

Sarasota County Schools

Booker Middle School



2015-16 School Improvement Plan

Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	30
Appendix 1: Implementation Timeline	100
Appendix 2: Professional Development and Technical Assistance Outlines	107
Professional Development Opportunities	108
Technical Assistance Items	115
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Booker Middle School will achieve learning gains by engaging all students in a vigorous, literacy infused, technology based, arts integrated, and character-based curriculum. Booker Middle School will strive to cultivate partnerships between our community, parents, and students that will support the mission of creating life-long learners.

Provide the school's vision statement

The vision of Booker Middle School is to empower all students to succeed to their highest potential academically, socially, and emotionally in a safe, supportive learning environment. Our overall goal is to produce life-long learners who are College and Career Ready, make responsible choices and work productively both independently and as a team.

School Environment

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

Booker Middle School is dedicated to fostering an environment that allows us to understand our students' cultures, while also building relationships. These connections begin with our sincere, deliberate commitment to the belief that all students can meet high academic standards, and that we have the ability and the responsibility to help every child reach that potential. Each year, Booker Middle School engages in a developmental process of reexamining school practices, policies, and attitudes. We actively engage students in cultural activities that continue to build and foster relationships. They include: Parent University Workshops, Report Card Nights, Literacy Night, Science Fair Night, History Fair Night, Math Matters Night, VPA Performances, Parent Conferences, Community Service Projects, Club and Activities, Black History Month, Hispanic Heritage Month and many staff-student Teambuilding Days (Unity Days, Embracing Our Differences Activities, etc.). Students are assigned to teams and are active participants in our College For Every Student (CFES) Program and Project SUCCESS Program. Once a month, teachers and students explore CFES activities, which includes mentoring for college and career readiness tools and strategies. Booker Middle School teachers also set the tone for all students during the first 20 days of school, by building positive teacher/student interaction. Teachers are strongly encouraged to attend all student activities and events, thus building and promoting positive relationships among all stakeholders.

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

Safety and Security is a number one priority at Booker Middle School. Therefore, all stakeholders work collaboratively to ensure that we create an environment where students feel safe and respected before, during and after school. Through the Booker Middle School PBS system, the focus is on teaching and re-teaching behavior as opposed to punishment. Dismissal procedures are organized in a secure, structured manner. Students are released via designated areas, including parent pick-up or bus loop. All positive behavior expectations are reviewed on the morning news, used in the classroom and posted throughout the campus. Booker Middle School Guidance Counselors also engage students in a differentiated system of school counseling services. Booker Middle School staff are expected to reinforce the PBS expectations for positive interactions, while creating the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. School-

wide behavior data is analyzed on a monthly basis, in an effort to determine where strategies for improvement are necessary. Booker Middle also facilitates quarterly student assemblies to reinforce expectations for all students. Teachers greet students at their classroom door, welcoming students to school and creating an atmosphere of respect. There is a selected crisis-response team to respond to any and all emergencies. Drills are reviewed and practiced in accordance with district policy and procedures.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each Year, Booker Middle School facilitates a universal behavior workshop during the first week of school. This workshop helps to ensure that students are aware of school-wide behavior expectations. Additionally, teachers are trained in classroom management strategies. The Booker Middle School (Time to Teach) model allows for a fair and consistent process and is designed to maximize student time on task. Prior to submitting referrals, teachers are expected to follow the school-wide behavior management plan, which includes a comprehensive due process system (student intervention report). The process allows teachers to re-teach appropriate behaviors as necessary while also utilizing support staff. Booker Middle School maintains a very successful school-wide recognition program. This recognition program is designed to recognize both students and teachers who contribute to maintaining a quality learning culture. Students that do not respond positively will be allowed to express themselves in restorative practices.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School-Wide Support Team (SWST) meets weekly to discuss at-risk students. This process typically involves students who are considered at-risk due to attendance, academics and/or behavior. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. Students requiring tier II and tier III behavioral interventions are provided with weekly social-emotional development strategies. Communication with the family occurs throughout the process. All students are assigned to a College For Every Student (CFES) teacher who is available for the student when they are in need of positive adult interaction throughout the school year. Booker Middle provides an array of support services to ensure that the social-emotional needs of our students are met. These include the following programs: SATOSS/ADAPT, Forty Carrots, Take Stock in Children, YMCA, Big Brothers/Big Sisters, SAVE Grant, etc. Each year, the Booker Middle Guidance Department develops and implements a comprehensive school counseling program dedicated to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions to remove the barriers to success (Evidence-Based Intervention), and (3) Evaluate the interventions implemented to ensure student success.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Booker Middle School meets weekly with its school-wide leadership team to review the data and/or reports used to identify students who have attendance, behavioral or academic concerns. The Academic Interventionist, Behavior Specialist and other support staff, work collaboratively to ensure that an Academic Intervention Plan is developed and implemented to meet the needs of all at-risk students. The School-Wide Support Team (SWST) meets weekly to problem solve regarding the

early warning signs. Interventions are developed to address concerns related to academics, behavior concerns, and attendance. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. The student intervention report ensures parent communication throughout the process. School counselors provide academically at-risk students with advisement.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	2	2	6
One or more suspensions	9	5	5	19
Course failure in ELA or Math	5	1	1	7
Level 1 on statewide assessment	57	92	126	275
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	8	10	28

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

All Booker Middle School staff members have been trained in the MTSS process. Grade level/content PLC's meet weekly to discuss student performance data. Data chats are held every 4-6 weeks to review student performance and identify trends. Interventions are created at SWST meetings to best meet the needs of students. Progress and results are reviewed regularly and interventions are modified as needed. The Leadership Team also meets weekly to problem solve and address areas of need. PLC members work collaboratively to develop tier II and tier III strategies to close the achievement gap. In addition, intervention strategies are employed by Booker Middle School teachers to improve academic performance of students identified by the early warning system also include the following: SRA, Spring Board Curriculum, small group instruction, I-Ready, I-XL, agency and community outreach, effective counseling services, and partnerships with local organizations to meet student needs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53382>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Booker Middle School works in partnership with various community stakeholders and strives to meet the needs of parents and students. These partnerships are maintained by cohesively working together to build a learning culture that involves all stakeholders. Booker Middle's community partners are invited to attend all events and provide resources for parents and students. This process is designed to strengthen and build strong relationships. Community partners are encouraged to participate on all school committees and to become actively engaged in the learning community. Booker Middle School supports businesses through various forms of advertisements, such as: advertising banners that are located on campus and inside the school cafeteria, advertisement on our website and/or yearbook, names listed in our monthly newsletters, electronic marquee, name and logo on the back of t-shirts. Businesses support our students through monetary donations or business certificates used to support PBS celebrations, Renaissance, Principal Awards and other miscellaneous celebrations. Selected business partners have also participated as volunteers at schoolwide events and volunteer projects. SunCoast United Way, All Faiths Food Bank, Rotary Club of Sarasota, Parent-Teacher-Student Association and the JFCS. We currently have more than 50 local businesses and non-profit agencies working collaboratively to meet the needs of BMS students and families. In addition, we have numerous volunteers who work collaboratively with teachers in the learning environment to increase student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Frost, LaShawn	Principal
Dorn, Brian	Assistant Principal
Jenkins, Derek	Assistant Principal
Clark, Tracey	Guidance Counselor
Thomas, Cheryl	Guidance Counselor
Lowrey, Cindy	Teacher, ESE
Weger, Al	Other
Evans, Sherika	Instructional Coach
Schmidt, Mary	Teacher, ESE

Duties

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

Identify the school-based MTSS leadership team: The School Wide Support Team is comprised of a member of the Administrative staff, school counselors, ESE Liaisons, School Social Worker, School

Psychologist, truancy worker, Academic Intervention Teacher, Behavior Intervention Teacher, General and Special Education Teachers.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities such as co-teaching.

School Counselor: Facilitate the MTSS process; disseminate student MTSS files from year to year to teachers currently involved in the MTSS process; collects and keeps MTSS files of students; maintains documentation log of all students involved in the MTSS process; takes notes for intervention team during meetings for student folder; obtains parent permission for screenings, and provide Tier II interventions for behavior. Reading Instructional Specialist: planning; supports Provides guidance on k-12 reading plan; facilitates and support data collection activities; assist in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Academic Inter

ESE Liaison: Provides guidance related to special needs support and strategies. Assures access to needed interventions, while helping to identify children with disabilities. Assist with providing data about how a child responds to scientifically-based intervention as part of the comprehensive evaluation required for identification of any disability.

School Psychologist: Conducts needs assessments to identify potential obstacles, concerns, and initial training needs. Designs evidence-based models that best fit the school's needs and resources. Plans for and conducts necessary staff training for implementation (e.g., training in evidence-based instructional interventions, evaluating student progress). Develops school norms for academic achievement (e.g., curriculum-based measures and other measures of student progress) and monitoring the reliability and validity of these norms over time. Oversees district level implementation and ongoing evaluation. Engages in ongoing communication and consultation with administration, school board, teachers, and parents. Identifies systemic patterns of student need (e.g., persistent difficulties among kindergarten and first grade students in basic phonics skills) and working with district personnel to identify appropriate, evidence-based intervention strategies.

School Social Worker: Maintains accurate data that are relevant to planning, management, and evaluation of school social work service. Conducts assessments that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern. Incorporates assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences. Works collaboratively to mobilize the resources of local education agencies (LEA) and communities to meet the needs of students and families.

Truancy Worker: Addresses truancy concerns and works collaboratively with families to ensure student success. Provides support to school personnel as needed to address attendance issues. Provides training to school personnel as needed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based MTSS Leadership team is comprised of general education personnel that facilitate MTSS as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. This team of educators was chosen as a member of the MTSS Leadership Team due to Booker Middle's desire to implement a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented

interventions. The team also assists the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program. The team meets once a week to provide support to ALL students who are experiencing difficulties that may prevent them from achieving success to the best of their ability. The team engages in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Title I, Part A: Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs. Supplemental Educational Services are also provided for free tutoring to those who qualify.

Title I, Part C- Migrant: The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ESOL Liaison coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D: The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II: Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. The district has opted not to assign Title I schools.

Title III: Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless: Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring. We partner with the YMCA to provide support for our homeless youth.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs: Programs such as Second Step and Community of Caring support prevention of substance abuse and violence in around the school as well as promote character education. Law enforcement and Juvenile Justice are also program components. These programs foster a safe, drug-free learning environment that supports student achievement. The district also provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
LaShawn	Principal
Riley Coleman	Student
Kay Daniels	Teacher
Stephanie Lee	Teacher
LaShawn Frost	Principal
Jennifer Fretz	Business/Community
Alexis Fretz	Student
Cindy Kennnedy	Business/Community
Gene Wilson	Business/Community
Isaac Pinkney	Business/Community
Gwen Atkins	Business/Community
Michael Sperow	Teacher
Debra Alvis-Greenwald	Education Support Employee
Thomas Muecke	Business/Community
Kathyrn Coleman	Parent

Duties

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

Evaluation of last year's school improvement plan

Last year's School Improvement Plan was presented by the Principal, LaShawn Frost on November 10, 2015 to the entire School Advisory Council membership. The 2015-2016 SAC committee participated in the development of the SIP. The committee also reviewed the school-wide data and provided input regarding the academic needs of the school. The plan was presented in hard copy and also as a visual on the ActivPanel. The plan was shared and was brought to the floor for discussion. The committee agreed that we should develop additional ways to include all stakeholders in the teaching and learning process. After a collaborative discussion with all members, the plan was unanimously approved. The goals of the SIP Plan will be reviewed throughout the year, allowing the committee to effectively evaluate the written goals of the 2015-2016 SIP Plan.

Development of this school improvement plan

SAC members of Booker Middle School are requested by email and written communication for input. SAC members were asked specific questions regarding improved academics and improvements for parent and community involvement. The completed SIP is reviewed with all members at the designated SAC meeting scheduled for November 10, 2015. The SAC committee reviewed the school-wide data and provided input regarding the academic needs of the school. SAC approves the plan with a motion. This process will allow the SAC committee to provide ongoing feedback to support the Booker Middle School SIP Plan throughout the 2015-2016 school year.

