

# **A School Improvement Plan (SIPlan) and Process School Year 2009 - 2010**

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

*Advanced Placement and International Studies*

## **Tulsa Public Schools**

James Furch, Interim Principal

### **Written, updated and evaluated by:**

Brenda Casper, English

Annette Kennedy, Physical Education, MYP Co-Coordinator

Marilyn Turmelle, Computer Science, MYP Co-Coordinator

John Waldron, Social Studies

Sharon Lazdins, Science, IB Coordinator

Carol Chapman, Dean of Students

Robert Wakely, Photography

Elizabeth Enochs, Counselor

Susan Bigge, Physics

Reginald Noland, Mathematics

Rachael Stacy, Assistant Principal, Parent

All SIP members also serve as facilitators for the various Continuous Improvement Committees

September 2009, Sharing of SIPlan with Parents / Community Members

1514 East Zion Street  
Tulsa, OK 74106  
918-925-1000

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# PART I

## DESCRIPTION of SCHOOL

### A. Who We Are and Who We Serve

Booker T. Washington is a world class high school in the heart of America that strives to ignite a passion for learning, inspiring its students to become self-motivated, enthusiastic, and compassionate life-long learner. In accordance with our mission Booker T. Washington High School will provide our local, national, and global community with productive citizens and future leaders in a physically, socially, and emotionally safe yet intellectually challenging environment which encourages both individuality and tolerance while enhancing personal growth and responsibility through a rigorous, technologically-advanced, innovative curriculum. It is one of two schools in Oklahoma ranked in the top 100 high schools according to *Newsweek Magazine's* challenge index and is Tulsa's most comprehensive School of Choice. Most recently the school was awarded the very prestigious Blue Ribbon Award for academic excellence.

Founded in 1913 to serve the citizens of the African-American community, Washington was chosen in 1973 to be the vehicle for Tulsa's school desegregation program. When Washington was established as a magnet school every effort was made to find students who would profit, achieve, and grow within the program. The school serves students from every racial, ethnic, religious, and socio-economic group in Tulsa. Washington continues to thrive based on the twin ideals of promoting academic excellence and acceptance of diversity with the demographic make-up being 59% minority and 41% Caucasian. BTW High School is committed to diversity and excellence in academics, athletics, and fine arts. Our school not only stands for diversity in education, we combine the newest and most rigorous educational philosophies with a proud tradition of service to the Tulsa community.

Booker T. Washington is at the forefront of academic trends and was the first Tulsa Public High School to offer Advanced Placement courses and is one of only two high schools in Oklahoma to offer the International Baccalaureate Diploma and the only high school to offer the Middle Years Programme. With the addition of the International Baccalaureate Diploma, our program today attracts students who thrive in a challenging environment. For many years, major universities and colleges, as well as technical, business, art and music academies have actively recruited Booker T. Washington students.

Booker T. Washington High School is the magnet school for Advanced Placement and International Studies. All students are required to make an application and are accepted based on established criteria. The school is required to take a specific percentage of students from the four quadrants that comprise the Tulsa Public Schools district. All incoming freshman and sophomore level students are required to complete the fourth and/or fifth year of the Middle Years Programme in the areas of academia, personal project, and community service hours.

## B. Programs and Achievements

Instructional Programs		
Advanced Placement Program	International Baccalaureate Programme	Middle Years Programme for Grades 9 and 10
Extensive World Language Program offering eight different languages	National Merit Program National Achievement Program	Project Lead-the-Way, pre-engineering program partnered with Tulsa Technology Center housed at BTW
Active student exchange program with Sister Cities	MYP Approaches to Learning Building Academic Vocabulary Thinking Maps	Baldrige Continuous Improvement Model, 7 committees to address in the decision making process. 100% faculty participation
Benchmark Assessments ACE Remediation Courses	JAROTC	Student Advisory Groups Freshman Orientation
Outside Services		
Kaplan Test Preparation	Partners in Education	SafeTeam
Practice ACT/SAT assessments	Town Hall Lecture Series	Mayoral Forum, education in governance
Gear Up; Thinking Maps EPAS	Academic Committee for Excellence	Booker T. Washington Foundation for Excellence
PTSA ACT, America's Choice in the areas of Math and Science	Booker T. Washington National Alumni Foundation	Oklahoma Senator teaches one section of political philosophy as an adjunct instructor
Making it Count program "Making the Best of Your High School Count", "Making the Best of your College Search", "Making the Best of Your College Financial Planning", and "Making the Best of College Count".	College Board  International Baccalaureate Organization  The University of Oklahoma School of Community Health Cooperative Learning Opportunities	Victims Impact Panel,  Students Against Destructive Decisions (SADD)  Columbia Teen Screen  Faison and Faison Inc., Diversity Training  B.J. Penick, Team Builder
Tulsa Global Alliance Partner	Concurrent Enrollment at TCC and TTC  Universities and Colleges conduct on site presentations	College Road Map  E2020 on site for educational opportunities
Student Activities		

Robotics First Model United Nations Academic Bowl	18 Competitive 5A and 6A Athletic programs  Speech and Debate  DECA	Over 50 clubs and organizations for student participation  Including National Honor Society and Key Club
Freshman Orientation Girls State Boys State	ACT, SAT and PSAT Preparation Workshops	Youth Leadership Oklahoma  Youth Leadership Tulsa  Youth Philanthropy Initiative

**Achievements** in place include:

Instructional and Curricular Achievements	
8 National Merit Semi-Finalists 2 National Merit Finalists	6 National Merit Commended Students
One National Achievement Program Semi-finalist	Only MYP Programme in Oklahoma
Ranked #75 in <i>Newsweek Magazine's</i> Challenge Index of America's Top 100 schools	One of two International Baccalaureate Programmes in Oklahoma
Named as one of 10 schools nationally by Education Trust and ACT as "Doing Things Right."	Academic Bowl Speech and Debate national competitors
79 AP Scholars	National Siemens Physics Teacher Presidential Award for Excellence in Math and Science Teaching
Administrators are presenters for College Board, Gear Up and a AdvancEd site accreditation chair 1 counselor sits as a member of the governor's ACE committee 1 teacher has been inducted into the Oklahoma Teaching Hall of Fame 3 doctorates held by faculty and administration 4 Nationally Board Certified teachers 2 Faculty members are National Board Exam Assessors Multiple faculty members assess for Advanced Placement examinations	80% of student body enrolled in a world language 90% of all students will have experienced an AP or IB level course prior to graduation Met AYP in all areas Two former TPS Teachers of the Year National Council for International Visitors Educator of the Year Teacher named to the Oklahoma Hall of Fame One faculty member is presenter for College Board in chemistry
100% Graduation Rate 98% College Bound Rate 95% Attendance Rate	99% Student body tested for End of Instruction Examinations

<p>Recipient of 2009 Blue Ribbon Award for Academic Excellence Freshman Notebook to be displayed at the CollegeBoard Forum in New York</p> <p>Teacher Availability Document provided on the site's home page</p>	<p>One student State Vice President for BPA</p>
<p><b>Athletic and Activity Achievements</b></p>	
<p>Individual State Qualifiers in Tennis</p>	<p>Girls Track State Qualifiers</p>
<p>Girls Basketball State Champions Football State Champions Boys Basketball and Swimming appearance in State Playoffs Volleyball and Girls Soccer appearance in State Champions Boys Soccer State Runner Up</p>	<p>All-City Football Champions All-City 9<sup>th</sup> Grade Football Champions All-City Swimming Champions All-City Volleyball Champions</p>
<p>Nine National Speech and Debate Qualifiers OSSAA sixth place speech and debate team Fifth place in Regional and third place in District OSSAA sanction host for speech and debate tournament</p>	<p>Chorus received Superior Rating in All-City 3 members to the OMEA All State Jazz Band 18 students participated in the state career development conference 9 students qualified for nationals in IBIC in California</p>

**C. Transitions**

1. To receive a new student / parent the following is provided.

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Freshman Orientation is a full day program of team building and familiarization of the schedule and dynamics of high school.</li> <li>• All incoming freshman receive a <i>Freshman Notebook</i> which includes a multitude of information</li> <li>• 100% of current 9<sup>th</sup> and 10<sup>th</sup> students have enrolled in the ACE College Preparatory Curriculum</li> <li>• 100% of current 9<sup>th</sup> and 10<sup>th</sup> grade students are enrolled in the MYP programme.</li> <li>• All students are assigned to a mixed level advisory period. This period allows mentoring across grade levels in a small group setting</li> <li>• Class level activities involve adopting local charities. Students are committed to completing 20 hours of approved community service hours.</li> <li>• Each student meets individually with assigned counselor to discuss their four year plan and career interests</li> <li>• Challenging and meaningful college preparatory curriculum including             <ol style="list-style-type: none"> <li>1. AP/IB course offerings</li> <li>2. Wide variety of other upper level courses</li> <li>3. Concurrent enrollment with TCC and TTC.</li> </ol> </li> </ul> |
|---|

- Preparation times are offered for PSAT, SAT and ACT tests.
- ACT and SAT tests are offered onsite
- An independent college advisor is available to Junior and Senior level students for competitive universities.
- Many college representatives are brought in to present information and meet applicants.
- We work closely with college bound athletes including a workshop on college admissions sponsored by The University of Tulsa.
- A wide variety of extra-curricular activities and student groups provide leadership opportunities to meet college entrance/scholarship criteria.
- Special tutoring is offered to students by faculty; *Teacher Availability*
- Students have after school access to technology labs for research and admission application preparation.
- All sophomore students take the PSAT test.
- All sophomore students take the PLAN test.
- Financial aid workshops are offered for students and parents.
- *Road Map to College* is offered to all students and their parents to apprise them of the steps involved in selecting a higher education path.
- JROTC programs provide connections to ROTC/Military Academy scholarships for interested students.
- All students enrolled in an AP or IB course are required to take the exam to receive a weighted credit.
- Regular class business meetings are held.
- “Making it Count” for students and parents covering topics such as: Making the Best of Your High School Count, Making the Best of your College Search, Making the Best of Your College Financial Planning, and Making the Best of College Count.
- *NCAA Clearinghouse* workshop for all junior and senior level student athletes and parents.
- MYP and IB informational meetings .

2. Career Awareness / Orientation / Exploration opportunities while attending the school.

- BTW offers an annual career day with over 30 guest speakers facilitating sessions.
- Students attend the Career Exploration Day at TCC
- A college fair is held for students to gather information from representatives from Oklahoma colleges and universities.
- Over 65 college representatives offer career and college guidance to students throughout the year.
- College campuses are regularly visited by individual students and as group activities from the school.
- ASVAB tests are administered annually.
- TTC counselors offer career guidance and opportunities for enrollment.

