

Sarasota County Schools

Emma E. Booker Elementary School



2016-17 Schoolwide Improvement Plan

Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 95% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 91% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | D* | C | C |

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Emma E. Booker Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"High Expectations For All"

The community of Emma E. Booker Elementary School recognizes that students enter school with different backgrounds and experiences. It is our belief that all children can be successful when accepted at their level of development. By holding high expectations for parents, students, teachers, and administrators as well as using a no fault approach, we believe we can lead every child toward becoming a productive and successful member of society.

b. Provide the school's vision statement.

"Emma E. Booker Mission Statement"

The community of Emma E. Booker Elementary School recognizes that students enter school with different backgrounds and experiences. It is our belief that all children can be successful when accepted at their level of development. By holding high expectations for parents, students, teachers, and administrators, as well as using a no fault approach, we believe we can lead every child toward becoming a productive and successful member of society.

2. School Environment

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

Emma E. Booker works to build lasting relationships between teachers and students throughout the school year. All teachers are trained in PBS techniques to respond appropriately to students and to work to build a classroom community. In addition, multiple events are held throughout the year to improve and increase parent involvement and support. EEB has two parent conferences that over 90% of our families attend that help build relationships between teachers and families. Teachers work throughout the year getting to know families, conducting home visits, and building lasting relationships with students.

In addition, all classrooms learn the Booker B's as well as the behavior expectations that are positively reinforced throughout the day. Additionally upon registering, EEB gives all families a Home Language survey to collect information. When applicable, EEB sends all communication home in families native languages.

As a means of student reflection and teacher/ student dialogue, students in K-1 complete a Character Builder form that focuses students towards Kind, Rules, Work. The 2-5 students complete a Character Builder daily focusing on the Booker B's expectations. This tool is also a way of communicating with parents the quality of their child's day based on a combination of their personal assessments and teacher discussion with the student.

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

EEB teachers and staff work diligently to create an environment where students feel safe and respected throughout the day. Students are greeted at the door every morning by their classroom teacher. Throughout the day, students are rewarded for positive choices and behaviors. Recognition ceremonies such as R&R and Principal's Awards recognize students for making the right choices. After school programs such as YMCA Operation Graduation and Booker Boost, our 21st Century Program, provides students with a healthy dinner and instructional support that is needed for

struggling students. This school year, teachers and administration are working to "re-invest" in our school-wide Positive Behavior Support Plan.

As a shared investment between School district and the Sarasota Sheriff's department, we have the support of a full-time School Resource Officer (SRO) to help maintain a safe and secure campus focused on learning. The SRO is providing additional programs for students such as DARE to teach them safe choices. Additionally, security measures occur for all families and visitors using our district approved RAPTOR system to ensure all visitors/guests are safe to be on campus. The SRO also provides support to families, students and the school community based on needs building positive relationship on campus.

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

EEB has a school wide PBS and behavior plan with 24/7 expectations that are posted throughout campus and in all classrooms. Classroom teachers teach, model, and positively reinforce school wide, grade level, and classroom expectations. EEB has also incorporated the CHAMPs approach to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. The explicit nature of the CHAMPs approach improves time on task and focus on learning behaviors necessary for learning. In addition, EEB has implemented the Tornado Take-out uses Booker Bucks to motivate students by focusing on students meeting expectations. Students are able to order preferred and school-spirit items using an purchasing system. Parents are sent updates to our PBS plan through Open House, as well as our Principal newsletter. This school year, we are inviting interested teachers and parents to join Administration in reviewing our school-wide PBS plan. EEB has recognition ceremonies to reward students who are positive examples of our PBS plan. Additionally, our school guidance counselor and behavior specialist works with grade levels to address grade level concerns and structures classroom and small group lessons as needed.

A PBS committee was established and meets on a monthly basis to to provide suggestions and ideas for teachers through a collaborative approach. Representatives from each team become the PBS trainers and supports ensuring PBS best practices across our campus.

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

EEB offers numerous opportunities for students in relation to counseling services. All grade levels, K-5, have classroom guidance lessons, as well as small group lessons for those students in need. Our guidance staff works closely with families to offer school and community supports to families in crisis. EEB also employs a behavior specialist, as well as a Home School Liaison to ensure connection and resources to families.

EEB also partners with JFCS and has a mental health counselor on site to help students who need additional support.

EEB is offering a new Mentoring program called Booker's BEST Mentoring. To better support students' social- emotional needs, target 4th and 5th grade students are trained as peer mentors for younger students. In conjunction with their training, students from Booker High School are recruited to join this group weekly to support circle discussions and restorative justice discussions. These weekly meetings also include progress monitoring aligned with the Character Builders and the need for students to reflect on their own actions and create behavioral goals. A contract that includes student, endorsing teacher, parents and program coordinator aligns all stakeholders to a plan.

EEB will also pursue a partnership with a Board Certified Behavior Analyst (BCBA) in order to address social-emotional needs and to further decrease incidents resulting in behavioral infractions/ referrals. Our School-wide support team has invested in a Total Progress System (TPS) to pinpoint behavioral concerns in order to develop appropriate interventions.

3. Early Warning Systems

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

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

EEB has set early warning systems in place to be able to address issues as quickly as possible.