Preparation of the school's annual budget and plan

The Principal of Booker Middle School received a District prepared budget with allotted positions. The Principal reviewed and identified each teacher and other staff for each position. The Principal received input from the

Assistant Principals. Once the budget was prepared, the Principal reviewed the budget with all members of the Leadership Team, Shared Decision-Making Team and the School Advisory Council in April of 2015. The budget was approved by all committees. The committee worked in collaboration with the school leadership team to provide feedback regarding the school's annual budget. Upon the completion of the budgetary decisions, the SAC committee voted on the final budget as written. The committee will continue to be a critical part of budgeting and planning for Booker Middle School.

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

Teacher Professional Development: \$2,000.00

VPA Program Activities: \$1,000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Frost, LaShawn	Principal
Dorn, Brian	Assistant Principal
Schaffer, Grace	Other
Clay, Kim	Other
Evans, Sherika	Instructional Coach
Lowrey, Cindy	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will contribute to increase student achievement and create a culture of literacy learners. The committee will ensure that the focus, goals, and initiatives of the school-wide literacy goals are developed based on student and teacher data and are aligned with the Reading SIP goals. The LLT will create a culture of engaging in effective Lesson Study, modeling in classrooms, using data to analyze the effectiveness of instruction and redesigning instruction and resources to meet student learning and intervention needs. The LLT will monitor and support the implementation of the reading program initiatives on campus and continue to research scientifically based reading instruction and strategies for continuous growth. The Literacy Leadership team will continue to focus on the implementation of Florida Standards specifically close reading, analyzing various texts, lexile ranges, and vertical alignment. Finally, the LLT will create and share school-wide initiatives and activities that will promote literacy throughout the learning community.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Booker Middle School encourages positive working relationships with teachers by allowing participation Professional Learning Communities. The master schedule has been designed to provide collaborative planning time that would allow teachers to meet with their colleagues by grade-level content. Research-based protocols are utilized to focus the meetings on students' academic needs, data-driven decisions and continuous improvement in teaching and learning. Student achievement is monitored and data is used to drive instruction. Teacher instruction is modified as needed and based on decisions made through collaboration.

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

Booker Middle's strategies for effective recruitment and retention include the following:

1. New Teacher Mentoring Program (SCIP)
2. SCIP Lead Mentor/Administration
3. Professional Development Opportunities to Strengthen Teacher Skills and Proficiency
4. Collaborative Team Planning to ensure teacher support
5. Administration will Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs
6. Administration will Provide Additional Curriculum Resources and Materials as needed
7. Administration will Facilitate Workshop Presentations at Local Colleges to recruit highly effective teachers
8. Partnering New Staff with Veteran Teachers
9. Administration will Facilitate 30-60-90 Day Collaborative Coaching Meetings with New Hires
10. Highly Effective Teachers will Model Lessons, Co-Teach, or Support with Lesson Planning whenever Necessary
11. Monthly Meetings with SCIP Mentors
12. Collaborative Coaching Meetings with all BMS Teachers

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

All first year teachers are participating in the Sarasota County Induction Program (SCIP). SCIP is the Sarasota County School District's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. SCIP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. SCIP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. The pairings are determined with similar grade level or special area experiences in mind. Mentors meet with their new teachers daily for the first two weeks of school and then weekly thereafter to complete SCIP requirements, collaborate, and problem solve. The lead mentor provides monthly meetings to ensure the SCIP requirements are being met and provides additional areas of training and needs for the mentees. Mentees complete required documentation, a video reflection of both mentor teaching and mentee teaching. All requirements are turned in to the District Mentee Coordinator at the end of the first year. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Booker Middle ensures that all curriculum and instructional materials are aligned to the Florida Standards. Teachers work collaboratively in their professional learning communities to problem-solve, engage in inquiry-driven research and develop analytical approaches to support student achievement. All strategies and tools are based on student needs; competency-based instruction; integrated digital instruction; and project-based learning. Booker Middle School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Computer-based instructional programs such as, i-Ready and Achieve 3000 are used as additional resources and are aligned to the Florida State Standards. The district provides instructional focus guides that provide FSA materials and strategies that teachers can utilize to ensure the Florida State Standards are being met. The district and school site offers on-going professional development on the I-Engage Lesson Design, Standards-Based Instruction, Webbs DOK and additional highly effective instructional strategies. Booker Middle School has also provided staff with training on the implementation of Inclusionary Practices, Accountable Talk, Cornell Note Taking Strategies and College and Career Readiness Strategies.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Booker Middle School uses data to differentiate instruction in an effort to meet the diverse needs of students. We have on-going progress monitoring meetings in which student data is analyzed to identify learning gaps. Teachers differentiate instruction and provide tiered remediation to address the skill deficits. Support team members meet weekly/monthly with classroom teachers to review progress and modify intervention plans as needed. We use various resources to modify instruction including i-Ready, Achieve 3000, CPALMS, FSA Tools and supplemental resources located in the IFG. Level one and Level two students are enrolled in an intensive reading course to provide additional support. The school ensures that every teacher contributes to literacy improvement of all students by:

1. Holding meetings on a regular basis to make decisions about literacy instruction at Booker Middle School.
2. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Math Florida Standards (MFS)
3. Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
4. Creating a schedule with an additional 60 minute reading block (option for extended day)
5. Providing Tier 3 instruction based on student needs
6. Providing grade level instruction aligned with the Language Arts Florida Standards
7. Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
8. Administering I-Ready and/or benchmark assessments which measure instructed standards
9. Progress Monitoring through Formative and Summative Assessments, while obtaining feedback in PLC's
10. Conducting data chats with students and teachers
11. Creating units of study based on current data
12. Choosing methods of instruction based on the needs of students (modeled, guided practice,

inquiry)

13. Students self-selecting texts based on Lexile levels

14. Students receiving push-in/pull out services for ESE/ELL

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,760

The Tornado Transition Program is designed to give rising 6th Grade students a jump-start on the Middle School experience. Unlike any of its kind, the Tornado Transition Program provides students with a strong academic program that helps in closing any achievement gaps prior to starting middle school.

Strategy Rationale

This program allows Booker Middle staff to assist in closing the achievement gap for rising 6th grade students who are not proficient in math and reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Frost, LaShawn, lashawn.frost@sarasotacountyschools.net

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

Tornado Transition Teachers uses the Data Works (a type of continuous improvement model) to progress monitor the goals of the program and student achievement. The data collected and analyzed is used to drive instruction and program needs. Data will also be collected by the University of South Florida tutors and data analyst.

Strategy: After School Program

Minutes added to school year: 16,800

The after school program is designed to provide with an extended day to enrich and support academic achievement.

Strategy Rationale

Research shows that students come to school from a variety of different backgrounds and experiences. For Those students who need extra support to be successful academically, can benefit from programs that provide before and after school opportunities to learn.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Frost, LaShawn, lashawn.frost@sarasotacountyschools.net

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

i-Ready Assessments and Achieve 3000 reports will be used to progress monitor students achievement and the goals of the after-school program.

Strategy: Extended School Day

Minutes added to school year: 5,400

The Lunch and Learn School Program is designed to supplement the educational needs of Booker Middle School students. Students receive additionally support via i-Ready and IXL to increase fluency skills of students. Enrichment activities are incorporated to allow for a well-rounded educational program.

Strategy Rationale

Research shows that successful reading and math instruction requires a strong basis in the fundamentals, as a lack of fluency in foundational skills is detrimental to the understanding of more challenging concepts, The best method for developing these basic skills is practice.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schaffer, Grace, grace.schaffer@sarasotacountyschools.net

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

i-ready and IXL reports will be analyzed to support student learning throughout the learning community.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All Booker Middle School staff members participate in Professional Learning Communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder elementary and high schools. A spring "Open House" and "Magnet Night" is held for all rising 6th grade students. During this process, teachers engage students and parents in a formal process that promotes productive discussion about student learning. The school offers tours to students and parents that includes a visit to classrooms. Grade-level orientations are held the week before school begins. This event offers students and families an opportunity to meet their teachers and explore classrooms. During the spring, eighth grade students are provided opportunities to meet with our feeder high schools for registration. In addition, students are afforded the opportunity to shadow at BMS or feeder high schools. Booker Middle staff participates in articulation meetings with local elementary and high schools. This ensures a smooth transition for rising sixth graders and outgoing 8th graders.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Booker Middle School fosters a college-going culture to support and assist administrators, teachers and families as they work toward achieving college readiness for all students. Some of these initiatives include:

1. An increased number of student participation in advanced course offerings.
2. College For Every Student Program which focuses on increasing the participation of students in STEM and online advanced courses, improved performance in advance courses through student tutorials, teacher and administrator professional development and summer transition programs. This program also facilitates vertical articulation among elementary and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success.
3. The PSAT test administration which allows students the opportunity to take the PSAT as a middle school student.
4. The Project SUCCESS program which promotes student self-management and personal responsibility for academic success through an elective. Project SUCCESS also includes instruction in college readiness topics and strategies.
5. The use of the SpringBoard® curriculum to increase rigor in English Language Arts and Mathematics classes in middle school
6. Guidance Counselors work collaboratively with content area teachers to promote academic and career planning. Students are invited to participate in the "College for Every Student" program. This program helps to bring the college experience alive to students. Students tour colleges, businesses and are provided various opportunities to obtain information through focused activities and events.

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

Booker Middle School has incorporated a "College for Every Student Program" designed to introduce students to STEM related courses and activities. Students are afforded many opportunities to experience college and career readiness programs. Specifically, Booker Middle offers the following CTE programs.

Arts, A/V Technology & Communication
Engineering & Technology Education

Information Technology
Coding
Technology/Robotics

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

Booker MiddleSchools offers some career and technical education programs. These programs are organized as programs of study vertically aligned with industry certifications offered at our feeder high schools. Students receive counseling in order to select the appropriate program and course offerings.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Booker Middle School works to improve student readiness for post-secondary level by offering a weekly College and Career Day and Monthly CFES Day for all students. Booker Middle School fosters a College and Career Readiness environment by:

1. Offering afterschool college readiness workshops for CFES students
2. Allowing counselors to conduct classroom guidance and individual counseling sessions with students
3. Offering Parent University Workshops to explain the parent's role in assisting students with being ready for college
4. Weekly College and Career t-shirt days
5. Providing a rigorous learning environment that will foster high exectations

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** During the 2016 school year, the school will decrease the number of discipline referrals and out-of-school suspensions.
- G2.** During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G3.** During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G4.** During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G5.** During the 2016 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

Strategic Goals Detail

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

G1. During the 2016 school year, the school will decrease the number of discipline referrals and out-of-school suspensions. 1a

 G072300

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	
2+ Behavior Referrals	

Resources Available to Support the Goal 2

- Behavior Specialist
- Positive Behavior Support
- School Counselor
- Restorative Practices
- SATOSS Program

Targeted Barriers to Achieving the Goal 3

- High Number of Behavioral Referrals
- Consistently Following the "Time To Teach" Strategy
- Home Environment

Plan to Monitor Progress Toward G1. 8

Data indicating behavior incident trends(SIRs, Referrals)

Person Responsible

Mary Schmidt

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership Team minutes and agenda, data charts

G2. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs. **1a**

 G072301

Targets Supported **1b**

Indicator	Annual Target
AMO Math - African American	60.0
AMO Math - ED	64.0
AMO Math - ELL	62.0
AMO Math - Asian	91.0
AMO Math - SWD	55.0
AMO Math - White	80.0
AMO Math - All Students	67.0
FSA Mathematics - Achievement	
AMO Math - Hispanic	64.0
Math Gains	69.0
Math Lowest 25% Gains	69.0
Algebra I EOC Pass Rate	91.0
Geometry EOC Pass Rate	

Resources Available to Support the Goal **2**

- I-Ready
- I-XL
- Interactive Notebooks
- Tech-Active Classrooms
- Data Coach
- Academic Interventionist/Math Coach
- Gizmos
- Skills Inventory
- Algebra Nation
- District Think Tanks
- VPA Support (Arts Integration)
- Gizmos
- Skills Inventory
- Algebra Nation
- District Think Tanks
- VPA Support (Arts Integration)

Targeted Barriers to Achieving the Goal **3**

- Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills

- Vocabulary Deficits
- Teacher Depth of Knowledge of Core Curriculum and the Florida Standards
- Home Environment
- Larger Percentage of ELL students
- Low achievement levels for SWD students