- College/career room is available for students in the counseling office.
- College/career materials are available in the media center.
- Senior orientation to inform students the process and time line for college applications and career plans.
- Junior orientation to prepare students for upcoming senior level expectations and procedures.
- The University of Tulsa and Oklahoma offer library services for research purposes for IB and AP students.
- Cooperative learning opportunities with The University of Oklahoma College of Community Health.
- NCAA Clearinghouse workshop presented to junior and senior level student athletes.
- Philbrook and Gilcrease Museum serve as an outside learning opportunity.
- Town Hall Lecture Series serve as an outside learning opportunity.
- World Language Exchange Program.
- Tulsa Mayoral Forum, education in city governance.
- Variety of approved outside speakers to enrich curricular offerings.
- Student participation in the Youth Philanthropy Initiative.
- Career Interest Inventory sections are reviewed and discussed with students from the PLAN and PSAT examination.

### 3. Preparation for vertical articulation upon leaving the school.

- Each Student has a four year educational plan that is reviewed on a continual basis with the student's assigned counselor.
- Each student is strongly encouraged to participate in practice assessments and test preparation sessions to be prepared for college admissions examinations.
- Students are encouraged to pursue the most rigorous curricular opportunities while in high school; AP/IB.
- Students participate in corresponding AP and/or IB examinations to potentially earn college credit.
- Students attend College Road Map, NCAA Clearinghouse, Making the Best of Your College Search Count workshops and class business meetings.
- Students are encouraged to attend on site college/university representatives
- There is an advisor for competitive universities.
- Additional information provided to first generation college bound students and their parents/guardians.
- Elaborate technological resources readily available through the Media Center.
- Concurrently enrollment opportunities afforded to students at TCC and TTC.
- Periodic senior level forums held to keep students abreast with current processes and opportunities.

## D. Challenges

Booker T. Washington High School is an urban “magnet” school, embracing twin goals of academic excellence and social diversity. The school’s admission policy must be designed to serve the whole city population while recognizing a historic commitment to Tulsa’s African-American community. These needs must be balanced with court rulings and federal and state guidelines. The result is a student population derived from all of Tulsa’s ethnicities and classes. The admissions process has become more difficult in order to manage the extraordinary amount of applications and the associated politics.

BTW received students from twenty-two middle schools and there we will continue to find effective means to bridge socio-cultural differences and educational gaps. Relevant and meaningful data is reviewed, shared with faculty, and utilized in the data decision making process. Additionally we will continue to devise strategies that reach the students as individuals while recognizing their diverse backgrounds and response mechanisms.

BTW will implement a curriculum that serves everyone from the most gifted to students that qualify for special services. In the context of increased recognition of providing students with a rigorous, relevant, and relationship oriented curriculum, the school continues to be challenged to meet the needs of low-performing students just as much as the AP/IB students. We have found that the utilization of BAV and Thinking Maps has increased the element of commonality for all students. Strategies need to be explored to incorporate technical reading into the science and mathematics curriculum. Implementation of full school MYP has provided common curriculum for all freshman and sophomore level students.

The student demographics present a population of 59% minority and 41% Caucasian students. Our faculty is composed of 19% minority and 81% Caucasian. The minority student population is not well represented by the demographic composition of the faculty; therefore, it can create an environment that is not as culturally sensitive as it could be. When professional development diversity opportunities do arise we do strive to take advantage and share with the entire faculty/staff. It is of critical importance that each faculty member remain abreast with all current trends and issues of sub groups e.g.,:gender, race, economically disadvantaged, varied learning levels etc.

As with natural attrition among the teacher population we must continue to seek professionals that possess the same expertise in academics and sound understanding in the area of cultural diversity and sensitivity.

One of our challenges is continuing to implement strategies that are beneficial for our students to address environmental scans (skills needed to succeed collegially and in the workplace in a global setting) and experiential learning. We continue to implement cross-curricular opportunities to address our deficiencies. Faculty members have also been trained in the MYP areas of interaction and a common instructional strategy, Thinking Maps.

BTW encompasses over 350,000 square feet in the building and a vast amount of

surrounding property. The school is working closely with the Tulsa Public Schools Police and Tulsa Police Department , Tulsa Housing Authority, and community leaders to ensure improvement in safety concerns.

The Booker T. Washington staff does not view the above as insurmountable challenges; rather, they are viewed as opportunities to be addressed where and when possible through the collective efforts, energies and talents of this staff and all stakeholders on an annual basis.

### E. AYP Status

School Year	Math – ALL Students	State Math Target	AYP? Yes, No or SH	Reading – ALL Students	State Reading Target	AYP? Yes, No or SH
04-05	1296	790	Yes	1368	768	Yes
05-06	NA	790	Yes	NA	768	Yes
06-07	1362	790	Yes	1432	768	Yes
07-08	1444	932	Yes	1458	914	Yes
08-09	1463	932	Yes	1485	914	Yes

### F. Attendance Statistics

Year	Attendance Rate	Target Rate
04-05		
05-06	96.6%	91.2%
06-07	94.5%	91.2%
07-08	94.9%	91.2%
08-09	92.4%	91.2%

### G. Coordination of Services

Booker T. Washington has embedded (integrated and coordinated) the components of Title I and other entitlement programs within the spirit, intent, focus and direction of this SIPlan as evidenced below and within the Action Plans. The School is committed to reaching Title I status.

Program	Status Reporting
Title II - Principal and Teacher Training	Gear Up, Thinking Maps, LEAP, BAV, Differentiated Instruction (MYP)
Title IV A – Safe and Drug Free School	Tulsa Public Schools Police Department free-referral counseling services
Adult Education	
Community Programs	
School Partners	University of Tulsa, Don Thornton Automotive, Outback Steak House, Merrill Lynch, American State Bank, University Of Oklahoma School of Community Health, Cedar Ridge Country Club, Morgan Stanley, Dick Leirman,
Safe Team	Intervention counseling program staffed by licensed Social Services specialist II through DHS

**H. Oklahoma Department of Education's Checklist of the Ten (10) Components of a School-wide Site Plan**

Requirements	Found on Page(s) #
1. A comprehensive needs assessment of the entire school.	9-10 and 16-45
2. Implementation of school-wide reform strategies.	13-15 and 16-45
3. Instruction by highly qualified teachers.	13-15 and 16-45
4. High quality and on-going professional development for teachers, principals and paraprofessionals.	4 and 13-15
5. Strategies to attract high-quality, highly qualified teachers to high-needs schools.	9-10, 15
6. Strategies to increase parental involvement, such as family literacy services.	4 and 16-45
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early or Reading First to local elementary school programs.	Not Applicable to our Site
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	4
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with effective, timely additional assistance.	4, 6-8 and 16-45
10. Coordination and integration of Federal, State and local services and programs, including programs supported under this Act.	11

## I. NCLB Compliance Elements

Compliance Elements	Building Response
<p>1. Using research-based strategies that address the academic issues that caused the school to be identified</p>	<p>Booker T. Washington is in compliance with all aspects of NCLB. We use Benchmark Assessments and research based state adopted textbooks. Collegiate level texts are utilized for our AP and IB courses. We also utilize relevant assessments that are disaggregated in order to make the most informed data driven decisions that are researched based.</p>
<p>2. Adopting “Best Practices”</p>	<p>We believe in producing a product, rather than a process. Our higher-level English classes encourage reading and writing for research purposes. Our procedures in place enable cross-curricular instruction and vertical articulation. Utilization of a common instructional strategy and BAV has proved to be beneficial for students and faculty. Curricular commonality and assessments are continual by the decision to be a full IBMYP Programme that serves all freshman and sophomore level students. Open enrollment for all AP courses has encouraged academically rigorous opportunities.</p>
<p>3. Meeting professional development needs</p>	<p>We have a professional development continuous improvement committee in place to meet the needs of our faculty. The principal maintains his own professional library for faculty use. “BTDub U” (orientation for new hires), teacher partnering and faculty peer review. Full participation in Residency Year Committees. Training for counselors and faculty members to successfully interpret and disaggregate relevant data. This information will be utilized in the decision making process. MYP, Differentiated Instruction and Thinking Maps Training was offered for instruction and assessment purposes. A Diversity and Team/Skill Building was completed in August. Teaching Black Males to read . EPAS and NACAC conferences offered for counselors. AP and IB training for</p>

	curricular content are required by affected faculty members.
4. Using professional development funds effectively	We have a teacher mentoring program and a professional literary review. Faculty members continually apply for grants to attend workshops and professional conferences. AP/IB incentive monies from the state are utilized for continuous development and training opportunities in the area of AP/IB. The school is awaiting to become participants in ACT America's Choice in Science and Math.
5. Setting annual goals	We have a monthly SIP committee meetings, monthly work group and continuous measurement of practices implemented in order to obtain desired results. Fluidity of communication and involvement of each faculty member is an absolute necessity at BTW.
6. Outlining parent notices	The PTSA monthly newsletter identifies specific improvements in various areas and the school connects program alerts sub-groups of upcoming events. A Yahoo Push Page has been set up for all grade levels.
7. Assigning responsibilities	As designated by the effective instructional leadership of the building all faculty, staff and administration are charged with successful completion of their assigned tasks. With assistance from the district and state, the administration and staff encourage the students to foster a sense of ownership, accountability and responsibility for their own success.
8. Increasing parent involvement	The monthly PTSA meetings, ACE committee, High School Redesign, Baldrige, Freshman Orientation, Back to School Night, Road Map to College Night, booster clubs, parent/teacher conferences, school connects, and monthly newsletters increases parental knowledge and involvement. BTW has Sharp School and parent access to Power School during the fall.
9. Increasing instructional time	We have bi monthly Activity Periods (for

	<p>tutoring), activity buses, before and after school tutoring and 8<sup>th</sup> Hour classes. Community sponsored tutorial programs. Published calendar of all faculty assistance opportunities that work for each student's unique situation. E2020 is also offered at the end of the academic day twice per week to assist students with graduation requirement fulfillment. The school has established a Time Analysis Committee to ensure that BTW improves instructional time by the standards of the Quality Time Analysis Report set forth by the Oklahoma State Department of Education.</p>
<p>10. Setting up teacher mentoring</p>	<p>All first year teachers are assigned a mentor teacher and residency committee staff member. Teachers are actively involved in various educational opportunities and Continuous Improvement Committees. "Newbie U" partners new teachers with varied experienced teachers at on-going after school sessions which mentor them in a variety of aspects associated with being a new teacher.</p>