Attendance: EEB has weekly attendance meetings with the district truancy worker, Home School Liaison, a support teacher, and the Assistant Principal to monitor attendance. Students who have 3 or more days out of school are monitored for attendance improvements and the teacher puts interventions in place, as needed. In addition, there are behavior contracts offered as incentives for children and parents, where needed. A report from the SIS system is run weekly to monitor this area. Tier II interventions include agenda labels, Phone contact, attendance letters and social worker contact. Students with severely chronic absenteeism enter Tier III interventions that include support from truancy worker, social worker, and administration.

Regarding course failures, EEB has mandatory Q1 parent conferences to keep families up-to-date on student progress. In addition, progress reports are sent out at every grade level mid-way through the quarter. Interventions are put in place for students who are below mastery. Our classroom teacher offer targeted interventions for students based on specific deficit areas using i-Ready data. These students are monitored at SWST meetings, as well as with classroom teacher and MTSS facilitator.

Students who scored below proficiency on the FSA are placed in an additional intensive reading. Classroom teachers provide intensive interventions to help students who are struggling using SRA Corrective Reading program.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 25 | 19 | 17 | 11 | 15 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 5 | 2 | 9 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 36 | 35 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 2 | 0 | 6 | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

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

Classroom teachers provide Tier II and Tier III interventions to students in small group and/or one-on-one to work intensively with students who are behind. In addition, K-5 students who are performing in profile 1 and 2 (phonological awareness and vocabulary deficits) according to the i-Ready diagnostic data in reading

and math at each grade level are provided additional intensive support during our SRA Reading blocks.

Students are also discussed between classroom teacher as well as the MTSS facilitator to ensure that students who may benefit from additional support are discussed at weekly SWST meetings.

EEB will also provide a structured pre-k/kindergarten transitional program for entering kindergarten students. This summer program will take place for seven weeks prior to the start of their kindergarten year and address school readiness skills for children entering kindergarten.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

During the 2013-14 school year, EEB parents participated in a fall and spring parent conference with their child's teacher. The fall conference rate was 94% while the spring conference rate was 93%. For the 2014 school year, our fall conference target is 95% and the spring conference target is 94%.

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

EEB proudly works to build partnerships with our families and the overall community. Particularly at the start of the school year, we purposefully collaborate with parents, volunteers, teachers, and other members of the community to establish an academically focused, goal-oriented school year. In particular, our Annual Title I meeting, Open House, Donuts for Dads event, PTO, and SAC meetings are times that a review of current school-wide student data occurs, as well as establishing new programs. The partnership with the Community Foundation of Sarasota has offered time, facilities and resources to support teacher professional development, such as the Teacher Leadership Retreat. In addition, the Community Foundation of Sarasota works directly with district and school leadership to access resources to fund programs that enhance the learning experiences of our students. They are also true partners working directly with families by presenting to parents about involvement opportunities outside of school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------------------|---------------------|
| Clayton, Dawn | Principal |
| Henderson, Tia | Assistant Principal |
| Williams, Tanisha | Instructional Coach |
| Yar, Ritta | Teacher, K-12 |
| Miley, Caryn | Teacher, K-12 |
| Mahoney, Megan | Teacher, K-12 |
| Pazink, Jennifer | Teacher, K-12 |
| Gunderson, Sherry | Teacher, K-12 |
| Ambrioso, Susan | Teacher, K-12 |
| Wunderlin-VanArsdall, Laura | Other |
| Watson, Shavonne | Paraprofessional |

b. Duties

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

Each member of the school based leadership team has a specific function and role as it relates to MTSS and SIP.

Dawn Clayton and Troy Thompson (AP) both review progress monitoring and summative data (Florida's statewide ELA and Mathematics FSA, FCAT Science 2.0) and engage stake-holders to make decisions to improve the quality of teaching and learning experiences. Collaborative conversations are held during SAC meetings, SDMT, and Curriculum Team meetings to ensure that our school's SIP is a document that guides our school's instructional decisions. In addition, Dr. Clayton monitors the i-Ready diagnostic tool for Reading and mathematics for K-5 grade 3 times annually. The i-Ready student growth and prescriptive information support instructional decisions and helps assess the impact of instruction. Active members of the MTSS team oversee and ensure Tier II and Tier III interventions are being properly implemented. Dr. Clayton serves as the instructional leader of the school ensuring that all programs are implemented with fidelity.

Troy Thompson, Assistant Principal, reviews progress monitoring and summative data (Florida's statewide ELA and Mathematics FSA, FCAT Science 2.0) and engages stake-holders to make decisions to improve the quality of instructional programming. Active members of the MTSS team oversee and ensure Tier II and Tier III interventions are being properly implemented. In addition, Dr. Clayton monitors the i-Ready diagnostic tool for Reading and mathematics for K-5 grade 3 times annually. The i-Ready student growth and prescriptive information support instructional decisions and helps assess the impact of instruction. Mr. Thompson supports Dr. Clayton and all instructional programs.

Team Leaders- The remaining members of the School Leadership Team represent their grade-levels and programs on our campus. They provide feedback from teams and assist the shared decision making process to ensure quality instructional programming.