Plan to Monitor Progress Toward G2. 8

i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory

Person Responsible

Derek Jenkins

Schedule

Monthly, from 11/17/2015 to 6/3/2016

Evidence of Completion

i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory

G3. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs. 1a

 G072302

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
ELA/Reading Gains	64.0
AMO Reading - Asian	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
FAA Reading Proficiency	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- I-Ready
- Interactive Cornell Notebooks
- Spring Board Curriculum and Strategies
- SRA
- I-Engage Lesson Design
- I-XL
- Achieve 3000
- Project SUCCESS
- Skills Inventory

Targeted Barriers to Achieving the Goal 3

- Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks
- Vocabulary Deficits
- Level of Rigor on the Florida Standards Assessment
- Larger Percentage of ELL students
- Low achievement levels for SWD students
- Home Environmet

Plan to Monitor Progress Toward G3. 8

Classroom Observations, Interactive Notebooks, i-Ready, IXL, Common Assessments, Skills Inventory

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 8/4/2016

Evidence of Completion

Sample Student Work, Lesson Plans, Learning Walks Data Sheets, Data Charts

G4. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs. 1a

 G072303

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Interactive Science Notebooks
- Achieve E-Science
- Science Fair
- Inquiry Based Science
- Science Fair Night
- Gizmos
- Field Trip Experiences

Targeted Barriers to Achieving the Goal 3

- Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.
- Lack of engagement.
- Reading stamina in nonfiction and technical texts
- Home Environment
- Large percentage of ELL students
- Low achievement for SWD

Plan to Monitor Progress Toward G4. 8

Benchmark testing, Common Assessments, Internal progress monitoring

Person Responsible

LaShawn Frost

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Data Analysis Sheets, Charts,

G5. During the 2016 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1a

 G072304

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	94.0
Attendance Below 90% Grade 07	94.0
Attendance Below 90% Grade 08	94.0

Resources Available to Support the Goal 2

- Renaissance Awards
- Parent/Student Workshops
- Counseling Services

Targeted Barriers to Achieving the Goal 3

- Lack of Student Engagement
- Academic Difficulties
- Home Environment

Plan to Monitor Progress Toward G5. 8

Review and analyze attendance data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

SIS attendance reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. During the 2016 school year, the school will decrease the number of discipline referrals and out-of-school suspensions. **1**

 **G072300**

G1.B1 High Number of Behavioral Referrals **2**

 **B188514**

G1.B1.S1 Support staff meeting with teachers to discuss concerns, offer support, and brainstorm interventions. **4**

 **S199932**

Strategy Rationale

Using a team-approach to collaborate with teachers will facilitate consistent interventions, expectations, and support.

Action Step 1 **5**

Collaborate with teachers weekly during PLC meetings to discuss data and concerns

Person Responsible

Mary Schmidt

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC minutes, agendas

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

Leadership Team will review data and cocerns

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership Team agenda and minutes

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

Administrative observations, review of behavior and parent contact data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Observation notes, behavior data, parent contact sheets

G1.B1.S2 PBS Interventions 4

 S199933

Strategy Rationale

PBS recognizes positive behavior choices made by students that support a safe and engaging learning environment for all.

Action Step 1 5

Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards

Person Responsible

Mary Schmidt

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Observation

Action Step 2 5

Quarterly PBS celebrations

Person Responsible

Mary Schmidt

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

pictures, participation list, caught being good observation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will review discipline data and SIRS

Person Responsible

Brian Dorn

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

SIS discipline data, caught being good count

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will analyze the discipline reports in correlation with the PBS initiatives to determine trends. The administrative team will also monitor achievement of the at-risk behavior students.

Person Responsible

Brian Dorn

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

SIS discipline data, PBS celebrations

G1.B1.S3 Behavior Specialist 4

 S199934

Strategy Rationale

The Behavior Specialist works with ESE students on developing appropriate peer interactions and following school expectations. She also provides support to staff members in developing behavior interventions.

Action Step 1 5

The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.

Person Responsible

Mary Schmidt

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Meet with support staff to review data

Person Responsible

Mary Schmidt

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, behavior incident data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review and analyze behavior data and lesson plans

Person Responsible

Brian Dorn

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data indicating behavior incident trends

G1.B2 Consistently Following the "Time To Teach" Strategy 2

 B188515

G1.B2.S1 Quarterly Grade Level Assemblies 4

 S199935

Strategy Rationale

Reinforcing school-wide expectations with the administrative team will help to improve the school climate

Action Step 1 5

The administrative team will reinforce school-wide behavior expectations for all students during a quarterly assembly

Person Responsible

Derek Jenkins

Schedule

Quarterly, from 8/26/2015 to 6/3/2016

Evidence of Completion

School Calendar, Powerpoint Presentation

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

Meet with support staff to review data

Person Responsible

Brian Dorn

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership team meeting agendas, leadership team minutes, discipline data

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

Review of behavior data and lesson plans

Person Responsible

LaShawn Frost

Schedule

Evidence of Completion

Data indicating behavior incident trends

G1.B2.S2 Monthly "Time to Teach" tips for students 4

 S199936

Strategy Rationale

Appropriate use of the "Time to Teach" classroom management system will improve instructional time on task

Action Step 1 5

Provide monthly "Time to Teach" tips to teachers

Person Responsible

Mary Schmidt

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting agendas, documented tips, feedback forms

Action Step 2 5

Restorative Practices

Person Responsible

Mary Schmidt

Schedule

Daily, from 9/10/2015 to 6/3/2016

Evidence of Completion

Restorative practices notes, teacher feedback forms

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

Classroom walk-thrus, lesson plans,

Person Responsible

LaShawn Frost

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

classroom walk-thru data, lesson plans, discipline data

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

Review of behavior data and lesson plans

Person Responsible

LaShawn Frost


Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

data indicating behavior incident trends

G1.B3 Home Environment 2

 B188516

G1.B3.S1 Continue to foster positive relationships with all families to build a cohesive relationship 4

 S199937

Strategy Rationale

When families are engaged in the educational process, students are more likely to succeed

Action Step 1 5

Parent University workshops and activities

Person Responsible

LaShawn Frost

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas, sign-in sheets, powerpoint presentations

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

Leadership Team will meet weekly to discuss monthly Parent University topics and goals

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership meeting agendas, minutes

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

The support staff will survey parents, staff and students

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/10/2015 to 5/19/2016

Evidence of Completion

Evaluation survey data, evaluation sheets

G1.B3.S2 SATOSS Program 4

 S199938

Strategy Rationale

This program offers an alternative to out-of-school- suspension. The program includes parental input, social skills and support from the family counselor

Action Step 1 5

Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school suspensions

Person Responsible

LaShawn Frost

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

SATOSS referral data, sign-in sheets, discipline referrals

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will conduct walk-throughs of SATOSS program

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Walk-through notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

SATOSS counselor will meet with administration monthly

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Discussion notes, walk-through notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will review and analyze referral data and identify trends

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

SIS referral data

G2. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs. 1

 G072301

G2.B1 Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills 2

 B188517

G2.B1.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need 4

 S199939

Strategy Rationale

i-Ready is a researched based program which includes diagnostic assessments administered three times a year throughout the school year. This program includes teacher-led and computer assisted lesson based on diagnostic data.

Action Step 1 5

i-Ready will be used 45 minutes a week during Math classes

Person Responsible

Grace Schaffer

Schedule

Weekly, from 11/17/2015 to 6/3/2016

Evidence of Completion

Class and Individual i-Ready reports

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

The administrative team will review and analyze i-Ready reports

Person Responsible

Derek Jenkins

Schedule

Weekly, from 11/17/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs, lesson plans, i-Ready reports

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

Classroom Walkthroughs and Learning Walks will be Facilitated. Coaching will be Provided as Necessary.

Person Responsible

Derek Jenkins


Schedule

Daily, from 11/17/2015 to 6/3/2016

Evidence of Completion

Observation Data, Learning Walks Data Sheets and Lesson Plans

G2.B1.S2 Data Coach 4

 S199940

Strategy Rationale

The Data Coach facilitates a school-wide progress monitoring system that assists in meeting the goals of the learning community

Action Step 1 5

The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions

Person Responsible

Sherika Evans

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

i-Ready data, benchmark assessments, Achieve 3000 data, Skills Inventory

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The leadership team will meet weekly with the Data Coach to review and analyze data.

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data from all departments and assessments, data reports, agendas, leadership team minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The leadership team will meet weekly to review the progress monitoring notes

Person Responsible

LaShawn Frost


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

leadership team meeting, Data Charts

G2.B1.S3 Using Coaching to Build a Learning Community 4

 S199941

Strategy Rationale

This professional Development will afford teachers the opportunity to gain coaching skills that will improve teaching and learning through the learning community.

Action Step 1 5

This Professional Development will allow teachers to engage in collaborative coaching and learning walks to improve instruction.

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Learning walks notes, coaching notes, PD agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

The administrative team and curriculum leaders will facilitate Classroom learning walks, classroom observations,

Person Responsible

LaShawn Frost

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

learning walks data, classroom walk-through data

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administration will review of data at staff meetings and leadership team meetings

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Classroom walk-through data, progress monitoring logs, agendas, staff meeting minutes and leadership team minutes

G2.B2 Vocabulary Deficits 2

 B188518

G2.B2.S1 All Math teachers will implement a process for building vocabulary. Teachers will develop a daily language purpose, this daily purpose will allow for the use of mathematical language within the classroom. Teachers will create a glossary of terms that will be available to all students and grows with each chapter. Teachers will also implement the use of word walls as a review of terms, daily problem solving activities and pre and post vocabulary inventories. 4

 S199943

Strategy Rationale

The relationship between vocabulary knowledge and achievement is critical to success in math. Additionally, Direct teaching of vocabulary will assist in building essential prerequisite knowledge in Math.

Action Step 1 5

WoW Word PD, Vocabulary.com

Person Responsible

Derek Jenkins

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas, Notebooks/Student Samples, Sign-In Sheets and other Resources

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

The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks

Person Responsible

Derek Jenkins

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Notesbooks, Observation Data and Learning Walks Data

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

This Process will be Monitored by Classroom Walkthroughs and Learning Walks

Person Responsible

Derek Jenkins

Schedule

Weekly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Lesson Plans, Learning Walks Data, Observation Data, WoW Notebooks

G2.B2.S2 C2 (College and Career Readiness) Collaboration PD 4

 S199944

Strategy Rationale

This PD allows teachers to explore what it means to be College and Career Ready. In addition, teachers will examine the implications of their instructional practices and understand how to plan for student success.

Action Step 1 5

College and Career Readiness PD

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 8/19/2015 to 6/3/2016

Evidence of Completion

PD agendas, sign-in sheets, presentations

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

Classroom walk-throughs, PLC discussion

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/19/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom walk-throughs, student performance

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

Classroom observations, review of student performance data

Person Responsible

Sherika Evans

Schedule

On 6/3/2016


Evidence of Completion

Progress monitoring, formative and summative assessments, spiral notebooks

G2.B3 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards 2

 B188519

G2.B3.S1 Ongoing DOK training and support during PLCs and Snacks for Strats 4

 S199945

Strategy Rationale

Teachers must learn how to develop classroom activities and assessments that match the rigor expected in the corresponding learning expectations.

Action Step 1 5

Ongoing DOK Training and Support

Person Responsible

Grace Schaffer

Schedule

Biweekly, from 9/17/2015 to 5/19/2016

Evidence of Completion

Agendas, sign-in sheets, powerpoint presentations, learning walks

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom Walk-thrus, PLC discussion, Learning Walks

Person Responsible

LaShawn Frost

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans, classroom observations, student performance

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom observations, review of student performance data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks

G2.B3.S2 Title I Math Teacher 4

 S199946

Strategy Rationale

This Math teacher will utilize and coach others using research-based curriculum and strategies that are proven to increase math achievement.

Action Step 1 5

The Title I Math Teacher provides highly effective instructional Math strategies in the learning environment,

Person Responsible

Paul Skowronski

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Classroom walk-throughs, PLC minutes

Person Responsible

Derek Jenkins

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom observations, student performance

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

classroom observations, review of student performance data

Person Responsible

Derek Jenkins

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks

G2.B3.S3 Title I ELA Teacher 4

 S199947

Strategy Rationale

This ELA teacher will utilize and coach others using research-based curriculum and strategies that are proven to increase math literacy.