# PART II - Action Plans

## Provided for ALL Curricular Areas

### Assessments:

#### Daily/ Weekly:

- Faculty members are required to assess students a minimum of two times per week.
- Assessments may be differentiated subjective and/or objective
- Assessments may be formative and/or summative
- Active Participation and Collaboration
- Teacher made assessments including projects/presentation
- Homework

#### Periodically:

- Benchmark assessments are disaggregated.
- EOI, PLAN, and PSAT score results are also interpreted and analyzed in order to strengthen and improve on areas of academic deficiencies and sub group disparity.
- Teacher made assessments including projects/presentations
- MYP subject specific assessments
- Progress reports
- Homework
- Parental and counselor feedback

#### Annually:

- All forms of relevant data are utilized including the EOI, PLAN, PSAT, ACT, Explore, and SAT.
- Final grade reports
- MYP subject specific assessments
- Parental and counselor feedback

### Professional Development:

- MYP Differentiated Instructional Strategies
- MYP Subject Specific Training including assessments
- Building Academic Vocabulary
- Continuous Improvement Committee focusing on Pre AP English II and US History
- District level subject area specialists
- Advanced Placement training, best practices
- Thinking Maps

- Diversity Training, Faison and Faison;
- Team Building, B.J. Penick
- District level training opportunities in varied areas such as technology

## **Parental Participation:**

### **Parenting –**

- Informational Seminars, IB Meetings, PSAT Analysis Meeting

### **Communicating –**

- Continual communication is encouraged. parents and teachers communicate on a regular basis through the Sharp School Page, Power School, e-mail, comments on progress reports
- Yahoo class information pages, Freshman Orientation, Hornet Buzz,

### **Volunteering –**

- Parents are encouraged to volunteer as proctors for standardized testing
- Parents serve as chaperones on outside learning experiences and provide support for other in class projects
- Teacher Specific Wish/Material List

### **Learning at Home –**

- Students are required to complete a summer reading program
- Homework and/or Reading is encouraged on a daily basis
- Students participating in AP US History utilize various Thinking Maps to outline chapter reading

### **Decision-Making –**

Parents, students, teachers, and counselors schedule conferences when concerns arise. This type of collaborated communication is intended to support and enhance the students learning experience and opportunities

- Teachers and Counselors advise students on academic placement.

### **Collaborating with the Community –**

- Students are encouraged to utilize professionals and community experts in various fields as resources to complete research projects and guest speakers

Grade / Instructional Focus: Algebra I

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** Improve in all areas of 2.0 Relations and Functions

**Achievement Objective / Benchmark** (median scores or assessment nomenclature):

Standard	Objective	PASS	Current %	@ least half will score ___ as %	Years as Issue
Relations and Functions 31 / 56%	Relations and Functions 6 questions	2.1	67%	83%	
	Linear Equations and Graphs 15 questions	2.2	67%	73%	
	Linear Inequalities and Graphs 6 questions	2.3	67%	83%	

Interventions / Strategies:

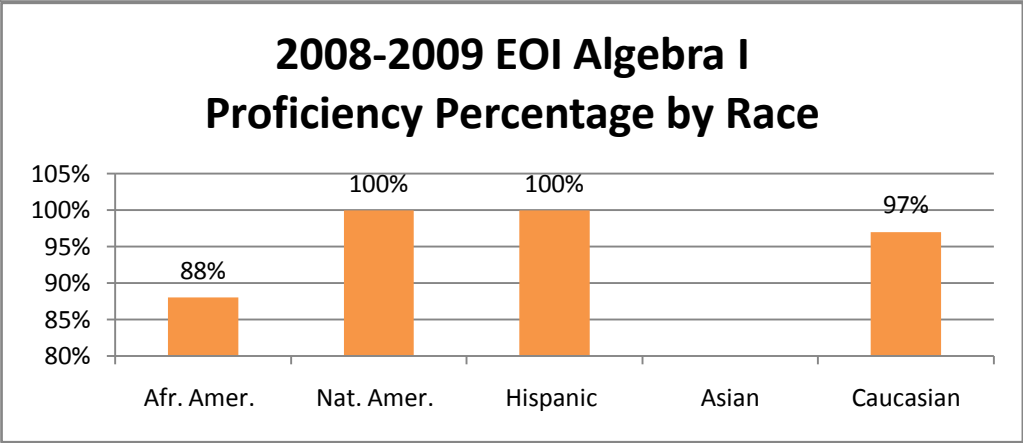
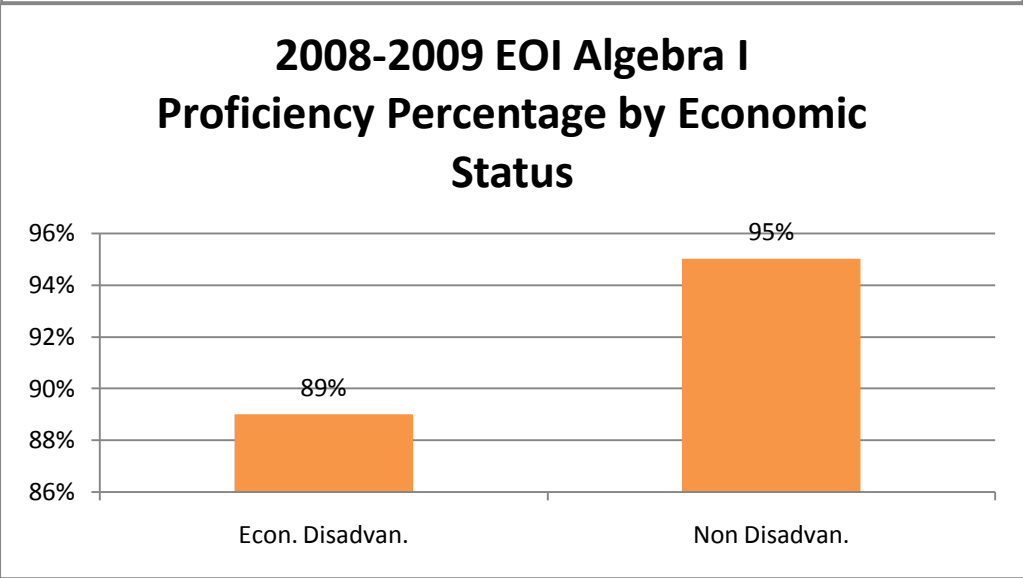
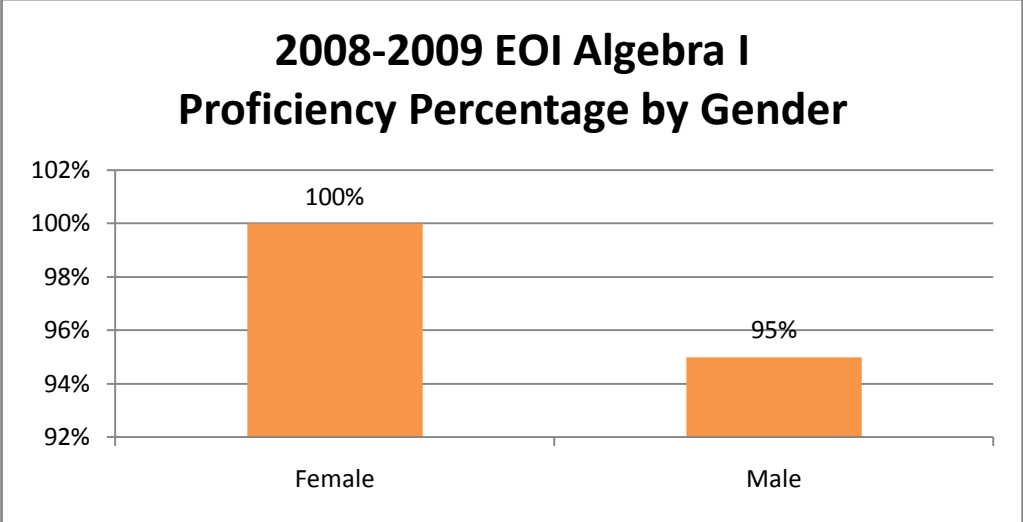
"The following research-based strategies have been chosen specifically to meet the needs of students of each gender and race as well as those who are Special Needs or economically challenged. Female students benefit from verbal interaction, descriptive narration, and expressing emotional connections/ experiences to the information. Male students benefit from simple, analytic explanation, kinesthetic movement, and visual images to aid in retention of information. According to Ruby Payne, economically challenged students, need to know the "why" and "how" of a topic, before they can learn it. With those needs in mind, the following interventions/strategies have been chosen:"

- Relevant and applicable examples incorporated
- Thinking Maps and BAV
- Repetition and building on previously learned material to insure a solid knowledge base and sequential ordering
- Modeling of differentiated strategies
- Utilization of the IBMYP Approaches to Learning will reinforce critical abstract thinking across the curriculum
- Practice additional materials from on line test bank
- Teachers incorporate more practice and samples into homework from standard 2.0
- Participate in ACT's America's Choice opportunities

Instructional Technology Integrated Strategies

- Practice additionally with computer software
- Additional opportunities from on line test bank
- Utilization of calculators and operations, smart boards, navigator system

- Work with media specialist for technological strategies available in our library  
Procedural specificity will be detailed in individual teacher lesson plans.