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

EEB's MTSS team meets weekly and looks at each grade level progress monitoring data. There are three MTSS facilitators assigned to 2 grade levels each (K-1, 2-3, 4-5) that meets with grade level teams regularly to plan for and implement Tier II and Tier III interventions. Additional instructional supports are offered in grades K-5 for students who are performing below level. There are 2 Title I teachers that support classroom teachers with providing additional supports to below level students through intervention blocks to look at frequent data points of each student and tailor instruction around their needs.

Title I Part A Flexible Direct instruction dollars are utilized to provide additional services to children. These services include a variety of instructional materials that are needed in classrooms to support engaging learning experiences that are aligned to adopted standards. The Flexible Direct Instruction also provides supplemental direct instruction to support students in reading and math. Other Title I monies include the professional development budget which provides support for professional development implementation of science, ELA and math instruction. Title I Parent Involvement funds will be utilized to increase parent participation in school activities designed to improve student achievement. The district's Food and Nutrition department provides a daily healthy fruit or vegetable to every child at EEB. Additionally, a full dinner is provided to every child in the after school programs at EEB. EEB coordinates with the largest Head Start provider within the community (Children's First). EEB allows for two Children's First classrooms to be housed at EEB. Children that will eventually attend EEB when they reach school age are identified and enrolled within these classrooms.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------------|----------------------------|
| Arthur Larkins | Business/Community |
| Dawn Clayton | Principal |
| Theresa Marks | Education Support Employee |
| Carolyn Major-Harper | Business/Community |
| Marvin Smith | Parent |
| Peggy Wiggins | Business/Community |
| Arsy Upshaw | Parent |
| Tony Humphrey | Parent |
| Ophelia Fletwood | Parent |
| Kevin Jones | Parent |
| Deputy Donnell Livingston | Business/Community |
| Darlis Scott | Parent |
| Ada Sajardo | Parent |
| Leah Greene | Parent |
| Dedra Reed | Teacher |
| Stephanie Jones | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team meets monthly to review school wide programs and goals. At the end of the 2016-17 school year, EEB's SAC met and reviewed the progress toward our SIP and PIP's stated goals. At the beginning of the present school year school wide data was shared with SAC and the group collectively determined what academic and parent involvement areas would be a focus this year. Target areas in reading and math were a focal point and SAC recommended the implementation of additional parent involvement opportunities such as grade specific parent nights focusing on Academic content.

b. Development of this school improvement plan

The SAC committee meetings are held monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data (FCAT Science 2.0/FSA) of Florida's high-stakes testing. Recommendations for improving programs such as after-school, Saturday tutoring experiences, and summer programs designed to decrease the summer slide have come from these meetings. The SAC committee also reviews and renders final approval of the yearly School Improvement Plan, the annual Parent Involvement Plan, budgets, and other needs assessment data such as the Title I surveys and the district's parent climate surveys. Once again, recommendations are rendered to improve the overall programs.

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

Every year the school budget is sent to EEB's Principal, Dawn Clayton. From there, SAC and SDMT are active participants in aligning dollars to instructional programs and needs. SAC discusses and has input into all areas and decision-making through the budget process. Before the school budget is submitted to the district, it is approved and voted on by SAC.

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

School Improvement Funds were utilized to host a Saturday school experience for our 3rd, 4th and 5th grade children. This year, SAC will meet and determine how to best use the instructional funds that have been allocated for instruction.

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

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

| Name | Title |
|-------------------|---------------------|
| Clayton, Dawn | Principal |
| Henderson, Tia | Assistant Principal |
| Williams, Tanisha | Instructional Coach |
| Reed, Dedra | Instructional Coach |

b. Duties

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

The major initiatives of the LLT ensure that teachers are supported and coached in highly effective instructional programs. Members of this team provide current and relevant PD to all teachers, collaborate weekly with teachers, and progress monitor grade level and class data. A critical function of the LLT team is also to promote and track student participation in the state's SSYRA program, Accelerated Reader, and the breakdown of non-fiction/fiction books. The LLT team also provides i Ready interventions and accesses Reading Wonders (district adopted reading curriculum) for interventions based on the Florida Standards.

In addition, the LLT has coordinated the implementation of the new SRA Language, Reading Mastery and Corrective Reading programs in K-5. The participation in training alongside teachers, assessment of students, organization of materials, and coaching of teachers in SRA practices is an essential promotion of literacy school-wide.

D. Public and Collaborative Teaching

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

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

EEB reserves every Thursday for weekly collaborative planning time for each grade level. These CPT sessions are driven directly by the needs of our staff and students. Teachers have the opportunity to plan and share lesson progress and development. In addition, Title I funds have been allocated for additional Math PD and planning for teachers to work together through the Florida math standards, curriculum (Go Math) and expectations. In order to provide support to teachers and enhance collaboration, specific training are provided by administration at a monthly CPT that is aligned with the SIP. In addition, administration provides hands on professional development with district specialists for grade level teams to continue to work on best practices.

For the 2016-2017 school year, district support for i-Ready data/ program, ESE support, Reading instruction, and Social Studies integration (3rd-5th) are being provided to teams to better inform teachers and enhance collaborative dialogue.

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

Sarasota County and EEB provide a SCIP mentoring program available to all new teachers. A teacher mentor is provided for the school year to help new teachers with the transition to our school and/or the profession. Highly qualified teachers function as teacher mentors to provide the best mentoring experience possible. In addition, the principal and assistant principal work diligently to provide a climate in which teachers want to work here and grow as teacher leaders.