Action Step 1 5

The Title I ELA Teacher provides highly effective instructional strategies throughout the learning community.

Person Responsible

Sandra Daniels

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Classroom walk-throughs, PLC minutes

Person Responsible

Sandra Daniels

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom observations, student performance

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Classroom observations, review of student performance data

Person Responsible

Derek Jenkins

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks

G2.B4 Home Environment 2

 B188520

G2.B4.S1 Parent University Workshops that will increase parents awareness of how to support their student 4

 S199948

Strategy Rationale

Research shows that parent engagement increases student achievement

Action Step 1 5

Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/10/2015 to 5/12/2016

Evidence of Completion

Parent University agendas, sign-in sheets, powerpoints

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The Leadership Team will meet weekly to monitor the implementation of these workshops and discuss outcomes

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/8/2015 to 5/23/2016

Evidence of Completion

Leadership Team meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Surveys of each workshop will be developed and given to determine the effectiveness of the workshops

Person Responsible

LaShawn Frost

Schedule

On 5/23/2016

Evidence of Completion

Surveys from workshops

G2.B5 Larger Percentage of ELL students 2

 B188521

G2.B5.S1 Booker Middle School's ESOL Liaison will foster a collaborative learning environment between the home and school. The Liaison will support the students in the classroom by providing the teachers with resources and strategies to support ELL students. 4

 S199949

Strategy Rationale

ELL students require certain research-based strategies and, at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

Action Step 1 5

We will utilize our ESOL Liaison to help support ELL students in the classroom.

Person Responsible

Al Weger

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Student work samples, student performance data, formative and summative assessments, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.

Person Responsible

Al Weger

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Administration will review the effectiveness of the ESOL Liaison.

Person Responsible

Brian Dorn

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results

G2.B5.S2 After-school learning labs 4

 S199950

Strategy Rationale

Intensive Instruction for ELL students

Action Step 1 5

After-school learning labs with IXL and i-Ready

Person Responsible

LaShawn Frost

Schedule

Daily, from 12/1/2015 to 6/3/2016

Evidence of Completion

i-Ready data, IXL data, Sign-in sheets,

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Weekly data chats with students, progress monitoring reports

Person Responsible

LaShawn Frost

Schedule

Weekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

lab observations and student performance data

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

lab observations, review of student performance data

Person Responsible

LaShawn Frost


Schedule

Weekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Progress monitoring, i-Ready data, IXL data

G2.B6 Low achievement levels for SWD students 2

 B188522

G2.B6.S1 Booker Middle School ESE Liaisons 4

 S199951

Strategy Rationale

Booker Middle School ESE Liaisons will provide teachers with resources and instructional strategies to support the learning environment for ESE students.

Action Step 1 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

Person Responsible

Cindy Lowrey

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Student work samples, lesson plans, assessment results, PLC and Progress Monitoring notes

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

Person Responsible

Brian Dorn


Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals

G2.B6.S2 LRE Classrooms for SWD 4

 S199952

Strategy Rationale

Implementation of LRE classrooms will provide our ESE students with access to grade level standards and materials.

Action Step 1 5

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.

Person Responsible

Cindy Lowrey

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

lesson plans, Learning Walks

Action Step 2 5

LRE Training

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/22/2015 to 6/6/2016

Evidence of Completion

Agendas, Powerpoint Presentation, Attendance Sheets

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Review of lesson plans, classroom walk-thrus, Progress monitoring and PLC discussion about inclusion services

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

lesson plans, observation notes, PLC minutes, Progress Monitoring minutes

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

Review of student progress

Person Responsible

Cindy Lowrey

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments


G3. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs. 1

 G072302

G3.B1 Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks 2

 B188523

G3.B1.S1 I-Engage Strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task 4

 S199953

Strategy Rationale

The I-Engage Lesson Design will allow teachers to facilitate a student centered learning environment, resulting in higher student achievement.

Action Step 1 5

Understanding the I-Engage Lesson Design PD

Person Responsible

Brian Dorn

Schedule

Monthly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Agendas, Sign-In Sheets, Resources

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

Classroom Walkthroughs and Learning Walks

Person Responsible

Brian Dorn

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Highly Effective Indicators for Success, Learning Walks Data and Observation Data

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

Lesson Plans and Classroom Walkthroughs

Person Responsible

Brian Dorn


Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Classroom Walkthrough Data, Learning Walks Data and Indicators for Success

G3.B1.S2 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need 4

 S199954

Strategy Rationale

i-Ready is a research-based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

Action Step 1 5

i-Ready program will be used two times a week.

Person Responsible

LaShawn Frost

Schedule

Weekly, from 11/17/2015 to 6/6/2016

Evidence of Completion

Class and Individual i-Ready Reports

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-Ready program

Person Responsible

Kim Clay

Schedule

Biweekly, from 11/17/2015 to 6/6/2016

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, Achieve 3000, Purple Tests, other common assessments)

Person Responsible

Sherika Evans

Schedule

Every 3 Weeks, from 9/14/2015 to 6/6/2016

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G3.B1.S3 Tornado Transition Program 4

 S199955

Strategy Rationale

The Tornado Transition Program provides students with a sound educational plan that is designed to close the achievement gap.

Action Step 1 5

Tornado Transition Program

Person Responsible

Sandra Daniels

Schedule

Daily, from 6/6/2016 to 8/5/2016

Evidence of Completion

Class rosters, lesson plans, attendance sheets, grades,

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

The Transition Program staff will meet with Principal to discuss program progress

Person Responsible

LaShawn Frost

Schedule

Weekly, from 6/6/2016 to 8/4/2016

Evidence of Completion

Meeting agendas and minutes, students performance reports and dats

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Classroom observations, review of student performance data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 6/6/2016 to 8/4/2016


Evidence of Completion

Progress monitoring, formative and summative assessments, spiral notebooks

G3.B2 Vocabulary Deficits 2

 B188524

G3.B2.S1 Participation in school-wide vocabulary initiative 4

 S199957

Strategy Rationale

Participation in a school-wide vocabulary initiative, will increase students' ability to communicate in writing, conversing, or making speeches. Acquiring a large vocabulary will benefit students in the learning environment and other walks of life. It will enable students to understand others' ideas better and to have the satisfaction of getting their thoughts and ideas across more effectively.

Action Step 1 5

Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com

Person Responsible

Brian Dorn

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Agendas, Sign-In Sheets, Composition Notebooks, Flip Charts

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

Wow Word Initiative

Person Responsible

Brian Dorn

Schedule

Weekly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Composition Books, Interactive Cornell Notebooks, Language Purpose

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

Classroom Walk-thrus and Lesson Plans

Person Responsible

Brian Dorn

Schedule

Weekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Composition Notebooks, Interactive Notebooks

G3.B3 Level of Rigor on the Florida Standards Assessment 2

B188525

G3.B3.S1 Reading Support Teachers 4

S199958

Strategy Rationale

Students in today's classrooms have a diverse level of skills and knowledge. Giving them additional reading support and providing them with opportunities to engage in the use of multiple texts, helps to establish the organization of reading so that the language and knowledge needed for a specific topic can be easily scaffolded for support. This strategy will also increase the level of support for students to be successful on the FSA. All students must be given the opportunity to read complex text in order to see student success.

Action Step 1 5

Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment

Person Responsible

Brian Dorn

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Agendas, Sign-In Sheets and Resources

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Classroom Walkthroughs, Lesson Plans, PLC's

Person Responsible

LaShawn Frost

Schedule

On 6/6/2016

Evidence of Completion

PLC Notes and Student Work, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Classroom Walkthroughs and Collaborative Coaching

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Classroom and Learning Walk Data, Indicators for Success Data/Feedback

G3.B3.S2 Title I Reading Teacher 4

 S199959

Strategy Rationale

This teacher will provide high impact reading strategies to Booker Middle teachers and provide remediation and targeted instruction for Tier III students.

Action Step 1 5

The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum

Person Responsible

Kim Clay

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher support logs, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

The Title I reading teacher will provide weekly updates to the leadership team regarding the support provided for teachers

Person Responsible

Kim Clay

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership team minutes, agendas, teacher support log

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Classroom observations, review of student performance data

Person Responsible

Kim Clay

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks

G3.B3.S3 Secondary Reading Conference 4

 S199960

Strategy Rationale

This conference will provide Booker Middle teachers with high impact strategies and best practices to increase student achievement

Action Step 1 5

Secondary Reading Conference

Person Responsible

LaShawn Frost

Schedule

On 10/11/2015

Evidence of Completion

G3.B4 Larger Percentage of ELL students 2

 B188526

G3.B4.S1 Booker Middle School's ESOL Liaison will foster a collaborative learning environment between the home and school. The Liaison will support the students in the classroom by providing the teachers with resources and strategies to support ELL students. 4

 S199961

Strategy Rationale

ELL students require certain research-based strategies and, at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

Action Step 1 5

We will utilize our ESOL Liaison to help support ELL students in the classroom.

Person Responsible

Al Weger

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, student performance data, formative and summative assessments, lesson plans

G3.B4.S2 After-school learning labs 4

 S199962

Strategy Rationale

This program provides ELL students with prescriptive intensive strategies that are designed to close the achievement gap.

Action Step 1 5

After-school learning labs

Person Responsible

LaShawn Frost

Schedule

Daily, from 12/1/2015 to 6/3/2016

Evidence of Completion

Attendance sheets, class roster, student performance data

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Teachers will meet with Principal to provide weekly progress monitoring updates

Person Responsible

LaShawn Frost

Schedule

Weekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

i-Ready and IXL data reports

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Lab observations, review of student performance data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 12/1/2015 to 6/3/2016


Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA and interactive notebooks

G3.B5 Low achievement levels for SWD students 2

 B188527

G3.B5.S1 Booker Middle School ESE Liaisons 4

 S199963

Strategy Rationale

Booker Middle School ESE Liaisons will provide teachers with resources and instructional strategies to support the learning environment for ESE students.

Action Step 1 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

Person Responsible

Cindy Lowrey

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership agendas, minutes, students work samples, student data

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

The ESE Liaison will provide updates at the Leadership Team meeting

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals

G3.B5.S2 LRE Classrooms for SWD 4

 S199964

Strategy Rationale

Implementation of LRE classrooms will provide our ESE students with access to grade level standards and materials.

Action Step 1 5

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.

Person Responsible

Cindy Lowrey

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, PLC notes, student performance data

Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

ESE Liaison will meet with teachers and provide update to Leadership Team

Person Responsible

Cindy Lowrey

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting agendas, minutes, student performance data

Plan to Monitor Effectiveness of Implementation of G3.B5.S2 7

Ongoing PD, classroom observations

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PD agendas and presentations, classroom observations, student performance data

G3.B6 Home Environmet 2

 B188528

G3.B6.S1 Parent University Workshops 4

 S199965

Strategy Rationale

Students perform better when their parents are engaged in the educational process

Action Step 1 5

Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Workshop agendas, presentations, sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Support staff will provide updates at the leadership team meetings

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership Team meeting agendas, minutes, student performance data

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Support staff will analyze data and workshop feedback

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student performance data, parent surveys

G4. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs. 1

 G072303

G4.B1 Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text. 2

 B188529

G4.B1.S1 Participate in school-wide vocabulary initiative, emphasize common science vocabulary, collaboration with LA teachers 4

 S199966

Strategy Rationale

Vocabulary instruction has a powerful affect in all components of proficient reading

Action Step 1 5

Inquiry Based Learning PD, Teaching Vocabulary in Science PD

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 9/1/2015 to 6/6/2016

Evidence of Completion

PD Agenda, Sign-In Sheet and Resources

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

Classroom Walkthroughs, Lesson Plans and Student Work

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/27/2015 to 6/6/2016

Evidence of Completion

Highly Effective Indicators for Success Data

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

Classroom Walkthroughs and Lesson Plans

Person Responsible

LaShawn Frost


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Benchmark Assessments, i-Ready Data, Common Assessments, I-XL Data

G4.B1.S2 Ongoing I-Engage Training for increased knowledge of implementation of best practices in the classroom 4

 S199967

Strategy Rationale

Quality Teaching makes a positive difference in increased student achievement. We must empower teachers to be the driving force in the learning environment.