Grade / Instructional Focus: Algebra II

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** 2.0, Relations and Functions earned 45% and will increase to 48%. The overall score of Algebra II has been linked to ACT score results and faculty must work diligently improve in this area

**Achievement Objective / Benchmark** (median scores or assessment nomenclature):

Standard	Objective	PASS	Current %	@ least half will score	Years as Issue
Relations and Functions 31 / 56%	Functions and Function Notations 5 questions	2.1	40%	60%	
	Rational Equations and Functions 4 questions	2.7	25%	50%	

**Interventions / Strategies:**

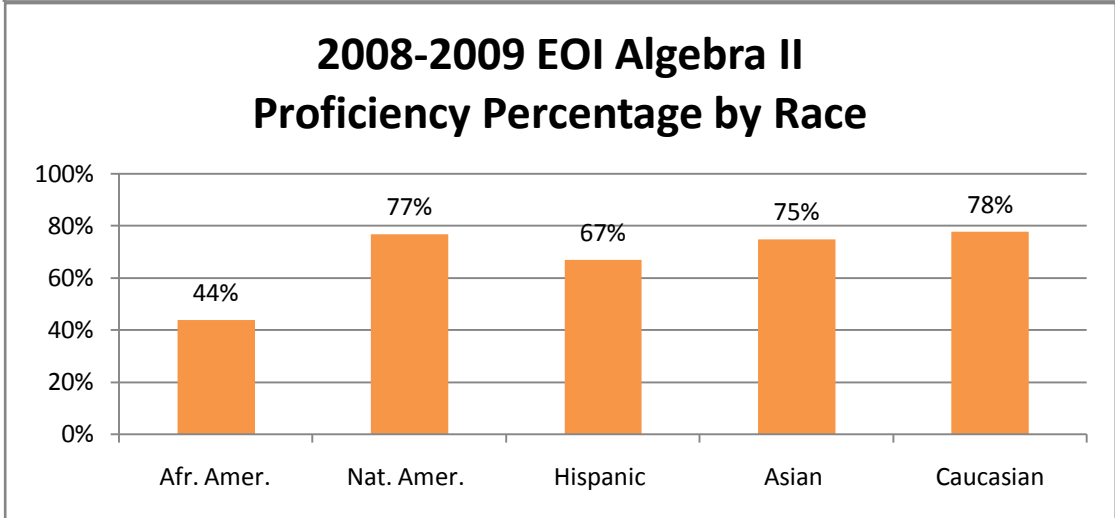
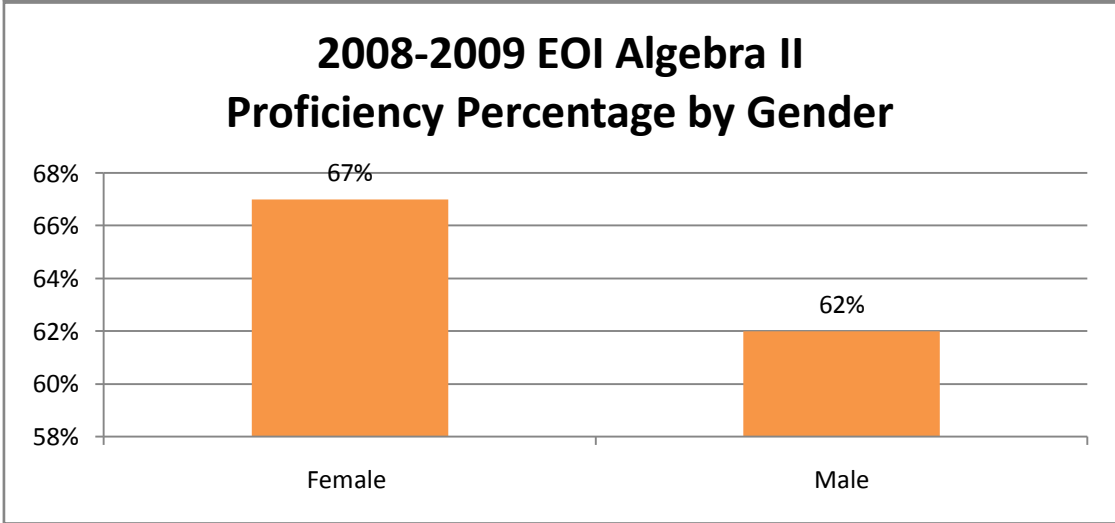
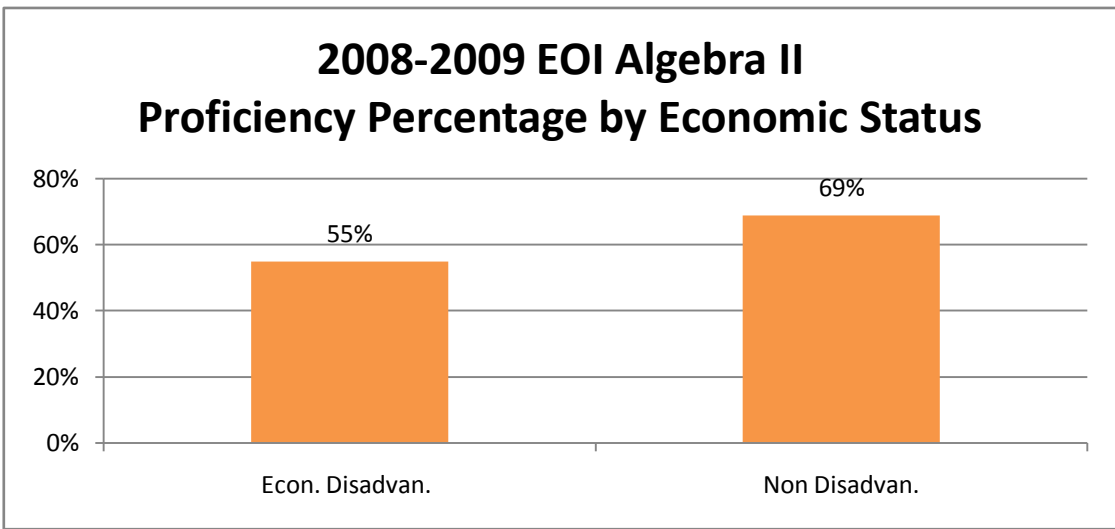
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- Participation in ACT's America's Choice in mathematics
- Relevant and applicable examples incorporated
- Thinking Maps and BAV
- Repetition and building on previously learned material to insure a solid knowledge base and sequential ordering
- Modeling of differentiated strategies
- Utilization of the IBMYP Approaches to Learning will reinforce critical abstract thinking across the curriculum
- Practice additional materials from on line test bank
- Teachers obtain additional training in subject area
- Work with teachers to utilize disaggregated test results in order to increase practice in deficient areas

**Instructional Technology Integrated Strategies**

- Practice additionally with computer software
- Additional opportunities from on line test bank

- Utilization of calculators and operations, smart boards, navigator system
  - Work with media specialist for technological strategies available in our library
- Procedural specificity will be detailed in individual teacher lesson plans.



Grade / Instructional Focus: Geometry

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** Increase total performance in standard 3.0

**Achievement Objective / Benchmark** (median scores or assessment nomenclature):

Standard	Objective	PASS	Current %	@ least half will score __	Years as Issue
Triangles and Trigonometric Ratios 12 / 22%	na... as the Standard	3.0	67%	75%	
	Right Triangle Relationships 4 questions	3.2	50%	75%	

Interventions / Strategies:

"The following research-based strategies have been chosen specifically to meet the needs of students of each gender and race as well as those who are Special Needs or economically challenged. Female students benefit from verbal interaction, descriptive narration, and expressing emotional connections/ experiences to the information. Male students benefit from simple, analytic explanation, kinesthetic movement, and visual images to aid in retention of information. According to Ruby Payne, economically challenged students, need to know the "why" and "how" of a topic, before they can learn it. With those needs in mind, the following interventions/strategies have been chosen:"

- Participation in ACT's America's Choice in mathematics
- Relevant and applicable examples incorporated
- Thinking Maps and BAV
- Repetition and building on previously learned material to insure a solid knowledge base and sequential ordering
- Modeling of differentiated strategies
- Utilization of the IBMYP Approaches to Learning will reinforce critical abstract thinking across the curriculum
- Practice additional materials from on line test bank
- Teachers obtain additional training in subject area
- Work with teachers to utilize disaggregated test results in order to increase practice in deficient areas

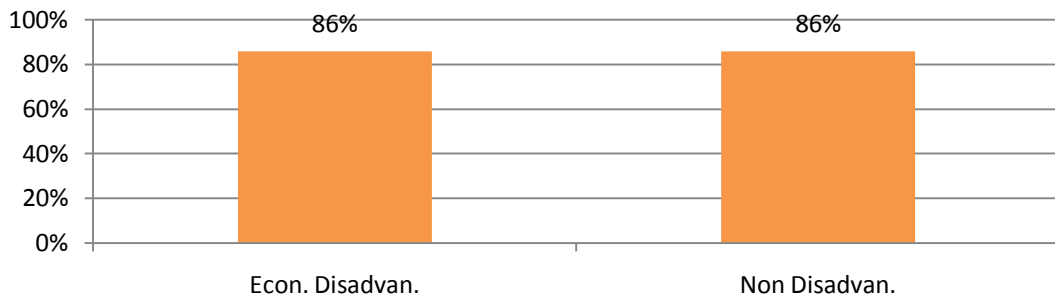
Instructional Technology Integrated Strategies

- Practice additionally with computer software

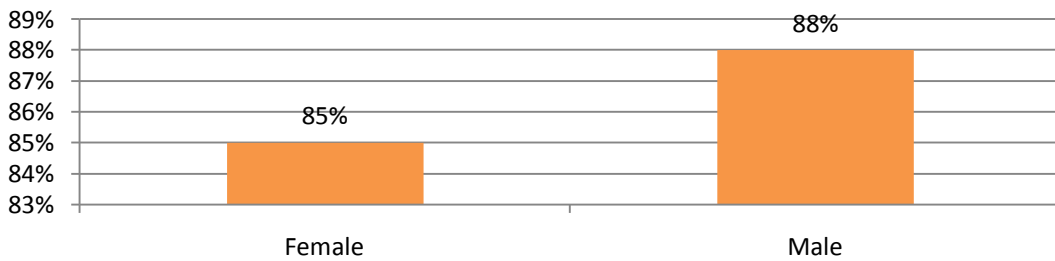
- Additional opportunities from on line test bank
- Utilization of calculators and operations, smart boards, navigator system
- Work with media specialist for technological strategies available in our library

Procedural specificity will be detailed in individual teacher lesson plans.