As a part of the support model at EEB, instructional coaches support all teachers to reflect and improve their teaching practices.

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district, as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels so mentor and mentee can plan together for instruction. There are monthly SCIP meetings to bring new teachers up to speed on district and school initiatives.

In addition to the SCIP program, a district supported program for new teachers was implemented providing "Success Coaches" to work and support them in the classroom. By providing an in-class support and mentor, it improves the start of the year for a new teacher in the district and school.

As a part of the support model at EEB, instructional coaches provide on-going support for their select

teams. Each coach has 2 grade-levels they focus on and support offering times for observation, modeling lessons, and assisting with assessment.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All instructional programs, materials, and resources are aligned with the Florida Standards. To ensure this, our school uses District approved programs such as Reading Wonders, Go Math!, and i-Ready. Each of these programs have been vetted through our district office to ensure alignment. In addition, we plan our instruction using our district Instructional Focus Guide which is directly aligned to the Florida Standards, CPALMS, and other resources that have been district approved.

This year we have also adopted a new SRA Reading curriculum for student improvement also aligned with the Florida Standards. To assist with the concurrent use of SRA and Reading Wonders to align with the Reading and Writing Standards, we have the district reading specialist working with K-5 teacher weekly. The primary goal is to identify materials, curriculum, instruction and assessments that best guide students to reading proficiency.

In addition, EEB is provided the district i-Ready specialist to work with teachers and the administrative team to ensure that i-Ready instructional and diagnostic programs support and align with the Mathematics and Reading Florida standards.

b. Instructional Strategies

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

Instruction is differentiated in all classrooms based on how students are currently performing. Small groups are run daily targeting students in both reading and math and providing intensive instruction. Classroom teachers use regular data points such as unit tests, quick checks, and district/state administered tests to ensure that instruction at each student level is being met. Instruction is modified for struggling students in many ways. The following are examples: providing scaffolded supports, guided instruction from the classroom teacher, and intensive re-teaching as necessary. This is a constant process, as teachers are always looking to aide students whenever possible.

In addition AWC (advanced work classes) are provided for those students who are above proficiency. These classes are designed through a student performance matrix that warrants additional enrichment and faster instructional pacing.

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

Strategy: Extended School Day

Minutes added to school year: 13,500

This school year EEB was once again awarded a 21st Century Grant to run our afterschool program called "Booker Boost." This program serves about 110 children in grades 2-5, many of who are below level in reading and/or math. Teachers from our school site utilize the Project-Based Learning approach to remediate and provide enrichment opportunities. Materials are aligned with the Florida Standards and NGSS 2.0 Science standards to provide additional time and instruction to students in areas that they are below level.

Strategy Rationale

Booker Boost provides after school opportunities and additional academic assistance to our families that might not otherwise be able to have. Many of the students in Booker Boost would otherwise be going home without the supports needed to help them be successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clayton, Dawn, dawn.clayton@sarasotacountyschools.net

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

School wide progress monitoring data broken down by each student will be used to determine how students are performing towards mastery.

Strategy: Weekend Program

Minutes added to school year: 720

In the Spring EEB provides an FSA Academy, aimed at providing intensive Saturday instruction in the core areas of reading and math. All 3-5 students are invited to attend.

Strategy Rationale

With the addition instruction with highly-qualified teachers in reading and mathematics, this supplemental intervention helps address foundational skill deficits that creates a barrier for fluency and comprehension in these areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Clayton, Dawn, dawn.clayton@sarasotacountyschools.net

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

Summative FSA data will be used to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. We provide them with learning materials and offer activities they can be working on at home with their child. In addition, EEB continues to have strong collaboration with the Children's First program, housing 2 Pre-K programs on our campus. We meet yearly with the leadership of this organization and have worked to develop expectations for incoming K students.

The Tornado Learning Academy 7 week summer program for in-coming K students to build school readiness and establish foundational skills that increase the probability for Kindergarten success. In order to also support our incoming 2nd and 3rd grade students, we also provide a 3 week summer program that provides engaging reading, math and arts integration experiences to combat the summer slide.

b. College and Career Readiness

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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

One of the strengths during the 2015-2016 was the Learning Gains of the Lowest Quartile in ELA as measured by the ELA FSA. At 59% of our lowest quartile students making learning gains, this was above the state average in this area and subgroup. An area of focus for the 2016-2017 is the learning gains and proficiency levels for Mathematics. For our 3rd-5th grade students, we only had 30% of our Lowest Quartile making learning gains, well below the district average of 44%.

In 2015-2016, both unsatisfactory attendance and behavior incidents were factors that impacted instructional time for these students. These risk factors require specific strategies to include interventions and parent engagement to support this need in the 2016-2017 school year.

B. Problem Analysis Summary

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

We have a focus on Reading interventions and early literacy investing instructional time to programs designed to help our lowest quartile make learning gains in Reading. This allocation of resources towards reading interventions improves our students performance.