Action Step 1 5

PD on Inquiry Based Learning

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Observation Feedback Forms Lesson Plans

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

Classroom Walkthroughs and Snacks for Strats PLC's

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Classroom Walkthrough Data and Snacks for Strats Artifacts

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

Classroom Walkthroughs and PLC's

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Classroom Walkthrough Data and PLC Artifacts

G4.B1.S3 Having an integrated approach to addressing Science topics in all content areas including use of the Marzano strategy with visual journals. 4

 S199968

Strategy Rationale

Rather than approaching science as an isolated subject, science concepts and materials will be reinforced using reading strategies during ELA block and connected (when appropriate) with math concepts.

Action Step 1 5

Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

PLC lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/units that integrate science concepts across content areas.

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

PLC minutes, lesson/project plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Data chats/Project review during PLC or Progress Monitoring meetings.

Person Responsible

LaShawn Frost

Schedule

Every 6 Weeks, from 9/1/2015 to 6/6/2016


Evidence of Completion

PLC Minutes and Notes from Data Chats

G4.B2 Lack of engagement. 2

 B188530

G4.B2.S1 Ongoing Training in I-Engage Lesson Design 4

 S199969

Strategy Rationale

The I-Engage Lesson Design will engage all students through rigorous tasks, while providing a student centered classroom.

Action Step 1 5

Ongoing Training in I-Engage PD

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Agendas, Lesson Plans, Learning Walks

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Ongoing Classroom Walkthroughs

Person Responsible

LaShawn Frost

Schedule

On 6/6/2016

Evidence of Completion

Agendas, Learning Walks, Indicators for Success

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Ongoing Classroom Walkthroughs

Person Responsible


LaShawn Frost

Schedule

Weekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Lesson Plans, Walkthrough Data

G4.B3 Reading stamina in nonfiction and technical texts 2 B188531**G4.B3.S1** Title I ELA Teacher 4 S199970**Strategy Rationale**

This teacher utilizes research-based curriculum and strategies that are proven to increase literacy in Science.

Action Step 1 5

The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum

Person Responsible

Stacey Steig

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

The Title I ELA teacher will be monitored through data meetings with administration regarding student performance data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring data of the science students, encompassing multiple pieces of data, student work samples, assessment results

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Student progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.

Person Responsible

LaShawn Frost

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

student work samples, assessment results, lesson plans, PLC notes, progress monitoring meetings

G4.B3.S2 Title I Science Teacher 4

 S199971

Strategy Rationale

This teacher utilizes research-based curriculum and strategies that are designed to close the achievement gap in Science.

Action Step 1 5

The Title I Science Teacher provides highly effective instructional strategies to increase student achievement in Science

Person Responsible

Lynn McDonald

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

The Title I Science teacher is monitored through data meetings with administration to student work and progress.

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progressing monitoring, student work, assessment results

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Student progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.

Person Responsible

LaShawn Frost

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Assessments results, student work samples, lesson plans, PLC notes and progress monitoring meetings

G4.B3.S3 Achieve 3000 E-Science 4

 S199972

Strategy Rationale

This resource provides teachers with easy access to non-fictional and technical texts in Science.

Action Step 1 5

This resource gives teachers access to non-fiction text and high-level activities designed to engage all students in learning

Person Responsible

LaShawn Frost

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

E-Science Reports and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Administrative Walk-throughs, PLC notes, Lesson plans

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-through notes, PLC minutes

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Evaluation of student performance on benchmark assessments and inquiry based projects

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Benchmark assessments, Achieve E-Science data

G4.B4 Home Environment 2

 B188532

G4.B4.S1 Parent University workshops to support teaching and learning 4

 S199973

Strategy Rationale

When parents are involved in their students education, students perform better in school.

Action Step 1 5

All parents will be invited to monthly Parent University Workshops

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Workshop agendas, attendance sheets, copies of presentations

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Parent University presenters will provide a weekly update at the leadership team meetings

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, agendas, Parent University calendar

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Parent surveys, attendance sheets, agendas

Person Responsible

LaShawn Frost


Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Parent surveys, attendance sheets, workshops agendas, presentations

G4.B5 Large percentage of ELL students **2**

 B188533

G4.B5.S1 Booker Middle School's ESOL Liaison will foster a collaborative learning environment between the home and school. The Liaison will support the students in the classroom by providing the teachers with resources and strategies to support ELL students. **4**

 S199974

Strategy Rationale

ELL students require certain research-based strategies and, at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

Action Step 1 **5**

We will utilize our ESOL Liaison to help support ELL students in the classroom.

Person Responsible

Al Weger

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, student performance data, formative and summative assessments, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B5.S1 **6**

The ESOL Liaison will report ESOL data during the weekly Leadership Team meetings

Person Responsible

Al Weger

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans, assessment results, PLC notes,

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Administration will review the effectiveness of the ESOL support services

Person Responsible

Brian Dorn

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

students work samples, parent conference notes, PLC notes, lesson plans, assessment results

G4.B5.S2 After-school learning labs 4

 S199975

Strategy Rationale

Intensive instruction for ELL students

Action Step 1 5

After-school learning labs

Person Responsible

LaShawn Frost

Schedule

Daily, from 12/1/2015 to 6/3/2016

Evidence of Completion

i-Ready and IXL data, attendance sheets and class roster

Plan to Monitor Fidelity of Implementation of G4.B5.S2 6

Administration will review the effectiveness of the program

Person Responsible

LaShawn Frost

Schedule

Weekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of Implementation of G4.B5.S2 7

Administration will review the program expectations with teachers and make changes as necessary

Person Responsible

LaShawn Frost


Schedule

Weekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Student Performance Data

G4.B6 Low achievement for SWD 2

 B188534

G4.B6.S1 Booker Middle ESE Liaisons 4

 S199976

Strategy Rationale

Booker Middle School ESE Liaisons will provide teachers with resources and instructional strategies to support the learning environment for ESE students.

Action Step 1 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

Person Responsible


Cindy Lowrey

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

G4.B6.S2 LRE Classrooms for SWD 4

 S199977

Strategy Rationale

Implementation of LRE classrooms will provide our ESE students with access to grade level standards and materials.

Action Step 1 5

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.

Person Responsible

Schedule

On 6/3/2016

Evidence of Completion

Lesson Plans, student performance data, classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G4.B6.S2 6

Classroom walk-throughs, lesson plans

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walk-throughs, lesson plans, student performance data

Plan to Monitor Fidelity of Implementation of G4.B6.S2 6

Classroom walk-throughs, lesson plans

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walk-throughs, lesson plans, student performance data

Plan to Monitor Effectiveness of Implementation of G4.B6.S2 7

Classroom observations, lesson plans

Person Responsible

LaShawn Frost


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Observation notes, student performance data, lesson plans

G5. During the 2016 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1

 G072304**G5.B1** Lack of Student Engagement 2 B188535**G5.B1.S1** Teachers will receive training on how to actively engage students in the learning environment

4

 S199978**Strategy Rationale**

Students who are actively engaged in the Learning environment will be motivated and attend school on a regular basis.

Action Step 1 5

"The Art of Teaching and Learning" PD

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 9/17/2015 to 6/3/2016

Evidence of Completion

Agenda Meetings, Sign-In Sheets and Resouces

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

Classroom walk-throughs

Person Responsible

Cheryl Thomas

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Walk-through notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

The Data Coach will analyze the attendance reports and walk-through data trends

Person Responsible

Sherika Evans


Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

SIS attendance reports, data charts

G5.B1.S2 Project SUCCESS 4

 S199979

Strategy Rationale

This College and Career Readiness Program will train teachers to use proven strategies that prepare students for high school, college and a career.

Action Step 1 5

Teachers will obtain high impact strategies to support a college and career culture.

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Teachers will collaborate during their PLC meetings about the use of high impact strategies

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC notes and agenda

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Classroom walk-throughs will be facilitated

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walk-through notes, lesson plans

G5.B2 Academic Difficulties 2

 B188536

G5.B2.S1 Parent University Workshops 4

 S199980

Strategy Rationale

Parents that are well informed of the education process will find ways to better assist their student.

Action Step 1 5

Parents will receive ongoing workshops that will empower them to support their student and the learning community.

Person Responsible

Grace Schaffer

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Agendas, sign-in sheets, copies of presentations

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

Parent Surveys and Parent Participation

Person Responsible

Grace Schaffer

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Parent Feedback Forms

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

Parent Surveys

Person Responsible

Grace Schaffer

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Workshop attendance Data, feedback from surveys

G5.B2.S2 Academic Interventionist 4

 S199981

Strategy Rationale

The Academic Interventionist meets with students who are struggling academically, tracks grades and develops academic intervention plans to support struggling learners.

Action Step 1 5

Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.

Person Responsible

Grace Schaffer

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

MTSS data, grades, classroom observations

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Meet with SWST to review data and parents conferences

Person Responsible

Grace Schaffer

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

SWST notes, parent conference notes, AIPs

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Administrative observation, review of data

Person Responsible

Derek Jenkins

Schedule

On 6/3/2016

Evidence of Completion

Observation notes and forms, grades, SWST data, parent contact, AIPs

G5.B3 Home Environment 2

 B188537

G5.B3.S1 School Counselors work with teachers and students on personal issues and are committed to providing the support needed for students to achieve academic success. 4

 S199982

Strategy Rationale

When students social and emotional needs are met, they will achieve academic success.

Action Step 1 5

The School counselor delivers individual, small group and classroom guidance lessons.

Person Responsible

Cheryl Thomas

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Action Step 2 5


School Social Worker

Person Responsible

Schedule

Evidence of Completion

G5.B3.S2 Home visits 4

 S199983

Strategy Rationale

Making a connection with families will help to empower them in making sound decisions for their families