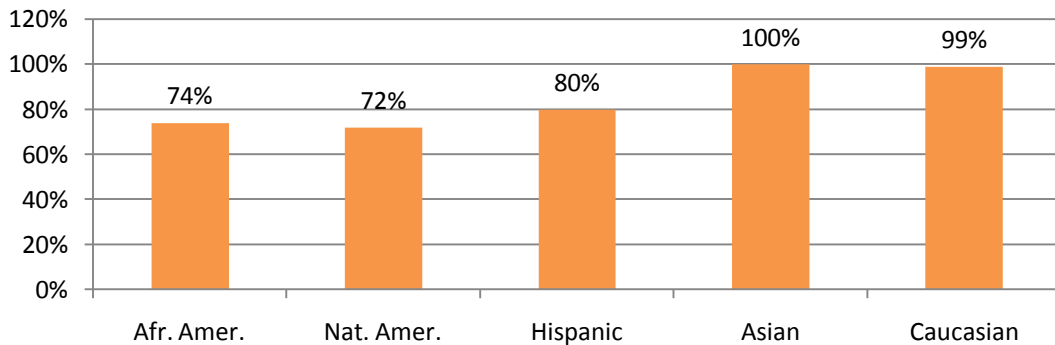
### 2008-2009 EOI Geometry Proficiency Percentage by Economic Status



### 2008-2009 EOI Geometry Proficiency Percentage by Gender



### 2008-2009 EOI Geometry Proficiency Percentage by Race



Grade / Instructional Focus: English II

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** To address standards 2.2 and 2.3 in order to improve to 100% proficiency

**Achievement Objective / Benchmark (median scores or assessment nomenclature):**

Standard	Objective	PASS	Current %	@ least half will score <u>   </u>	Years as Issue
Comprehension 16 / 27%	Inferences and Interpretations 4 questions	2.2	75%	100%	
	Summary and Generalizations 4 questions	2.3	75%	100%	

**Interventions / Strategies:**

"The following research-based strategies have been chosen specifically to meet the needs of students of each gender and race as well as those who are Special Needs or economically challenged. Female students benefit from verbal interaction, descriptive narration, and expressing emotional connections/ experiences to the information. Male students benefit from simple, analytic explanation, kinesthetic movement, and visual images to aid in retention of information. According to Ruby Payne, economically challenged students, need to know the "why" and "how" of a topic, before they can learn it. With those needs in mind, the following interventions/strategies have been chosen:"

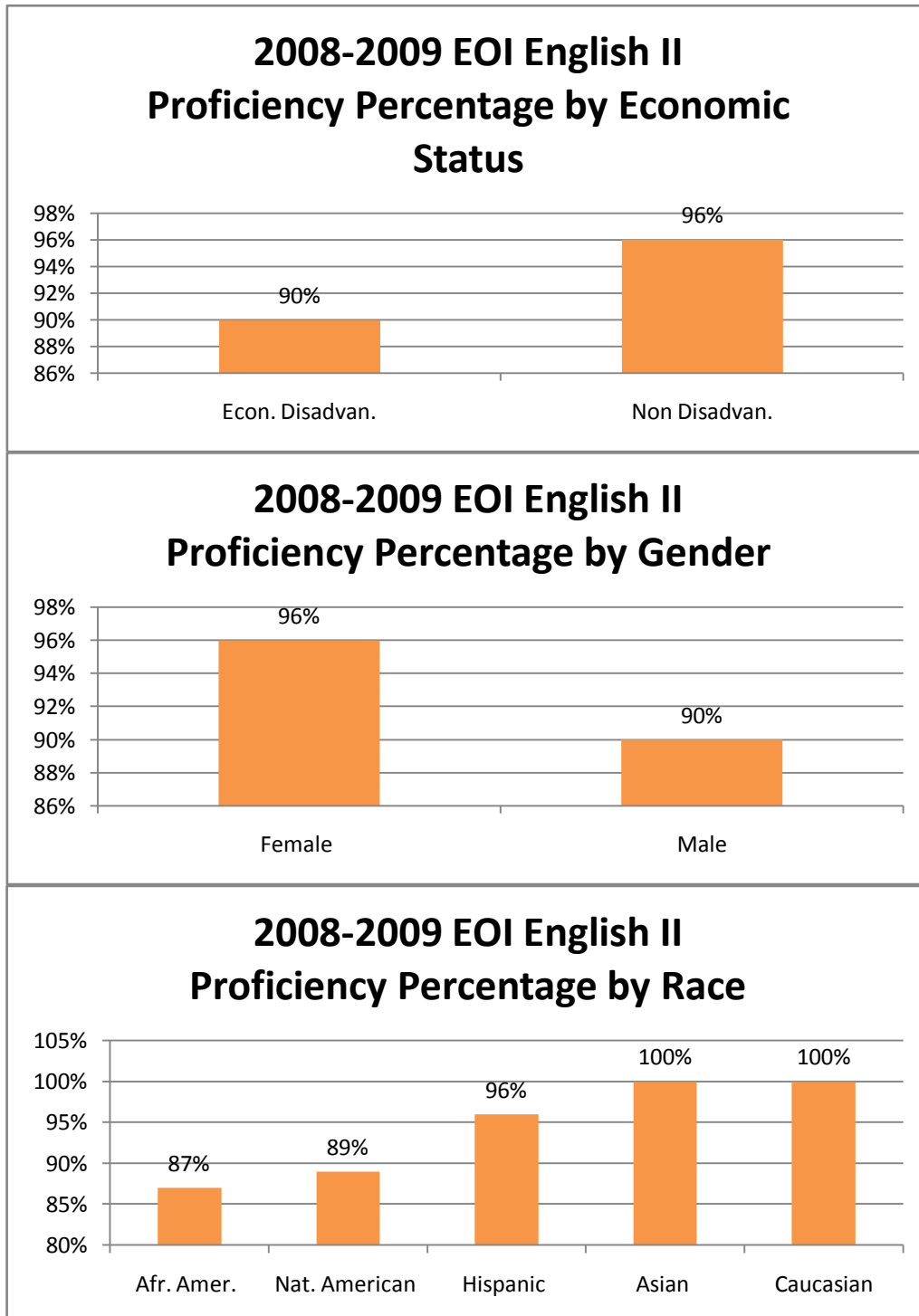
- Teachers will increase the number of inferences, interpretations and generalizations components on self made assessments.
- Practicing of these skills will include classroom discussion, small group and individual analysis of written works
- Higher level of order thinking skills will be accomplished through the Marzano strategies
- Continue to implement the BAV per subject area particularly focusing on abstract vocabulary
- Selection of works will include both historic and contemporary.
- Utilization of the IBMYP Approaches to Learning will reinforce critical abstract thinking across the curriculum
- Pre AP and AP training in subject area develop close reading skills and best practices of the Advanced Placement Professional Development Program

**Instructional Technology Integrated Strategies**

- Sample questions are taken from a quiz bank including EOI, ACT, PSAT, SAT
- Teachers continue to utilize AP Instructional Planning Reports on line
- Students are encouraged to utilize multi media for project completion

- Students are required to utilize a broad range of resources to support reading comprehension and composition at the research level.
- Students have access to E2020 for academic assistance

Procedural specificity will be detailed in individual teacher lesson plans.



Grade / Instructional Focus: English III

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** To address standard 1.0 to meet 83% proficiency and 2.3 in order to meet 80% proficiency

**Achievement Objective / Benchmark** (median scores or assessment nomenclature):

Standard	Objective	PASS	Current %	@ least half will score ___	Years as Issue
Vocabulary 6 / 10%	na ... as Standard	1.0	67%	83%	
Comprehension 17 / 27%	Summary and Generalizations 5 questions	2.3	60%	80%	

Interventions / Strategies:

"The following research-based strategies have been chosen specifically to meet the needs of students of each gender and race as well as those who are Special Needs or economically challenged. Female students benefit from verbal interaction, descriptive narration, and expressing emotional connections/ experiences to the information. Male students benefit from simple, analytic explanation, kinesthetic movement, and visual images to aid in retention of information. According to Ruby Payne, economically challenged students, need to know the "why" and "how" of a topic, before they can learn it. With those needs in mind, the following interventions/strategies have been chosen:"

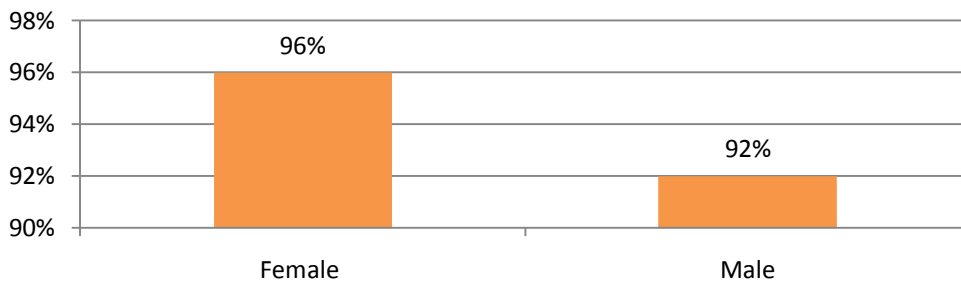
- Utilization of Thinking Maps in order to provide visually cues to enhance vocabulary learning
- Increase exposure and utilization to abstract nouns to provide students with the vocabulary needed to support generalization
- Seek and take advantage of all cross curricular opportunities. Reinforcement of learning material in a different subject area benefits all students.
- Practicing of these skills will include classroom discussion, small group and individual analysis of written works
- Higher level of order thinking skills will be accomplished through the Marzano strategies
- Continue to implement the BAV per subject area particularly focusing on abstract vocabulary
- Selection of works will include both historic and contemporary.
- Utilization of the IBMYP Approaches to Learning will reinforce critical abstract thinking across the curriculum
- Pre AP and AP training in subject area develop close reading skills and best practices of the Advanced Placement Professional Development Program

### Instructional Technology Integrated Strategies

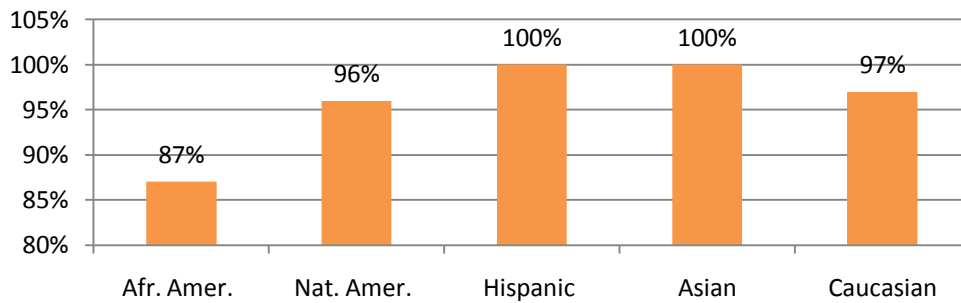
- Sample questions are taken from a quiz bank including EOI, ACT, PSAT, SAT
- Teachers continue to utilize AP Instructional Planning Reports on line
- Students are encouraged to utilize multi media for project completion
- Students are required to utilize a broad range of resources to support reading comprehension and composition at the research level.
- Students have access to E2020 for academic assistance

Procedural specificity will be detailed in individual teacher lesson plans.