We also focus on Mathematics interventions and math fluency as differentiated instruction provided by classroom teachers. The use of the i-Ready teacher toolkit and supplemental math materials allow for small group instruction for our lowest quartile.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, the school will decrease the number of discipline incidents and students who are chronically absent, as well as increase positive student relationships.
- G2.** By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment.
- G3.** By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment.
- G4.** By the year 2017, Emma E. Booker Elementary 5th Graders will show a minimum increase of 4% in Science proficiency as evident on the Science Standards Assessments.

Strategic Goals Detail

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

G1. By the year 2017, the school will decrease the number of discipline incidents and students who are chronically absent, as well as increase positive student relationships. **1a**

 G085704

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 20.0 |
| Attendance Below 90% | 15.0 |

Targeted Barriers to Achieving the Goal **3**

- Family situations including parental involvement
- High number of discipline referrals in previous years
- School and social readiness
- Low number of positive relations with adults and peers

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

- PBS program- Character Builder
- Restorative justice- Circle process
- Behavior Specialist
- Guidance Counselor
- Intervention Teachers
- Contract support of a BCBA Behavior Specialist to support identified areas of behavior concerns.
- District provided "Success" coaches for new teachers
- Instructional Coaches for to support teacher development
- District provided "Success" coaches for new teachers
- Instructional Coaches for to support teacher development
- District provided "Success" coaches for new teachers
- Instructional Coaches for to support teacher development
- School Resource Officer- SRO
- Booker BEST Mentoring Program
- CHAMPs Book Study and Training

Plan to Monitor Progress Toward G1. 8

Yearly behavior data

Person Responsible

Dawn Clayton

Schedule

On 6/2/2017

Evidence of Completion

End of year data

G2. By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment. 1a

G085705

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 40.0 |

Targeted Barriers to Achieving the Goal 3

- Students significantly below grade level
- Lack of Foundational Reading Skills
- Teacher knowledge of new Florida Standards
- Lack of Reading materials at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders series
- IFGs for the new Florida Standards
- SRA- Language and Reading Mastery K-2
- I-Ready- Reading
- Study Island
- Continued PD with Thinking Maps
- Booker Boost 21st Century After School Program
- SRA Corrective Reading Program 3-5

Plan to Monitor Progress Toward G2. 8

PRIDE observations and Indicators for Success tool to document instructional strategies used in classrooms.

Person Responsible

Dawn Clayton

Schedule

On 6/2/2017

Evidence of Completion

PRIDE tools. Indicators for Success tools. CPT agendas and notes.

G3. By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment. 1a

G085706

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 41.0 |

Targeted Barriers to Achieving the Goal 3

- Significant changes in standards requiring additional time and planning.
- Lack of mathematics fluency and opportunities for regular practice.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supplemental math materials, PD opportunities for Go Math!
- Booker Boost 21st Century After School Program
- Spiral Review Math Materials
- i-Ready Mathematics Instructional Program

Plan to Monitor Progress Toward G3. 8

PD documentation and implementation of strategies observed in classrooms.

Person Responsible

Dawn Clayton

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

PRIDE observation notes and PD documentation.

G4. By the year 2017, Emma E. Booker Elementary 5th Graders will show a minimum increase of 4% in Science proficiency as evident on the Science Standards Assessments. 1a

G085707

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 38.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of Science Inquiry skills and questioning techniques

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fab Lab Outreach and Lending Libraries
- Defined STEM Resources- Activities
- Fusion Science Series
- School-wide Science Focus Calendar
- Science Lab Teacher, District Science Specialist
- STEM Fair Materials and school/ district event

Plan to Monitor Progress Toward G4. 8

Student Science performance data discussions, Observation Notes

Person Responsible

Dawn Clayton

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PRIDE observation notes and PD documentation.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. By the year 2017, the school will decrease the number of discipline incidents and students who are chronically absent, as well as increase positive student relationships. **1**

 **G085704**

G1.B1 Family situations including parental involvement **2**

 **B227720**

G1.B1.S1 PBS lessons and Class Meetings- Character Builder for Parent communication **4**

 **S240276**

Strategy Rationale

Continued teaching and modeling of school acceptable behaviors.

Action Step 1 **5**

PBS teaching

Person Responsible

Robin Williams

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Grade level orientations in August and January; lesson plan templates provided to teachers at beginning of the year and mid-year for review; ongoing review of expectations on morning announcements. Classroom Meeting tips and curriculum ideas.

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

PBS schedule and teaching

Person Responsible

Robin Williams

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data collection monthly to monitor discipline.

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

ESD reports showing behavior data

Person Responsible

Tia Henderson

Schedule

Semiannually, from 8/29/2016 to 6/2/2017

Evidence of Completion

Monthly data reports showing suspensions and behavior concerns.

G1.B2 High number of discipline referrals in previous years **2**

 B227721

G1.B2.S1 School wide PBS, regular review of data, small group re-teaching with selected students as needed. Class meetings. Character Builder. **4**

 S240277

Strategy Rationale

Students should be continually taught and reviewed behavior expectations. Those who need additional may require small group lessons. Student reflection using Character Builder.

Action Step 1 **5**

TPS data, discipline referral data

Person Responsible

Robin Williams

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Comparative data from the 15-16 school year and the 16-17 school year, identify trends.

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

Meet with support staff to review behavior data.