Action Step 1 5

School Social Worker

Person Responsible

Anostasia Dilego

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Referrals, referral notes

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

The School Social Worker will work with families to implement services as needed

Person Responsible

Anostasia Dilego

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

SWST notes, referral notes, family service referrals

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7

Review of service referral data, evaluation of services

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data from service referrals, data from home visits, evaluation data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Collaborate with teachers weekly during PLC meetings to discuss data and concerns	Schmidt, Mary	8/24/2015	PLC minutes, agendas	6/3/2016 weekly
G1.B1.S2.A1	Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards	Schmidt, Mary	8/24/2015	Observation	6/3/2016 weekly
G1.B1.S3.A1	The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.	Schmidt, Mary	8/24/2015	Lesson Plans	6/3/2016 daily
G1.B2.S1.A1	The administrative team will reinforce school-wide behavior expectations for all students during a quarterly assembly	Jenkins, Derek	8/26/2015	School Calendar, Powerpoint Presentation	6/3/2016 quarterly
G1.B2.S2.A1	Provide monthly "Time to Teach" tips to teachers	Schmidt, Mary	8/24/2015	Meeting agendas, documented tips, feedback forms	6/3/2016 monthly
G1.B3.S1.A1	Parent University workshops and activities	Frost, LaShawn	8/24/2015	Agendas, sign-in sheets, powerpoint presentations	6/3/2016 monthly
G1.B3.S2.A1	Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school suspensions	Frost, LaShawn	8/24/2015	SATOSS referral data, sign-in sheets, discipline referrals	6/3/2016 daily
G2.B1.S1.A1	i-Ready will be used 45 minutes a week during Math classes	Schaffer, Grace	11/17/2015	Class and Individual i-Ready reports	6/3/2016 weekly
G2.B1.S2.A1	The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions	Evans, Sherika	8/24/2015	i-Ready data, benchmark assessments, Achieve 3000 data, Skills Inventory	6/3/2016 every-3-weeks
G2.B1.S3.A1	This Professional Development will allow teachers to engage in collaborative coaching and learning walks to improve instruction.	Frost, LaShawn	9/10/2015	Learning walks notes, coaching notes, PD agenda	6/3/2016 monthly
G2.B2.S1.A1	WoW Word PD, Vocabulary.com	Jenkins, Derek	8/24/2015	Agendas, Notebooks/Student Samples, Sign-In Sheets and other Resources	6/3/2016 quarterly
G2.B2.S2.A1	College and Career Readiness PD	Frost, LaShawn	8/19/2015	PD agendas, sign-in sheets, presentations	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Ongoing DOK Training and Support	Schaffer, Grace	9/17/2015	Agendas, sign-in sheets, powerpoint presentations, learning walks	5/19/2016 biweekly
G2.B3.S2.A1	The Title I Math Teacher provides highly effective instructional Math strategies in the learning environment.	Skowronski, Paul	8/24/2015	Lesson plans, classroom walkthroughs	6/3/2016 daily
G2.B3.S3.A1	The Title I ELA Teacher provides highly effective instructional strategies throughout the learning community.	Daniels, Sandra	8/24/2015	Lesson plans, classroom walkthroughs	6/3/2016 daily
G2.B4.S1.A1	Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement	Frost, LaShawn	9/10/2015	Parent University agendas, sign-in sheets, powerpoints	5/12/2016 monthly
G2.B5.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Weger, Al	8/24/2015	Student work samples, student performance data, formative and summative assessments, lesson plans	6/6/2016 daily
G2.B5.S2.A1	After-school learning labs with IXL and i-Ready	Frost, LaShawn	12/1/2015	i-Ready data, IXL data, Sign-in sheets,	6/3/2016 daily
G2.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.	Lowrey, Cindy	8/24/2015	student work samples, lesson plans	6/6/2016 daily
G2.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.	Lowrey, Cindy	8/24/2015	lesson plans, Learning Walks	6/6/2016 daily
G3.B1.S1.A1	Understanding the I-Engage Lesson Design PD	Dorn, Brian	9/1/2015	Agendas, Sign-In Sheets, Resources	6/6/2016 monthly
G3.B1.S2.A1	i-Ready program will be used two times a week.	Frost, LaShawn	11/17/2015	Class and Individual i-Ready Reports	6/6/2016 weekly
G3.B1.S3.A1	Tornado Transition Program	Daniels, Sandra	6/6/2016	Class rosters, lesson plans, attendance sheets, grades,	8/5/2016 daily
G3.B2.S1.A1	Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com	Dorn, Brian	9/1/2015	Agendas, Sign-In Sheets, Composition Notebooks, Flip Charts	6/3/2016 daily
G3.B3.S1.A1	Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment	Dorn, Brian	9/3/2015	Agendas, Sign-In Sheets and Resources	6/3/2016 monthly
G3.B3.S2.A1	The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum	Clay, Kim	8/24/2015	Teacher support logs, classroom walkthroughs	6/3/2016 daily
G3.B3.S3.A1	Secondary Reading Conference	Frost, LaShawn	10/8/2015		10/11/2015 one-time
G3.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Weger, Al	8/24/2015	Student work samples, student performance data, formative and summative assessments, lesson plans	6/3/2016 daily
G3.B4.S2.A1	After-school learning labs	Frost, LaShawn	12/1/2015	Attendance sheets, class roster, student performance data	6/3/2016 daily
G3.B5.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.	Lowrey, Cindy	8/24/2015	Student work samples, lesson plans	6/3/2016 daily
G3.B5.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.	Lowrey, Cindy	8/24/2015	Lesson plans, PLC notes, student performance data	6/3/2016 daily
G3.B6.S1.A1	Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement	Frost, LaShawn	9/10/2015	Workshop agendas, presentations, sign-in sheets	6/3/2016 monthly
G4.B1.S1.A1	Inquiry Based Learning PD, Teaching Vocabulary in Science PD	Frost, LaShawn	9/1/2015	PD Agenda, Sign-In Sheet and Resources	6/6/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1	PD on Inquiry Based Learning	Frost, LaShawn	8/24/2015	Observation Feedback Forms Lesson Plans	6/6/2016 quarterly
G4.B1.S3.A1	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum	Frost, LaShawn	9/1/2015		6/6/2016 weekly
G4.B2.S1.A1	Ongoing Training in I-Engage PD	Frost, LaShawn	9/1/2015	Agendas, Lesson Plans, Learning Walks	6/6/2016 monthly
G4.B3.S1.A1	The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum	Steig, Stacey	8/24/2015	Lesson plans, classroom walkthroughs	6/3/2016 daily
G4.B3.S2.A1	The Title I Science Teacher provides highly effective instructional strategies to increase student achievement in Science	McDonald, Lynn	8/24/2015	Lesson plans, classroom walkthroughs	6/3/2016 daily
G4.B3.S3.A1	This resource gives teachers access to non-fiction text and high-level activities designed to engage all students in learning	Frost, LaShawn	8/24/2015	E-Science Reports and lesson plans	6/3/2016 daily
G4.B4.S1.A1	All parents will be invited to monthly Parent University Workshops	Frost, LaShawn	9/10/2015	Workshop agendas, attendance sheets, copies of presentations	6/3/2016 monthly
G4.B5.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Weger, Al	8/24/2015	Student work samples, student performance data, formative and summative assessments, lesson plans	6/3/2016 daily
G4.B5.S2.A1	After-school learning labs	Frost, LaShawn	12/1/2015	i-Ready and IXL data, attendance sheets and class roster	6/3/2016 daily
G4.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.	Lowrey, Cindy	8/24/2015		6/3/2016 daily
G4.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.		8/24/2015	Lesson Plans, student performance data, classroom walk-throughs	6/3/2016 one-time
G5.B1.S1.A1	"The Art of Teaching and Learning" PD	Frost, LaShawn	9/17/2015	Agenda Meetings, Sign-In Sheets and Resources	6/3/2016 quarterly
G5.B1.S2.A1	Teachers will obtain high impact strategies to support a college and career culture.	Frost, LaShawn	9/14/2015		6/3/2016 quarterly
G5.B2.S1.A1	Parents will receive ongoing workshops that will empower them to support their student and the learning community.	Schaffer, Grace	9/10/2015	Agendas, sign-in sheets, copies of presentations	6/3/2016 monthly
G5.B2.S2.A1	Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.	Schaffer, Grace	8/24/2015	MTSS data, grades, classroom observations	6/3/2016 daily
G5.B3.S1.A1	The School counselor delivers individual, small group and classroom guidance lessons.	Thomas, Cheryl	8/24/2015		6/3/2016 daily
G5.B3.S2.A1	School Social Worker	Dilego, Anostasia	8/24/2015	Referrals, referral notes	6/3/2016 weekly
G1.B1.S2.A2	Quarterly PBS celebrations	Schmidt, Mary	9/14/2015	pictures, participation list, caught being good observation	6/3/2016 quarterly
G1.B2.S2.A2	Restorative Practices	Schmidt, Mary	9/10/2015	Restorative practices notes, teacher feedback forms	6/3/2016 daily
G2.B6.S2.A2	LRE Training	Frost, LaShawn	9/22/2015	Agendas, Powerpoint Presentation, Attendance Sheets	6/6/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B3.S1.A2	School Social Worker			one-time	
G1.MA1	Data indicating behavior incident trends(SIRs, Referrals)	Schmidt, Mary	8/24/2015	Leadership Team minutes and agenda, data charts	6/3/2016 monthly
G1.B1.S1.MA1	Administrative observations, review of behavior and parent contact data	Frost, LaShawn	8/24/2015	Observation notes, behavior data, parent contact sheets	6/3/2016 weekly
G1.B1.S1.MA1	Leadership Team will review data and cocerns	Frost, LaShawn	8/24/2015	Leadership Team agenda and minutes	6/3/2016 weekly
G1.B2.S1.MA1	Review of behavior data and lesson plans	Frost, LaShawn	Data indicating behavior incident trends	monthly	
G1.B2.S1.MA1	Meet with support staff to review data	Dorn, Brian	8/24/2015	Leadership team meeting agendas, leadership team minutes, discipline data	6/3/2016 weekly
G1.B3.S1.MA1	The support staff will survey parents, staff and students	Frost, LaShawn	9/10/2015	Evaluation survey data, evaluation sheets	5/19/2016 monthly
G1.B3.S1.MA1	Leadership Team will meet weekly to discuss monthly Parent University topics and goals	Frost, LaShawn	8/24/2015	Leadership meeting agendas, minutes	6/3/2016 weekly
G1.B1.S2.MA1	Administration will analyze the discipline reports in correlation with the PBS initiatives to determine trends. The administrative team will also monitor achievement of the at-risk behavior students.	Dorn, Brian	10/26/2015	SIS discipline data, PBS celebrations	6/3/2016 quarterly
G1.B1.S2.MA1	Administration will review discipline data and SIRS	Dorn, Brian	10/26/2015	SIS discipline data, caught being good count	6/3/2016 quarterly
G1.B2.S2.MA1	Review of behavior data and lesson plans	Frost, LaShawn	8/24/2015	data indicating behavior incident trends	6/3/2016 monthly
G1.B2.S2.MA1	Classroom walk-thrus, lesson plans,	Frost, LaShawn	8/24/2015	classroom walk-thru data, lesson plans, discipline data	6/3/2016 daily
G1.B3.S2.MA1	Administration will review and analyze referral data and identify trends	Frost, LaShawn	9/14/2015	SIS referral data	6/3/2016 monthly
G1.B3.S2.MA1	Administration will conduct walk-throughs of SATOSS program	Frost, LaShawn	9/8/2015	Walk-through notes	6/3/2016 weekly
G1.B3.S2.MA2	SATOSS counselor will meet with administration monthly	Frost, LaShawn	9/14/2015	Discussion notes, walk-through notes	6/3/2016 monthly
G1.B1.S3.MA1	Review and analyze behavior data and lesson plans	Dorn, Brian	8/24/2015	Data indicating behavior incident trends	6/3/2016 monthly
G1.B1.S3.MA1	Meet with support staff to review data	Schmidt, Mary	8/24/2015	Meeting minutes, behavior incident data	6/3/2016 weekly
G2.MA1	i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory	Jenkins, Derek	11/17/2015	i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory	6/3/2016 monthly
G2.B1.S1.MA1	Classroom Walkthroughs and Learning Walks will be Facilitated. Coaching will be Provided as Necessary.	Jenkins, Derek	11/17/2015	Observation Data, Learning Walks Data Sheets and Lesson Plans	6/3/2016 daily
G2.B1.S1.MA1	The administrative team will review and analyze i-Ready reports	Jenkins, Derek	11/17/2015	Classroom walkthroughs, lesson plans, i-Ready reports	6/3/2016 weekly
G2.B2.S1.MA1	This Process will be Monitored by Classroom Walkthroughs and Learning Walks	Jenkins, Derek	9/1/2015	Lesson Plans, Learning Walks Data, Observation Data, WoW Notebooks	9/1/2015 weekly
G2.B2.S1.MA1	The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks	Jenkins, Derek	9/1/2015	Notesbooks, Observation Data and Learning Walks Data	6/3/2016 daily
G2.B3.S1.MA1	Classroom observations, review of student performance data	Frost, LaShawn	8/24/2015	Progress monitoring, district benchmarks, formative and summative	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				assessments, FSA, interactive notebooks	
G2.B3.S1.MA1	Classroom Walk-thrus, PLC discussion, Learning Walks	Frost, LaShawn	8/24/2015	Lesson plans, classroom observations, student performance	6/6/2016 daily
G2.B4.S1.MA1	Surveys of each workshop will be developed and given to determine the effectiveness of the workshops	Frost, LaShawn	9/7/2015	Surveys from workshops	5/23/2016 one-time
G2.B4.S1.MA1	The Leadership Team will meet weekly to monitor the implementation of these workshops and discuss outcomes	Frost, LaShawn	9/8/2015	Leadership Team meeting agendas	5/23/2016 weekly