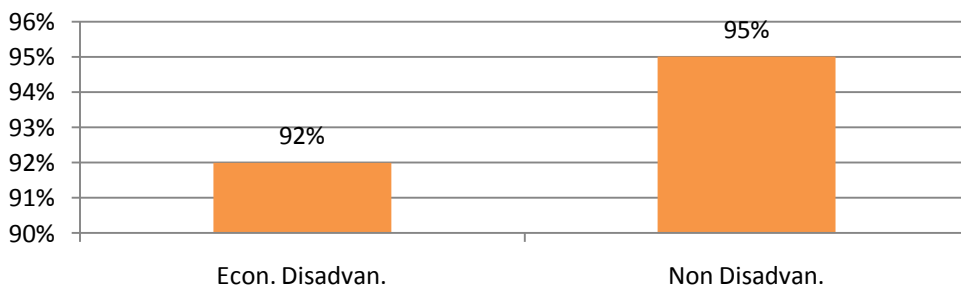
### 2008-2009 EOI English III Proficiency Percentage by Gender



### 2008-2009 EOI English III Proficiency Percentage by Race



### 2008-2009 EOI English III Proficiency Percentage by Economic Status



Grade / Instructional Focus: US History

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** Increase comprehension from and writing from standard 5.0

**Achievement Objective / Benchmark** (median scores or assessment nomenclature):

Standard	Objective	PASS	Current %	@ least half will score ___	Years as Issue
Imperialism and Isolationism 6 / 10%	na ... as Standard	5.0	50%	67%	

Interventions / Strategies:

"The following research-based strategies have been chosen specifically to meet the needs of students of each gender and race as well as those who are Special Needs or economically challenged. Female students benefit from verbal interaction, descriptive narration, and expressing emotional connections/ experiences to the information. Male students benefit from simple, analytic explanation, kinesthetic movement, and visual images to aid in retention of information. According to Ruby Payne, economically challenged students, need to know the "why" and "how" of a topic, before they can learn it. With those needs in mind, the following interventions/strategies have been chosen:"

- AP training in subject area develop close reading skills and best practices of the Advanced Placement Professional Development Program
- Continue to work closely with the English Department on consistent writing standards and rubrics for assessments
- Utilization of the IBMYP Approaches to Learning will reinforce critical abstract thinking across the curriculum
- Continue to utilize Thinking Maps to aid students in their memorization and sequencing of events
- Work with the media specialist for instructional opportunities for students
- Work with new subject specific media specialist regarding professional development opportunities
- Continue to implement the BAV per subject area particularly focusing on vocabulary

Instructional Technology Integrated Strategies

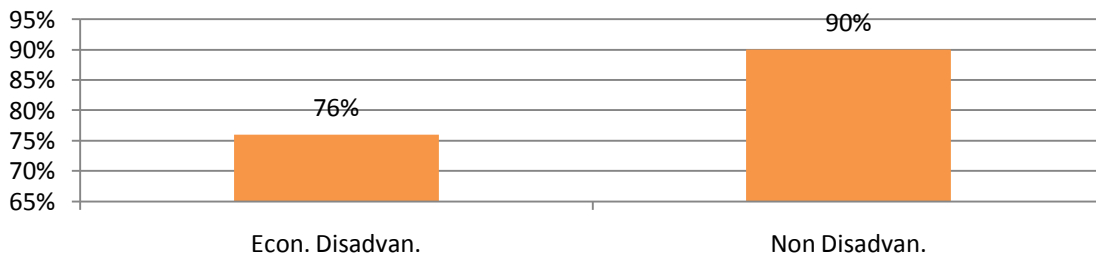
- Teachers continue to utilize AP Instructional Planning Reports on line
- Students are encouraged to utilize multi media for project completion
- Students are required to utilize a broad range of resources to support reading

comprehension and composition

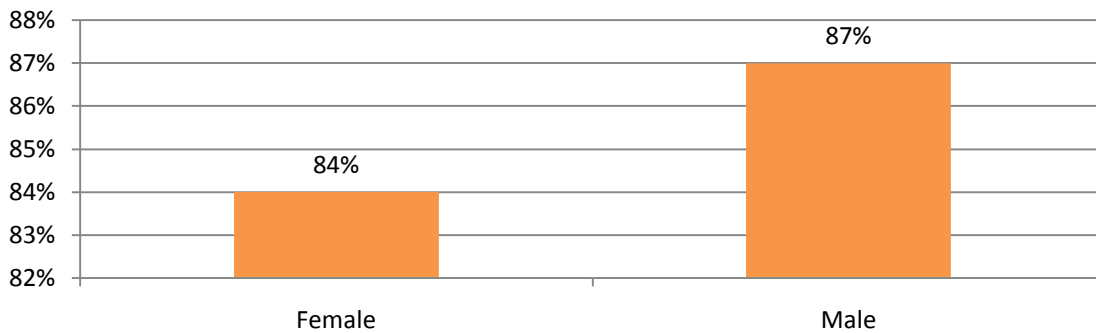
- Students have access to E2020 for academic assistance
- Continue to participate with on line test taking strategies and sample questions

Procedural specificity will be detailed in individual teacher lesson plans.

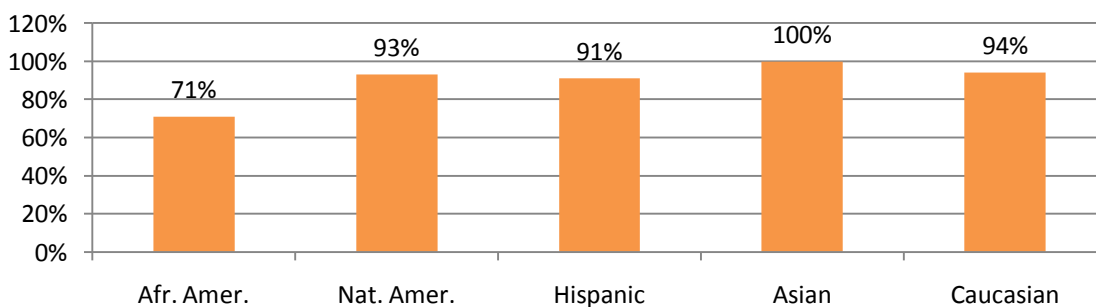
### 2008-2009 EOI US History Proficiency Percentage by Economic Status



### 2008-2009 EOI US History Proficiency Percentage by Gender



### 2008-2009 EOI US History Proficiency Percentage by Race



Grade / Instructional Focus: Biology

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** Students become stronger in all 5.0 standards

**Achievement Objective / Benchmark** (median scores or assessment nomenclature):

Standard	Objective	PASS	Current %	@ least half will score ___	Years as Issue
Matter/Energy Organization in Living Systems 9 / 16%	na... as Standard	5.0	67%	78% or higher 80%	
	Complexity and organization used for survival 5 questions	5.1	60 %		
	Matter and energy flow in living and non systems 4 questions	5.2	75%	100%	

Interventions / Strategies:

<p>"The following research-based strategies have been chosen specifically to meet the needs of students of each gender and race as well as those who are Special Needs or economically challenged. Female students benefit from verbal interaction, descriptive narration, and expressing emotional connections/ experiences to the information. Male students benefit from simple, analytic explanation, kinesthetic movement, and visual images to aid in retention of information. According to Ruby Payne, economically challenged students, need to know the "why" and "how" of a topic, before they can learn it. With those needs in mind, the following interventions/strategies have been chosen:"</p> <ul style="list-style-type: none"> <li>• Modeling of differentiated strategies</li> <li>• Kinesthetic and Role Playing</li> <li>• Opportunities for differentiated visual interpretation</li> <li>• Laboratory experiences that include formative and summative strategies</li> <li>• Cross curricular opportunities to reinforce newly learned material</li> <li>• Research based multi-media projects</li> <li>• Thinking Maps and BAV</li> <li>• Repetition and building on previously learned material to insure a solid knowledge base and sequential ordering</li> <li>• Relevant and applicable examples incorporated</li> </ul>
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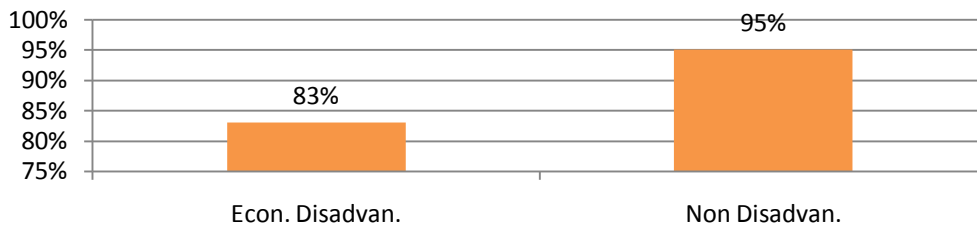
- Participate in ACT's America's Choice in science

Instructional Technology Integrated Strategies

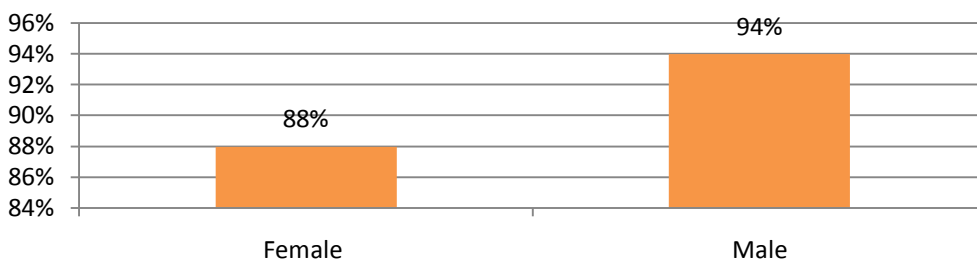
- Practice tests on line
- Multi-media virtual laboratory experiments
- Smart Boards
- Researching techniques including blog, tweets, audacity, multi media (See *The Educated Child*)
- 

Procedural specificity will be detailed in individual teacher lesson plans.

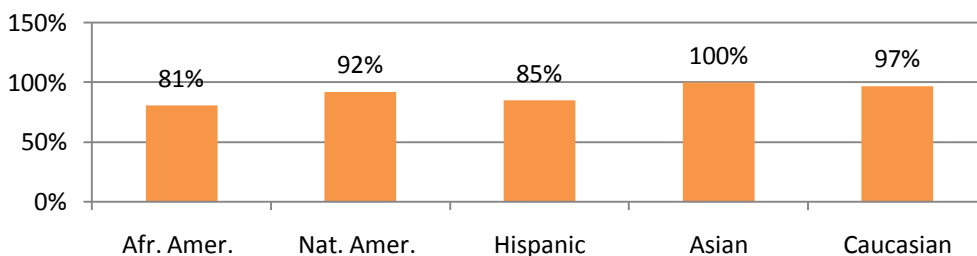
**2008-2009 EOI Biology  
Proficiency Percentage by Economic  
Status**



**2008-2009 EOI Biology  
Proficiency Percentage by Gender**



**2008-2009 EOI Biology  
Proficiency Percentage by Race**





## College Readiness

**Grade / Focus:** College Readiness

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** Increase Exposure to College Testing

Objective / Benchmark:

To increase exposure of our students to college testing.