Person Responsible

Tia Henderson

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

SWST notes, Behavior data, Observation data use of Character Builder

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

Review of behavior data

Person Responsible

Tia Henderson


Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data indicating behavior incidents

G1.B2.S2 Train staff on CHAMPs approach to classroom management and methods of increasing positive interactions. 4

 S240278

Strategy Rationale

Increasing strategies for positive interactions and explicit means of expectations will reduce the number of negative interactions that lead to student to student and student to teacher conflicts.

Action Step 1 5

Provide 12 hour training for teachers using the CHAMPs guide.

Person Responsible

Tia Henderson

Schedule

Weekly, from 9/12/2016 to 10/3/2016

Evidence of Completion

PD Site- Register Participants, Attend Trainings

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

Classroom observation focusing on Domain I and the implementation of CHAMPs methods in classrooms.

Person Responsible

Tia Henderson

Schedule

Daily, from 10/3/2016 to 6/2/2017

Evidence of Completion

Classroom observation data, Teacher feedback

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

Regular classroom walk throughs to gauge classroom culture, gather teacher feedback, review student behavior data to determine if approach is decreasing student behavior incidents.

Person Responsible

Tia Henderson

Schedule


Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Observation notes, teacher survey results, Student discipline data

G1.B3 School and social readiness 2 B227722

G1.B3.S1 Small group instruction provided through guidance groups using the Second Step program as well as Kelso choices. Use of Character Builder. Scheduled Class meetings. 4

 S240279**Strategy Rationale**

Students who are struggling with the school wide PBS expectations, need additional teaching on school and social skills.

Action Step 1 5

Identify and teach our PBS curriculum to students in small groups

Person Responsible

Augusta Obi

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Small group rosters as identified and recommended from their classroom teacher

Action Step 2 5

Referral to EDT services for extensive support services

Person Responsible

Robin Williams

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

EDT rosters

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

SWST team updates on small guidance groups

Person Responsible

Augusta Obi

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

SWST meets weekly and reviews students who are in need of additional guidance and behavior supports.

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

Continued documentation of SWST records and notes

Person Responsible

Tia Henderson

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Student group meeting data is collected as well as behavior data monitored through the year.

G1.B4 Low number of positive relations with adults and peers **2**

 B227723

G1.B4.S1 Peer and High School Mentoring Program that includes weekly meetings that include Circle discussions and Restorative strategies. Use of Restorative Strategies in classroom and when working with student concerns. **4**

 S240280

Strategy Rationale

Being provided a leadership opportunity and positive weekly experiences, students are more likely to make positive choices at school and meet behavioral expectations. Using circles and restorative strategies improves communication between students and their peers. When students are effectively communicating, there is less likelihood of conflict.

Action Step 1 **5**

Selecting target students, develop weekly restorative session plan, recruit high school mentors, schedule weekly Meetings for mentoring sessions.

Person Responsible

Tia Henderson

Schedule

Weekly, from 10/25/2016 to 5/26/2017

Evidence of Completion

Student Character Builder as Progress Monitoring, Weekly session notes, Mentor feedback

Action Step 2 **5**

Training for Restorative Strategies

Person Responsible

Tia Henderson

Schedule

Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Observation Notes, Teacher Feedback

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

Administration and Coordinator attending weekly sessions

Person Responsible

Tia Henderson

Schedule

Weekly, from 10/25/2016 to 5/26/2017

Evidence of Completion

Weekly Observation Notes, Teacher/ Mentor Feedback Survey, Lesson Plans, Student Behavior Data

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

Review of participants' Student Referral Data and Character Builder data on a monthly basis

Person Responsible

Tia Henderson

Schedule

Monthly, from 10/28/2016 to 5/26/2017

Evidence of Completion

Lesson Plans for weekly sessions, Student attendance and referral data, Teacher and Mentor feedback survey

G2. By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment. 1

G085705

G2.B1 Students significantly below grade level 2

B227724

G2.B1.S1 Intensive reading interventions- SRA Corrective Reading for 3rd-5th 4

S240281

Strategy Rationale

Students who are performing below grade level need additional time and support with skill area weaknesses. The Corrective Reading is a direct Instruction reading intervention program that delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

Action Step 1 5

Daily intensive intervention assistance with struggling students.

Person Responsible

Phyllis Woods

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

SRA reading intervention- small group and progress monitoring data

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

Progress monitoring data of all classrooms and struggling students. Walkthroughs of SRA intervention groups

Person Responsible

Dawn Clayton

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PRIDE notes, CPT notes, RTI data, SRA group lists

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

Progress monitoring data

Person Responsible

Dawn Clayton


Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Regular progress monitoring of student data and discussions during curriculum team meetings

G2.B1.S2 Summer program for incoming Kindergartners 4

 S240282

Strategy Rationale

Incoming Kindergarten students are not coming in with the necessary readiness skills to be successful in Kindergarten, either due to lack of resources in the home environment or lack of appropriate Pre-K opportunities

Action Step 1 5

An intensive summer program will be developed for incoming Kindergartners

Person Responsible

Dwana Washington

Schedule

Daily, from 6/12/2017 to 7/27/2017

Evidence of Completion

An attendance database will be updated regularly and data will be collected regarding the necessary K readiness skills, both pre- and post-assessments

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

Regular walk throughs and observations

Person Responsible

Dawn Clayton

Schedule

Weekly, from 6/12/2017 to 7/27/2017

Evidence of Completion

Observation Data, Teacher Survey, Parent survey, Fall i-Ready Data

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

Regular walk throughs and observations

Person Responsible

Dawn Clayton

Schedule

On 7/27/2017


Evidence of Completion

Student attendance, Fall i-Ready Data, End of Program Surveys, Parent attendance

G2.B2 Lack of Foundational Reading Skills 2

 B227725

G2.B2.S1 Use of District approved I-Ready program. Students will take diagnostic assessment to determine progress of each student. 4

 S240283

Strategy Rationale

I-Ready is an individualized instructional tool that targets students' instructional level and provides tailored instructional pathways.

