p>Available: \$57,578.00</p>	\$483,200.00
		Total:	\$735,570.00

IMPLEMENTATION EVALUATION

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