Interventions / Strategies:

- Test all 10<sup>th</sup> grade students with the PLAN test, a test directly related to the ACT college entrance test
- Test all 10<sup>th</sup> grade students with the PSAT test, a test directly related to the SAT college entrance test
- Track potential National Merit scholarship recipients through sophomore year tests scores and target them for testing in fall of junior year
- Kaplan college test prep offered for ACT and SAT to students in spring and fall to all students for a nominal fee with free and reduced lunch students getting a waiver for the cost
- Test prep sessions for math and English for the PSAT given during activity period
- PSAT strategies seminar provided after school
- Provide websites for students for practice ACT and SAT
- Provide sample tests for ACT, SAT, SAT II's, and PSAT to students
- Teachers in math and English periodically provide sample ACT, SAT, PLAN, and PSAT questions in class
- Encourage qualifying students to use fee waivers for ACT and SAT

Instructional Technology Integrated Strategies

School's Media Center through Sharp School has an elaborate testing resources tab for student use

## College Readiness

**Grade / Focus:** College Readiness

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** 100% Student Readiness for Post Secondary Opportunities

Objective / Benchmark:

Ready 100 percent of our students by the end of their four years in high school for college

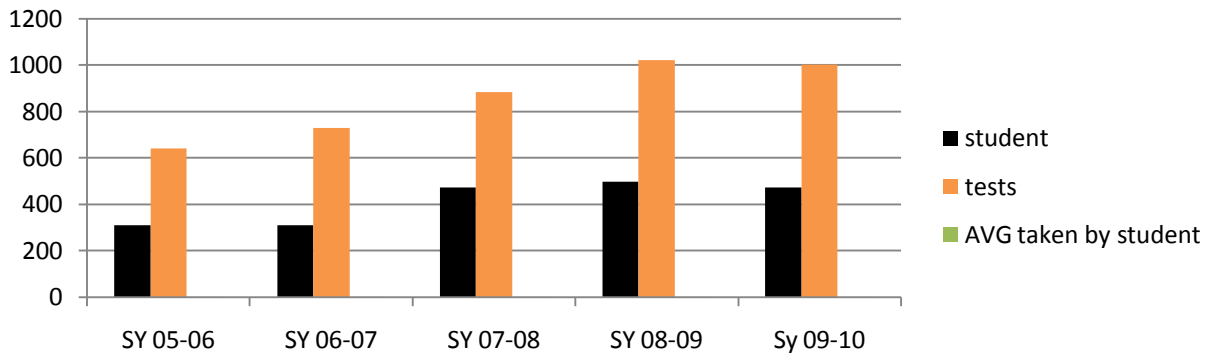
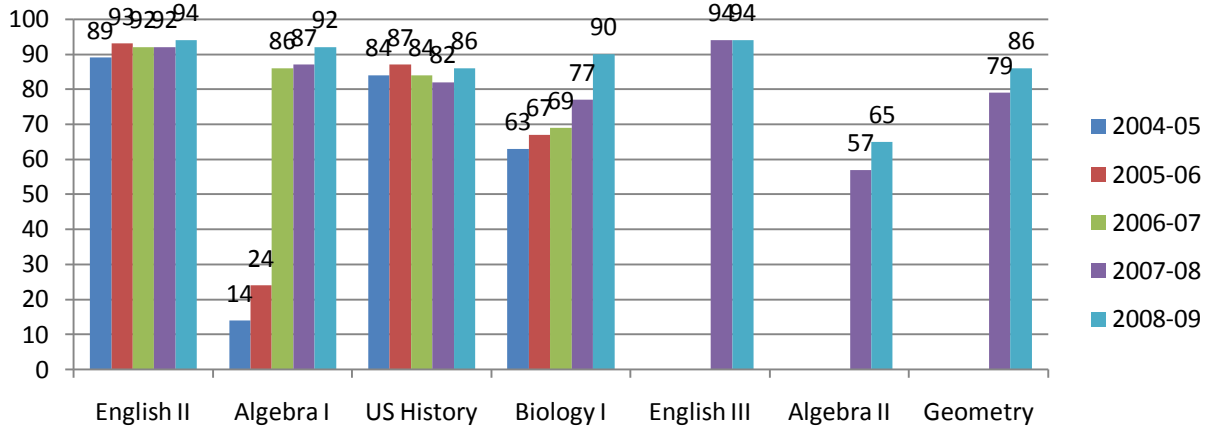
Interventions / Strategies:

- Students enroll in classes following college preparatory curriculum
- Concurrent enrollment at local colleges encouraged during the junior and senior year
- A yearly updated Senior Handbook provided for each senior as a resource for the college search process
- Extended preparation for college beyond TPS college preparatory curriculum encouraged by emphasizing at least four credits of math, social studies, and science, along with three or more years of foreign language for each student
- Provide students in their junior and senior year access to in state and out of state college representatives at the school
- Periodic senior forums held to update seniors on college process
- Private information session option with students to discuss post graduation options and gain information for student recommendation letters
- Provide Road Map to College Night in fall to jump start students into the college decisions process
- Private conferences on demand to talk with parents and their student regarding the college process
- Qualified students encouraged to take Advanced Placement and International Baccalaureate Programme classes for potential college credit through parent information sessions and contact with teachers and counselors.

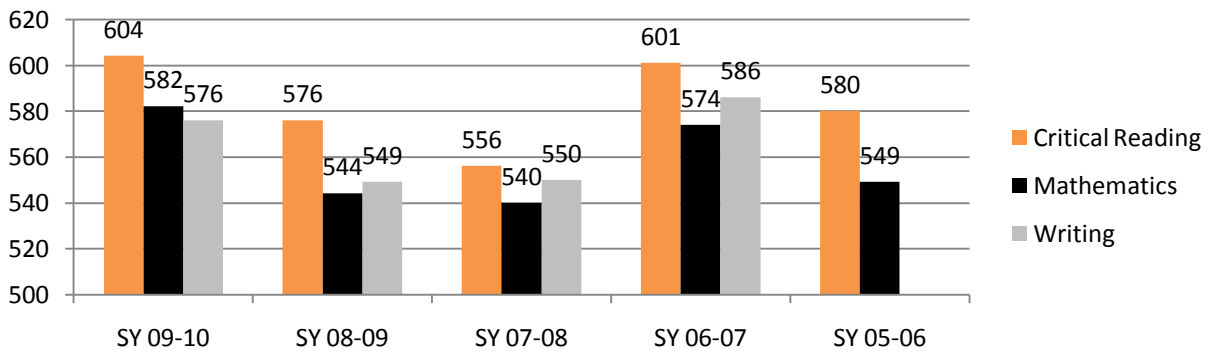
Instructional Technology Integrated Strategies

- School's Media Center through Sharp School has an elaborate testing resources tab for student use.