Action Step 1 5

I-Ready to be used K-5 in classroom and lab use.

Person Responsible

Tia Henderson

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

I Ready school level reports

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

Data progress monitoring

Person Responsible

Dawn Clayton

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progress monitoring 3X per year that identify student growth

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

Administrator access to the program and review of reports

Person Responsible

Dawn Clayton

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Computer generated reports from I-Ready

G2.B2.S2 Use of SRA Corrective Reading program. Students will work in smaller groups with Intervention and classroom teachers. 4

 S240284

Strategy Rationale

The SRA Corrective Reading is a direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

Action Step 1 5

SRA Training- Reading Mastery (K-2)

Person Responsible

Dawn Clayton

Schedule

On 9/10/2016

Evidence of Completion

Implementation of K-2 Reading Mastery

Action Step 2 5

SRA Materials- Language, Reading Mastery, Corrective Reading

Person Responsible

Dawn Clayton

Schedule

On 10/7/2016

Evidence of Completion

Inventory of SRA materials in classroom

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

Observation of SRA Corrective Reading Lessons (3-5) /SRA Reading Mastery & Language (K-2)

Person Responsible

Dawn Clayton

Schedule

On 6/2/2017

Evidence of Completion

Classroom Observation, PLC Discussions, Teacher Feedback

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

Review SRA Progress Monitoring Data

Person Responsible

Dawn Clayton

Schedule

Quarterly, from 9/19/2016 to 6/2/2017


Evidence of Completion

SRA Progress Monitoring, i-Ready Reading Diagnostic data

G2.B3 Teacher knowledge of new Florida Standards 2

 B227726

G2.B3.S1 Teacher trainings and resources provided through the updated IFGs (such as Webbs DOK levels, deconstructed standards) to enhance their knowledge of the Florida Standards. 4

 S240285

Strategy Rationale

A truly deep understanding of the Florida standards will assist teachers in their planning as well as direct instruction of each student in their class. It will provide teachers with a better understanding of instructional decision making and determination of strengths and weaknesses of each student as they work towards mastery.

Action Step 1 5

CPT meetings on a weekly basis that are relevant to academic instruction and instructional strategies

Person Responsible

Dawn Clayton

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Agendas from CPT meetings

Action Step 2 5

Additional Support for Teachers for ELA instruction and understanding Florida Standards

Person Responsible

Dawn Clayton

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Agendas from trainings, evidence during walk-throughs and observations of teaching to the increased level of rigor associated with the Florida Standards

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

CPT agendas are emailed and collected to ensure meetings are instructionally driven

Person Responsible

Dawn Clayton

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

CPT weekly meetings and collection of agendas. Administration will attend CPT meetings on a monthly basis to share relevant instructional information.

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

Classroom walkthroughs and PRIDE tools to ensure implementation of instructional practices

Person Responsible

Dawn Clayton

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Administration will use district approved PRIDE documentation to ensure effective instructional practices in classrooms.

G3. By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment. 1

G085706

G3.B1 Significant changes in standards requiring additional time and planning. 2

B227728

G3.B1.S1 Additional PD offerings at EEB by EEB trainers. 4

S240287

Strategy Rationale

PD offerings at school site arranged by teams will allow for more flexibility and better attendance.

Action Step 1 5

Maximizing Math Mentality

Person Responsible

Tia Henderson

Schedule

Semiannually, from 8/29/2016 to 6/2/2017

Evidence of Completion

District Provided PD opportunity

Action Step 2 5

i-Ready District and School PD offerings- Mathematics

Person Responsible

Tia Henderson

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PD opportunities

Action Step 3 5

Math fluency and Go Math! Ongoing Investigations

Person Responsible

Tia Henderson

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PD opportunities

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

PD offerings at EEB during CPT times. Administration will attend these trainings.

Person Responsible

Tia Henderson

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PD agendas and trainings. Implementation of Mathematics strategies in the classroom.

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

PRIDE walkthroughs and classroom observations. Indicators for Success tool to measure effectiveness. Review of class data with teachers.

Person Responsible

Tia Henderson

Schedule

Semiannually, from 8/29/2016 to 6/2/2017


Evidence of Completion

Administration will meet with classroom teachers utilizing the PRIDE documents to provide coaching and feedback. Feedback will be specific to instructional strategies that as a staff we are working on through PD.

G3.B2 Lack of mathematics fluency and opportunities for regular practice. 2

 B227729

G3.B2.S1 Use of i-Ready Math to build Mathematics fluency. 4

 S240288

Strategy Rationale

Successful math instruction requires a strong basis in the fundamentals, as a lack of fluency in simple arithmetic functions is detrimental to the understanding of more challenging concepts. The best method for developing these basic skills is practice in becoming mathematically fluent.