G2.B5.S1.MA1	Administration will review the effectiveness of the ESOL Liaison.	Dorn, Brian	8/24/2015	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results	6/6/2016 quarterly
G2.B5.S1.MA1	The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.	Weger, Al	8/24/2015	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results	6/6/2016 weekly
G2.B6.S1.MA1	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Dorn, Brian	8/24/2015	Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals	6/6/2016 weekly
G2.B6.S1.MA1	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Lowrey, Cindy	8/24/2015	Student work samples, lesson plans, assessment results, PLC and Progress Monitoring notes	6/6/2016 weekly
G2.B1.S2.MA1	The leadership team will meet weekly to review the progress monitoring notes	Frost, LaShawn	8/24/2015	leadership team meeting, Data Charts	6/3/2016 weekly
G2.B1.S2.MA1	The leadership team will meet weekly with the Data Coach to review and analyze data.	Frost, LaShawn	8/24/2015	Data from all departments and assessments, data reports, agendas, leadership team minutes	6/3/2016 weekly
G2.B2.S2.MA1	Classroom observations, review of student performance data	Evans, Sherika	8/24/2015	Progress monitoring, formative and summative assessments, spiral notebooks	6/3/2016 one-time
G2.B2.S2.MA1	Classroom walk-throughs, PLC discussion	Frost, LaShawn	8/19/2015	Lesson plans, classroom walk-throughs, student performance	6/3/2016 weekly
G2.B3.S2.MA1	classroom observations, review of student performance data	Jenkins, Derek	8/24/2015	Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks	6/3/2016 monthly
G2.B3.S2.MA1	Classroom walk-throughs, PLC minutes	Jenkins, Derek	8/24/2015	Lesson plans, classroom observations, student performance	6/3/2016 weekly
G2.B5.S2.MA1	lab observations, review of student performance data	Frost, LaShawn	12/1/2015	Progress monitoring, i-Ready data, IXL data	6/3/2016 weekly
G2.B5.S2.MA1	Weekly data chats with students, progress monitoring reports	Frost, LaShawn	12/1/2015	lab observations and student performance data	6/3/2016 weekly
G2.B6.S2.MA1	Review of student progress	Lowrey, Cindy	8/24/2015	student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments	6/6/2016 monthly
G2.B6.S2.MA1	Review of lesson plans, classroom walk-thrus, Progress monitoring and PLC discussion about inclusion services	Frost, LaShawn	8/24/2015	lesson plans, observation notes, PLC minutes, Progress Monitoring minutes	6/6/2016 weekly
G2.B1.S3.MA1	Administration will review of data at staff meetings and leadership team meetings	Frost, LaShawn	10/15/2015	Classroom walk-through data, progress monitoring logs, agendas, staff meeting minutes and leadership team minutes	6/3/2016 monthly
G2.B1.S3.MA1	The administrative team and curriculum leaders will facilitate Classroom learning walks, classroom observations,	Frost, LaShawn	8/24/2015	learning walks data, classroom walk-through data	6/3/2016 monthly
G2.B3.S3.MA1	Classroom observations, review of student performance data	Jenkins, Derek	8/24/2015	Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S3.MA1	Classroom walk-throughs, PLC minutes	Daniels, Sandra	8/24/2015	Lesson plans, classroom observations, student performance	6/3/2016 weekly
G3.MA1	Classroom Observations, Interactive Notebooks, i-Ready, IXL, Common Assessments, Skills Inventory	Frost, LaShawn	8/24/2015	Sample Student Work, Lesson Plans, Learning Walks Data Sheets, Data Charts	8/4/2016 weekly
G3.B1.S1.MA1	Lesson Plans and Classroom Walkthroughs	Dorn, Brian	9/1/2015	Classroom Walkthrough Data, Learning Walks Data and Indicators for Success	6/3/2016 weekly
G3.B1.S1.MA1	Classroom Walkthroughs and Learning Walks	Dorn, Brian	9/1/2015	Highly Effective Indicators for Success, Learning Walks Data and Observation Data	6/3/2016 monthly
G3.B2.S1.MA1	Classroom Walk-thrus and Lesson Plans	Dorn, Brian	9/1/2015	Composition Notebooks, Interactive Notebooks	6/6/2016 weekly
G3.B2.S1.MA1	Wow Word Initiative	Dorn, Brian	9/1/2014	Composition Books, Interactive Cornell Notebooks, Language Purpose	6/12/2015 weekly
G3.B3.S1.MA1	Classroom Walkthroughs and Collaborative Coaching	Frost, LaShawn	8/24/2015	Classroom and Learning Walk Data, Indicators for Success Data/Feedback	6/6/2016 weekly
G3.B3.S1.MA1	Classroom Walkthroughs, Lesson Plans, PLC's	Frost, LaShawn	9/1/2015	PLC Notes and Student Work, Lesson Plans	6/6/2016 one-time
G3.B5.S1.MA1	The ESE Liaison will provide updates at the Leadership Team meeting	Lowrey, Cindy	8/24/2015	Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals	6/3/2016 weekly
G3.B5.S1.MA1	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Lowrey, Cindy	8/24/2015	Leadership agendas, minutes, students work samples, student data	6/3/2016 weekly
G3.B6.S1.MA1	Support staff will analyze data and workshop feedback	Frost, LaShawn	8/24/2015	Student performance data, parent surveys	6/3/2016 weekly
G3.B6.S1.MA1	Support staff will provide updates at the leadership team meetings	Frost, LaShawn	8/24/2015	Leadership Team meeting agendas, minutes, student performance data	6/3/2016 weekly
G3.B1.S2.MA1	Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, Achieve 3000, Purple Tests, other common assessments)	Evans, Sherika	9/14/2015	Comparative analysis of iReady data and additional indicator(s)	6/6/2016 every-3-weeks
G3.B1.S2.MA1	Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-Ready program	Clay, Kim	11/17/2015	Computer generated progress monitoring reports from the i-Ready Program	6/6/2016 biweekly
G3.B3.S2.MA1	Classroom observations, review of student performance data	Clay, Kim	8/24/2015	Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks	6/3/2016 weekly
G3.B3.S2.MA1	The Title I reading teacher will provide weekly updates to the leadership team regarding the support provided for teachers	Clay, Kim	8/24/2015	Leadership team minutes, agendas, teacher support log	6/3/2016 weekly
G3.B4.S2.MA1	Lab observations, review of student performance data	Frost, LaShawn	12/1/2015	Progress monitoring, district benchmarks, formative and summative assessments, FSA and interactive notebooks	6/3/2016 weekly
G3.B4.S2.MA1	Teachers will meet with Principal to provide weekly progress monitoring updates	Frost, LaShawn	12/1/2015	i-Ready and IXL data reports	6/3/2016 weekly
G3.B5.S2.MA1	Ongoing PD, classroom observations	Lowrey, Cindy	8/24/2015	PD agendas and presentations, classroom observations, student performance data	6/3/2016 weekly
G3.B5.S2.MA1	ESE Liaison will meet with teachers and provide update to Leadership Team	Lowrey, Cindy	8/24/2015	Meeting agendas, minutes, student performance data	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.MA1	Classroom observations, review of student performance data	Frost, LaShawn	6/6/2016	Progress monitoring, formative and summative assessments, spiral notebooks	8/4/2016 weekly
G3.B1.S3.MA1	The Transition Program staff will meet with Principal to discuss program progress	Frost, LaShawn	6/6/2016	Meeting agendas and minutes, students performance reports and data	8/4/2016 weekly
G4.MA1	Benchmark testing, Common Assessments, Internal progress monitoring	Frost, LaShawn	8/24/2015	Data Analysis Sheets, Charts,	6/6/2016 biweekly
G4.B1.S1.MA1	Classroom Walkthroughs and Lesson Plans	Frost, LaShawn	8/24/2015	Benchmark Assessments, i-Ready Data, Common Assessments, I-XL Data	6/3/2016 weekly
G4.B1.S1.MA1	Classroom Walkthroughs, Lesson Plans and Student Work	Frost, LaShawn	10/27/2015	Highly Effective Indicators for Success Data	6/6/2016 weekly
G4.B2.S1.MA1	Ongoing Classroom Walkthroughs	Frost, LaShawn	9/1/2015	Lesson Plans, Walkthrough Data	6/6/2016 weekly
G4.B2.S1.MA1	Ongoing Classroom Walkthroughs	Frost, LaShawn	9/1/2015	Agendas, Learning Walks, Indicators for Success	6/6/2016 one-time
G4.B3.S1.MA1	Student progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.	Frost, LaShawn	8/24/2015	student work samples, assessment results, lesson plans, PLC notes, progress monitoring meetings	6/3/2016 monthly
G4.B3.S1.MA1	The Title I ELA teacher will be monitored through data meetings with administration regarding student performance data	Frost, LaShawn	8/24/2015	Progress monitoring data of the science students, encompassing multiple pieces of data, student work samples, assessment results	6/3/2016 weekly
G4.B4.S1.MA1	Parent surveys, attendance sheets, agendas	Frost, LaShawn	9/10/2015	Parent surveys, attendance sheets, workshops agendas, presentations	6/3/2016 monthly
G4.B4.S1.MA1	Parent University presenters will provide a weekly update at the leadership team meetings	Frost, LaShawn	8/24/2015	Meeting minutes, agendas, Parent University calendar	6/3/2016 weekly
G4.B5.S1.MA1	Administration will review the effectiveness of the ESOL support services	Dorn, Brian	8/24/2015	students work samples, parent conference notes, PLC notes, lesson plans, assessment results	6/3/2016 daily
G4.B5.S1.MA1	The ESOL Liaison will report ESOL data during the weekly Leadership Team meetings	Weger, Al	8/24/2015	Student work samples, lesson plans, assessment results, PLC notes,	6/3/2016 weekly
G4.B1.S2.MA1	Classroom Walkthroughs and PLC's	Frost, LaShawn	8/24/2015	Classroom Walkthrough Data and PLC Artifacts	6/6/2016 weekly
G4.B1.S2.MA1	Classroom Walkthroughs and Snacks for Strats PLC's	Frost, LaShawn	8/24/2015	Classroom Walkthrough Data and Snacks for Strats Artifacts	6/6/2016 weekly
G4.B3.S2.MA1	Student progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.	Frost, LaShawn	8/24/2015	Assessments results, student work samples, lesson plans, PLC notes and progress monitoring meetings	6/3/2016 every-3-weeks
G4.B3.S2.MA1	The Title I Science teacher is monitored through data meetings with administration to student work and progress.	Frost, LaShawn	8/24/2015	Progressing monitoring, student work, assessment results	6/3/2016 weekly
G4.B5.S2.MA1	Administration will review the program expectations with teachers and make changes as necessary	Frost, LaShawn	12/1/2015	Student Performance Data	6/3/2016 weekly
G4.B5.S2.MA1	Administration will review the effectiveness of the program	Frost, LaShawn	12/1/2015	Student performance data	6/3/2016 weekly
G4.B6.S2.MA1	Classroom observations, lesson plans	Frost, LaShawn	8/24/2015	Observation notes, student performance data, lesson plans	6/3/2016 weekly
G4.B6.S2.MA1	Classroom walk-throughs, lesson plans	Frost, LaShawn	8/24/2015	Classroom walk-throughs, lesson plans, student performance data	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B6.S2.MA1	Classroom walk-throughs, lesson plans	Frost, LaShawn	8/24/2015	Classroom walk-throughs, lesson plans, student performance data	6/3/2016 weekly
G4.B1.S3.MA1	Data chats/Project review during PLC or Progress Monitoring meetings.	Frost, LaShawn	9/1/2015	PLC Minutes and Notes from Data Chats	6/6/2016 every-6-weeks
G4.B1.S3.MA1	PLC lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/ units that integrate science concepts across content areas.	Frost, LaShawn	9/1/2015	PLC minutes, lesson/project plans	6/6/2016 weekly
G4.B3.S3.MA1	Evaluation of student performance on benchmark assessments and inquiry based projects	Frost, LaShawn	8/24/2015	Benchmark assessments, Achieve E-Science data	6/3/2016 quarterly
G4.B3.S3.MA1	Administrative Walk-throughs, PLC notes, Lesson plans	Frost, LaShawn	8/24/2015	Walk-through notes, PLC minutes	6/3/2016 weekly
G5.MA1	Review and analyze attendance data	Frost, LaShawn	8/24/2015	SIS attendance reports	6/3/2016 weekly
G5.B1.S1.MA1	The Data Coach will analyze the attendance reports and walk-through data trends	Evans, Sherika	9/14/2015	SIS attendance reports, data charts	6/3/2016 weekly
G5.B1.S1.MA1	Classroom walk-throughs	Thomas, Cheryl	8/18/2014	Walk-through notes, lesson plans	6/12/2015 weekly
G5.B2.S1.MA1	Parent Surveys	Schaffer, Grace	9/10/2015	Workshop attendance Data, feedback from surveys	6/3/2016 monthly
G5.B2.S1.MA1	Parent Surveys and Parent Participation	Schaffer, Grace	9/10/2015	Parent Feedback Forms	6/3/2016 monthly
G5.B1.S2.MA1	Classroom walk-throughs will be facilitated	Frost, LaShawn	8/24/2015	Classroom walk-through notes, lesson plans	6/3/2016 weekly
G5.B1.S2.MA1	Teachers will collaborate during their PLC meetings about the use of high impact strategies	Frost, LaShawn	8/24/2015	PLC notes and agenda	6/3/2016 weekly
G5.B2.S2.MA1	Administrative observation, review of data	Jenkins, Derek	8/24/2015	Observation notes and forms, grades, SWST data, parent contact, AIPs	6/3/2016 one-time
G5.B2.S2.MA1	Meet with SWST to review data and parents conferences	Schaffer, Grace	9/8/2015	SWST notes, parent conference notes, AIPs	6/3/2016 weekly
G5.B3.S2.MA1	Review of service referral data, evaluation of services	Frost, LaShawn	8/24/2015	Data from service referrals, data from home visits, evaluation data	6/3/2016 weekly
G5.B3.S2.MA1	The School Social Worker will work with families to implement services as needed	Dilego, Anostasia	8/24/2015	SWST notes, referral notes, family service referrals	6/3/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. During the 2016 school year, the school will decrease the number of discipline referrals and out-of-school suspensions.