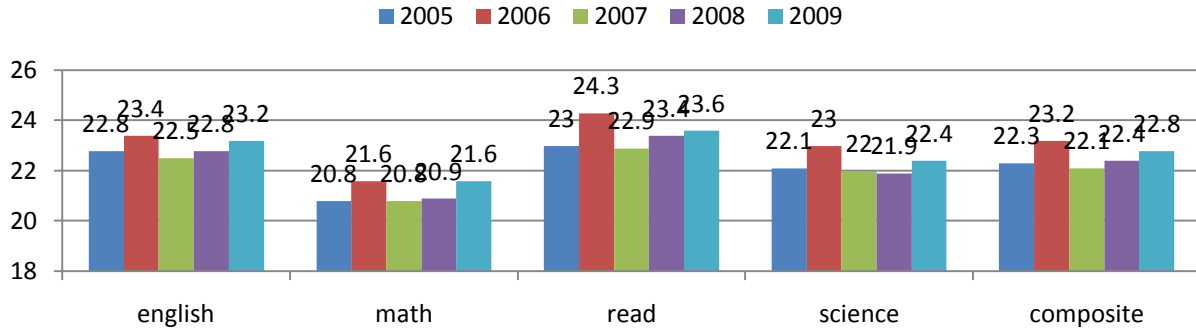
### 6-year EOI Percent Proficient



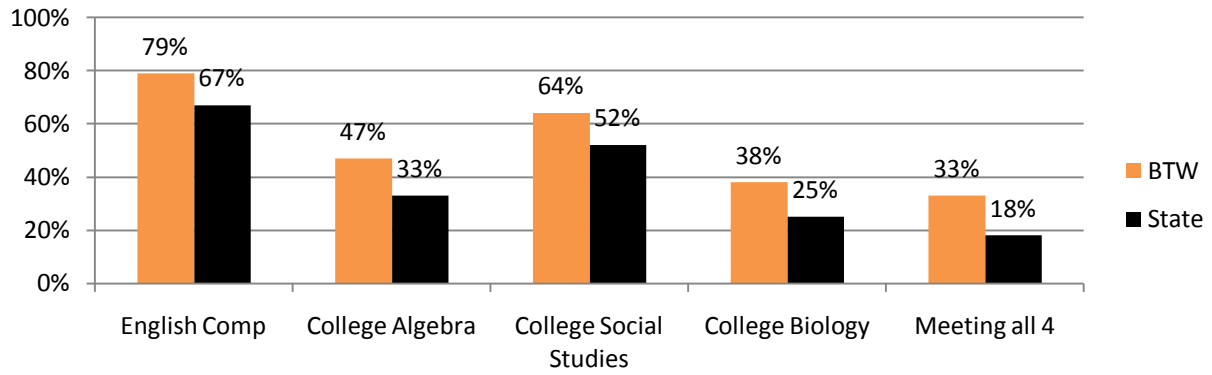
### 5-year SAT Data



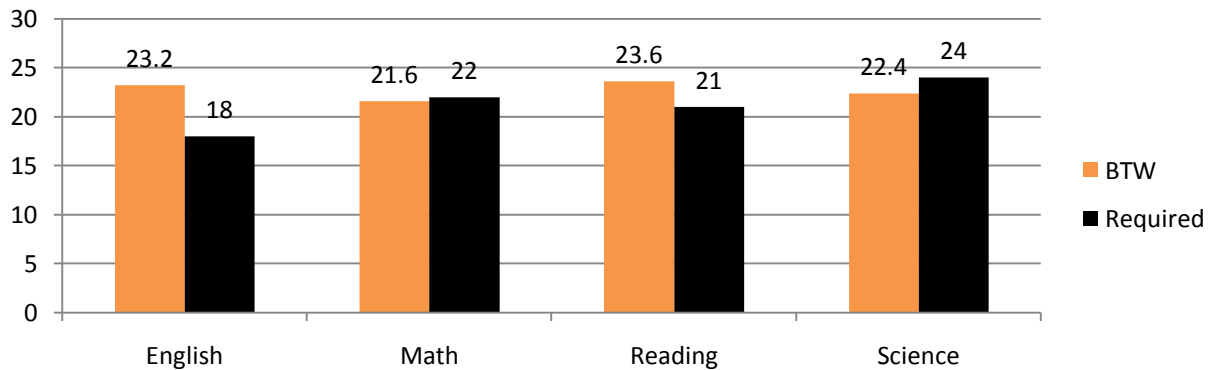
### 5-year BTW ACT Scores

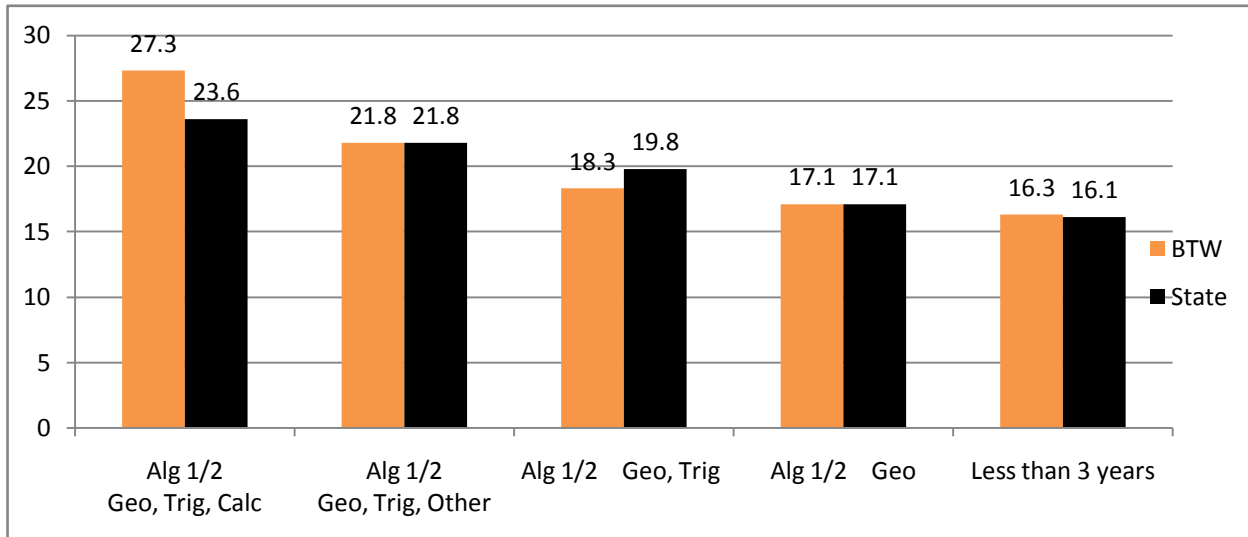


### ACT - Students Ready for College Level Coursework

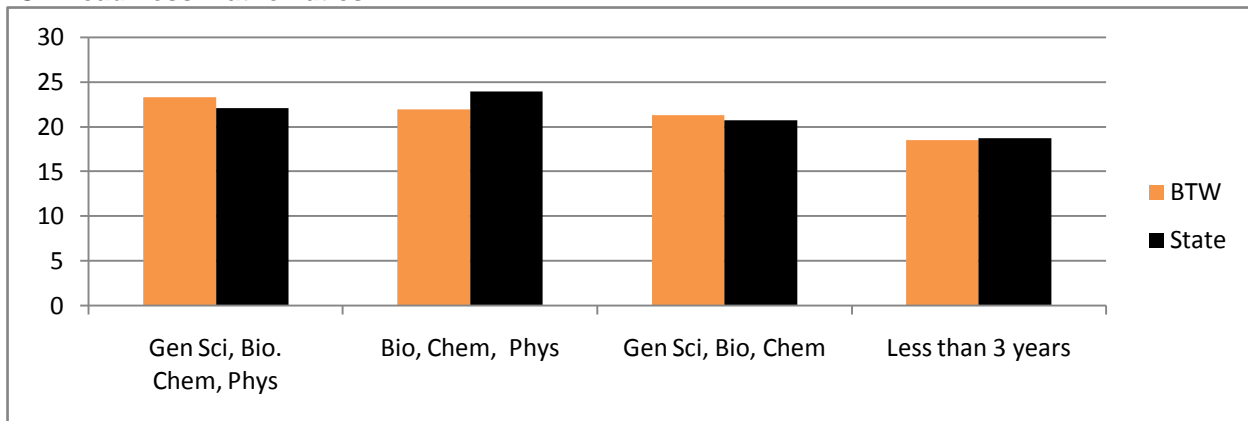


### ACT College Readiness Standards





**ACT Readiness mathematics 1**



**ACT Readiness science 1**

Grade / Focus: Graduation

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

Goal:

Continue to implement all necessary strategies to graduate 100% of students

Objective / Benchmark:

- The counseling department will implement all necessary strategies and sustain ones that have been effective to graduate all students within their four year high school career.

Interventions / Strategies:

- Continue to monitor 4-year plan
- Continue to monitor academic success and involve all relevant parties
- Utilize resources available to make certain that we are communicating effectively with the Hispanic population
- Continue to apprise students and parents through informational forums
- Continue to communicate in various means to make certain that all involved are apprised of events occurring at school and opportunities
- Disaggregate data and review all forms of formal assessment to ensure that students are enrolled in the most challenging and rigorous curriculum
- Students are encouraged to participate in test preparation workshops in order to achieve the most competitive college testing admission score possible
- Continue to show relevance and comprehensive preparation for any post secondary opportunity
- Continue to share strong communicative bonds with students via counselors and advisor teachers

## **Attendance / Climate and Behavior**

### **Assessments:**

#### **Daily/ Weekly:**

- Daily phone calls go to parents for those students that are not present in class
- Referrals are addressed within 24 hours
- Power School alerts to the Dean for students that have missed five consecutive days
- Discipline logs are reviewed as needed from the Power School system
- Observations in large group settings and during the passing period

#### **Periodically:**

- Review of statistical data
- Communicate with stakeholders regarding concerns

#### **Annually:**

- Review of statistical data
- Communicate with stakeholders regarding concerns
- Continually update students handbooks and apprise teachers of new policies and procedures.

### **Professional Development:**

- Required Dean and Assistant Principals Meetings in regards to Behavioral Response Plan
- Power School Training in order to effectively operate the new system
- Stop Hate in the Hallways conference on bullying and harassment
- Gangs 101
- Faison and Faison, diversity training
- Team Building, B.J. Penick

## **Parental Participation**

### **Parenting –**

- Parents are communicated with on a regular basis regarding student behavior via phone calls, e-mails, school connects, informational forums, and continuous improvement meetings

### **Communicating –**

- School connects, Hornet Buzz Newsletter, Conferences, e-mails, Yahoo Push Pages, and informational meetings

### **Volunteering –**

- Parents chaperones for large group activities

### **Learning at Home –**

- Students and parents are encouraged to read and understand the Behavioral Response Plan and Student Handbook

### **Decision-Making –**

- Parents provide additional and necessary information needed for improvement in the areas of attendance and student behavior
- Parents are involved on continuous improvement meetings regarding discipline and attendance

### **Collaborating with the Community –**

- Informational forums are conducted and outside community resources are utilized

- Emergency numbers and attendance policy bookmarks are distributed to the school and community as a whole
- Behavioral Response Plan and Student Handbook are available on our home page

Grade / Focus: Attendance

**Goal:** Improve Student Attendance and Decrease Student Tardies

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

Objective / Benchmark:

The goal for continued student attendance is that 93.5% of the students will be present daily and to reduce student tardiness to less than 25 incidences per day.

BTW had an average of 36 students who are tardy each day compared to 100 from the previous academic year. Tardiness creates a loss of instructional time and causes multiple interruptions and distractions during instruction. The overall attendance rate is strong, but must be monitored to keep it at its present satisfactory level.

Interventions / Strategies:

- The staff at Booker T. Washington utilizes ongoing assessment procedures to implement the following assessment tools, interventions, and strategies.
- Daily attendance Reports
- Absentee phone calls
- Progress reports every six weeks to document absences
- Truancy referrals
- Tardy referrals
- Notification letters to parents
- Interventions and counseling by Guidance Counselors and Dean of Students

Instructional Technology Integrated Strategies

- Implementation of Sharp School and Power School computer system to monitor student progress and records. Continued training of teachers and staff to provide prompt, accurate records of attendance and tardiness.

**Grade / Focus:** Climate and Behavior

**Groups:**  Regular;  IEP;  ELL;  Econ. Disadvantaged;  Race;  Gender

**Goal:** Due to the high quality of academic instruction that our student's desire and work towards obtaining, our academic institutions experience with classroom behavioral management situations are minimal. This allows our educational professionals and instructional leaders to work on advanced and applicable instructional strategies that are relevant, rigorous and applicable to students learning in our global workplace. A classroom free of disruptions is paramount to creating an environment conducive to learning. While our teachers use a variety of strategies for effective classroom management, some student behavior necessitates intervention from school administration. Non compliance with classroom and school policies regarding behavior prevents both the disruptive student and other students from getting an education.

**Objective / Benchmark:**

- Standard Operating Procedures – A review of policies and procedures indicated that some were not clearly defined such as field trip procedures, announcements, funding sources etc. thus creating confusion. Students were counted absent that were not absent and not marked tardy when tardy. Attention to deadlines, policies and procedures was needed.
- Communication – Effective and efficient means of communication within the organization. Examples include intercom announcements, calendar usage, emails, and department chair communications.
- Respect and School Pride – Concern for the upkeep of the building and maintaining a positive school climate prompted the inclusion of this work area.

**Interventions / Strategies:**

- Standard Operating Procedures – The BTW Faculty Handbook has been improved and is delivered to all faculty at the beginning of each school year. Students and Faculty receive copies of The BTW Parent/Student Handbook and the TPS Behavioral Response Plan which addresses standard operating procedures.
- The District has provided Power School, to handle attendance, grades and other record keeping. Teachers attended In-Service Training in how to use the new program to its best advantage. On-Site tech people provide additional support as needed.
- Communication – The Daily Bulletin is provided to be read to students first period each day. A complete School Year Calendar was developed at the beginning of the year and is updated weekly.

- Respect and School Pride – Numerous assemblies and recognition of BTW High School and individual student accomplishments is provided via the Daily Bulletin, School Press Releases, and the PTSA Newsletter.

#### Instructional Technology Integrated Strategies

- The District has provided a new computer program, Power School, to handle attendance, grades and other record keeping.
- The BTW Faculty Handbook is provided in a CD for teachers to load into their computer for quick reference and printing of necessary forms.
- The BTW Daily Bulletin is provided via Power School for the teachers to read to their students daily and refer to as needed.
- The BTW School Calendar is provided to Students and Faculty via the school web site and Outlook Express.