G1.B3 Home Environment

G1.B3.S1 Continue to foster positive relationships with all families to build a cohesive relationship

PD Opportunity 1

Parent University workshops and activities

Facilitator

Support Staff

Participants

Parents

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G2. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.

G2.B1 Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills

G2.B1.S3 Using Coaching to Build a Learning Community

PD Opportunity 1

This Professional Development will allow teachers to engage in collaborative coaching and learning walks to improve instruction.

Facilitator

LaShawn Frost

Participants

Teachers, Administrators

Schedule

Monthly, from 9/10/2015 to 6/3/2016

G2.B2 Vocabulary Deficits

G2.B2.S2 C2 (College and Career Readiness) Collaboration PD

PD Opportunity 1

College and Career Readiness PD

Facilitator

Kevin Beard

Participants

Teachers and administrators

Schedule

Quarterly, from 8/19/2015 to 6/3/2016

G2.B3 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards

G2.B3.S1 Ongoing DOK training and support during PLCs and Snacks for Strats

PD Opportunity 1

Ongoing DOK Training and Support

Facilitator

Administrative Team

Participants

Teachers

Schedule

Biweekly, from 9/17/2015 to 5/19/2016

G2.B4 Home Environment

G2.B4.S1 Parent University Workshops that will increase parents awareness of how to support their student

PD Opportunity 1

Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement

Facilitator

All support staff

Participants

Parents and Students

Schedule

Monthly, from 9/10/2015 to 5/12/2016

G2.B6 Low achievement levels for SWD students

G2.B6.S2 LRE Classrooms for SWD

PD Opportunity 1

LRE Training

Facilitator

Donna Marquis-Cox

Participants

Teachers and Para Professionals

Schedule

Monthly, from 9/22/2015 to 6/6/2016

G3. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.

G3.B1 Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks

G3.B1.S1 I-Engage Strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

PD Opportunity 1

Understanding the I-Engage Lesson Design PD

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 6/6/2016

G3.B3 Level of Rigor on the Florida Standards Assessment

G3.B3.S1 Reading Support Teachers

PD Opportunity 1

Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment

Facilitator

Administration

Participants

Teachers and Administration

Schedule

Monthly, from 9/3/2015 to 6/3/2016

G3.B3.S3 Secondary Reading Conference

PD Opportunity 1

Secondary Reading Conference

Facilitator

Secondary Reading Facilitators

Participants

Teachers

Schedule

On 10/11/2015

G4. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.

G4.B1 Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.

G4.B1.S1 Participate in school-wide vocabulary initiative, emphasize common science vocabulary, collaboration with LA teachers

PD Opportunity 1

Inquiry Based Learning PD, Teaching Vocabulary in Science PD

Facilitator

C2 Collaboration Consultatnt

Participants

Science Teachers

Schedule

Quarterly, from 9/1/2015 to 6/6/2016

G4.B2 Lack of engagement.

G4.B2.S1 Ongoing Training in I-Engage Lesson Design

PD Opportunity 1

Ongoing Training in I-Engage PD

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 6/6/2016

G5. During the 2016 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

G5.B1 Lack of Student Engagement

G5.B1.S1 Teachers will receive training on how to actively engage students in the learning environment

PD Opportunity 1

"The Art of Teaching and Learning" PD

Facilitator

Curriculum Specialist

Participants

BMS Teachers

Schedule

Quarterly, from 9/17/2015 to 6/3/2016

G5.B1.S2 Project SUCCESS

PD Opportunity 1

Teachers will obtain high impact strategies to support a college and career culture.

Facilitator

Curriculum Support Team

Participants

Teachers

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

G5.B2 Academic Difficulties

G5.B2.S1 Parent University Workshops

PD Opportunity 1

Parents will receive ongoing workshops that will empower them to support their student and the learning community.

Facilitator

Academic Interventionist

Participants

Parents

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Technical Assistance Items

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

G2. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.

G2.B1 Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills

G2.B1.S2 Data Coach

PD Opportunity 1

The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions

Facilitator

Sherika Evans

Participants

Teachers and Administrators

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

G3. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.

G3.B1 Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks

G3.B1.S3 Tornado Transition Program

PD Opportunity 1

Tornado Transition Program

Facilitator

Sandra Daniels

Participants

Students

Schedule

Daily, from 6/6/2016 to 8/5/2016

G3.B3 Level of Rigor on the Florida Standards Assessment**G3.B3.S2** Title I Reading Teacher**PD Opportunity 1**

The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum

Facilitator

Kim Clay

Participants

Teachers

Schedule

Daily, from 8/24/2015 to 6/3/2016

G4. During the 2016 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.

G4.B3 Reading stamina in nonfiction and technical texts**G4.B3.S3** Achieve 3000 E-Science**PD Opportunity 1**

This resource gives teachers access to non-fiction text and high-level activities designed to engage all students in learning

Facilitator

Achieve Reps

Participants

Science Teachers

Schedule

Daily, from 8/24/2015 to 6/3/2016

G5. During the 2016 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

G5.B2 Academic Difficulties

G5.B2.S2 Academic Interventionist

PD Opportunity 1

Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.

Facilitator

Grace Schaffer

Participants

Teachers

Schedule

Daily, from 8/24/2015 to 6/3/2016

G5.B3 Home Environment

G5.B3.S1 School Counselors work with teachers and students on personal issues and are committed to providing the support needed for students to achieve academic success.

PD Opportunity 1

The School counselor delivers individual, small group and classroom guidance lessons.

Facilitator

School Counselors

Participants

Students and Parents

Schedule

Daily, from 8/24/2015 to 6/3/2016

G5.B3.S2 Home visits

PD Opportunity 1

School Social Worker

Facilitator

Anostasia Dilego

Participants

Students and Parents

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	Collaborate with teachers weekly during PLC meetings to discuss data and concerns				\$0.00
2	G1.B1.S2.A1	Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards				\$0.00
3	G1.B1.S2.A2	Quarterly PBS celebrations				\$0.00
4	G1.B1.S3.A1	The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.				\$0.00
5	G1.B2.S1.A1	The administrative team will reinforce school-wide behavior expectations for all students during a quarterly assembly				\$0.00
6	G1.B2.S2.A1	Provide monthly "Time to Teach" tips to teachers				\$0.00
7	G1.B2.S2.A2	Restorative Practices				\$0.00
8	G1.B3.S1.A1	Parent University workshops and activities				\$0.00
9	G1.B3.S2.A1	Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school suspensions				\$0.00
10	G2.B1.S1.A1	i-Ready will be used 45 minutes a week during Math classes				\$38,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$38,000.00
			Notes: This resource will be used in Math and ELA.			
11	G2.B1.S2.A1	The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions				\$77,024.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$77,024.00
			<i>Notes: This teacher analyzes school-wide data</i>			
12	G2.B1.S3.A1	This Professional Development will allow teachers to engage in collaborative coaching and learning walks to improve instruction.				\$7,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$7,350.00
13	G2.B2.S1.A1	WoW Word PD, Vocabulary.com				\$0.00
14	G2.B2.S2.A1	College and Career Readiness PD				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$15,000.00
15	G2.B3.S1.A1	Ongoing DOK Training and Support				\$31,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$31,450.00
16	G2.B3.S2.A1	The Title I Math Teacher provides highly effective instructional Math strategies in the learning environment,				\$56,019.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$56,019.00
17	G2.B3.S3.A1	The Title I ELA Teacher provides highly effective instructional strategies throughout the learning community.				\$96,742.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School			\$96,742.00
18	G2.B4.S1.A1	Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement				\$0.00
19	G2.B5.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.				\$0.00
20	G2.B5.S2.A1	After-school learning labs with IXL and i-Ready				\$83,726.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$83,726.00
21	G2.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				\$0.00
22	G2.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.				\$0.00
23	G2.B6.S2.A2	LRE Training				\$10,810.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$10,810.00
Notes: Traing will be ongoing						
24	G3.B1.S1.A1	Understanding the I-Engage Lesson Design PD				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$10,000.00
Notes: I-Engage PD						
25	G3.B1.S2.A1	i-Ready program will be used two times a week.				\$0.00
26	G3.B1.S3.A1	Tornado Transition Program				\$78,994.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$78,994.00
Notes: The Budget includes 15,000.00 for Transortation						
27	G3.B2.S1.A1	Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com				\$0.00
28	G3.B3.S1.A1	Teachers will Particpate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment				\$0.00
29	G3.B3.S2.A1	The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum				\$63,457.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$63,457.00
30	G3.B3.S3.A1	Secondary Reading Conference				\$9,688.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0084 - Booker Middle School	Title I Part A		\$9,688.00
31	G3.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.				\$0.00
32	G3.B4.S2.A1	After-school learning labs				\$0.00
33	G3.B5.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				\$0.00
34	G3.B5.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.				\$0.00
35	G3.B6.S1.A1	Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement				\$0.00
36	G4.B1.S1.A1	Inquiry Based Learning PD, Teaching Vocabulary in Science PD				\$0.00
37	G4.B1.S2.A1	PD on Inquiry Based Learning				\$0.00
38	G4.B1.S3.A1	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum				\$0.00
39	G4.B2.S1.A1	Ongoing Training in I-Engage PD				\$0.00
40	G4.B3.S1.A1	The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum				\$0.00
41	G4.B3.S2.A1	The Title I Science Teacher provides highly effective instructional strategies to increase student achievement in Science				\$75,819.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School			\$75,819.00
42	G4.B3.S3.A1	This resource gives teachers access to non-fiction text and high-level activities designed to engage all students in learning				\$18,810.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$18,810.00
43	G4.B4.S1.A1	All parents will be invited to monthly Parent University Workshops				\$8,640.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$8,640.00
			Notes: This budget will also be used to obtain technology for communicating with parents.			

Budget Data

44	G4.B5.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.				\$0.00
45	G4.B5.S2.A1	After-school learning labs				\$0.00
46	G4.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				\$0.00
47	G4.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.				\$0.00
48	G5.B1.S1.A1	"The Art of Teaching and Learning" PD				\$11,315.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0084 - Booker Middle School	Title I Part A		\$11,315.00
			Notes: PD on Engaging Students			
49	G5.B1.S2.A1	Teachers will obtain high impact strategies to support a college and career culture.				\$0.00
50	G5.B2.S1.A1	Parents will receive ongoing workshops that will empower them to support their student and the learning community.				\$0.00
51	G5.B2.S2.A1	Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.				\$58,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0084 - Booker Middle School	Title I Part A		\$58,000.00
52	G5.B3.S1.A1	The School counselor delivers individual, small group and classroom guidance lessons.				\$0.00
53	G5.B3.S1.A2	School Social Worker				\$0.00
54	G5.B3.S2.A1	School Social Worker				\$0.00
Total:						\$750,844.00