Action Step 1 5

Develop Lab schedule that supports 45-60 minutes per week in i-Ready Mathematics

Person Responsible

Tia Henderson

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

i-Ready Diagnostic Data, Usage reports

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

Observation of students in computer labs or classroom stations, Ensure progress in i-Ready program.

Person Responsible

Tia Henderson

Schedule

Triannually, from 8/29/2016 to 6/2/2017

Evidence of Completion

i-Ready Diagnostic Reports, Growth Monitoring

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

Track student growth scores over the 3 i-Ready Math diagnostics.

Person Responsible

Tia Henderson

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

i-Ready Math data, FSA Mathematics results

G4. By the year 2017, Emma E. Booker Elementary 5th Graders will show a minimum increase of 4% in Science proficiency as evident on the Science Standards Assessments. 1

 G085707

G4.B1 Lack of Science Inquiry skills and questioning techniques 2

 B227730

G4.B1.S1 Provide training for Science teachers in order to build instructional strategies that address inquiry skills, science vocabulary, and scientific process for science literacy. 4

 S240289

Strategy Rationale

Staff will learn techniques from each other and begin implementing best practices in their classrooms.

Action Step 1 5

Science Committee meetings/ trainings

Person Responsible

Dawn Clayton

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

CPT/ Committee Minutes, Observation notes from science instruction.

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

Administration involved in training and planning, CPT Notes and Discussions with teachers.

Person Responsible

Dawn Clayton

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

CPT Minutes, PD site, Lesson Plans, Observation notes from Science instruction

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

Review Student performance data

Person Responsible

Dawn Clayton


Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Science benchmark results- Fusion Unit assessments, 5th Grade Science Standards Assessment

G4.B1.S2 FAB Labs instruction as a part of the outreach program for modeling inquiry and scientific questioning. 4

 S240290

Strategy Rationale

These quality Science experiments model scientific method to students and provide exemplar lessons for teachers to observe and learn from to improve best practices.

Action Step 1 5

Exemplar Science lessons- experiences for practicing questioning and inquiry skills. Aligned with Science Focus Calendar

Person Responsible

Dawn Clayton

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Science Focus Calendar, Observation Notes

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

Observe FAB LAB activities, Lesson plans and observation notes.

Person Responsible

Dawn Clayton

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

FAB LAB lesson plans, Science Focus Calendar, Teacher feedback

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

Review Student Science Performance Data, Gather Teacher feedback on lessons

Person Responsible

Dawn Clayton

Schedule

Evidence of Completion

5th Grade Science Standards Assessment data, Observation notes

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

Review Student Science Performance Data, Gather Teacher feedback on lessons

Person Responsible

Dawn Clayton

Schedule




















Evidence of Completion

5th Grade Science Standards Assessment data, Observation notes

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|-----------------|-------------------------------|--|-----------------------|
| 2017 | | | | | |
| G4.B1.S2.MA1 M319371 | Review Student Science Performance Data, Gather Teacher feedback on lessons | Clayton, Dawn | No Start Date | 5th Grade Science Standards Assessment data, Observation notes | No End Date one-time |
| G4.B1.S2.MA1 M319372 | Review Student Science Performance Data, Gather Teacher feedback on lessons | Clayton, Dawn | No Start Date | 5th Grade Science Standards Assessment data, Observation notes | No End Date one-time |
| G2.B2.S2.A1 A311022 | SRA Training- Reading Mastery (K-2) | Clayton, Dawn | 9/10/2016 | Implementation of K-2 Reading Mastery | 9/10/2016 one-time |
| G1.B2.S2.A1 A311014 | Provide 12 hour training for teachers using the CHAMPs guide. | Henderson, Tia | 9/12/2016 | PD Site- Register Participants, Attend Trainings | 10/3/2016 weekly |
| G2.B2.S2.A2 A311023 | SRA Materials- Language, Reading Mastery, Corrective Reading | Clayton, Dawn | 8/15/2016 | Inventory of SRA materials in classroom | 10/7/2016 one-time |
| G1.B4.S1.MA1 M319350 | Review of participants' Student Referral Data and Character Builder data on a monthly basis | Henderson, Tia | 10/28/2016 | Lesson Plans for weekly sessions, Student attendance and referral data, Teacher and Mentor feedback survey | 5/26/2017 monthly |
| G1.B4.S1.MA1 M319351 | Administration and Coordinator attending weekly sessions | Henderson, Tia | 10/25/2016 | Weekly Observation Notes, Teacher/ Mentor Feedback Survey, Lesson Plans, Student Behavior Data | 5/26/2017 weekly |
| G1.B4.S1.A1 A311017 | Selecting target students, develop weekly restorative session plan, recruit high school mentors,... | Henderson, Tia | 10/25/2016 | Student Character Builder as Progress Monitoring, Weekly session notes, Mentor feedback | 5/26/2017 weekly |
| G1.MA1 M319352 | Yearly behavior data | Clayton, Dawn | 8/29/2016 | End of year data | 6/2/2017 one-time |
| G2.MA1 M319363 | PRIDE observations and Indicators for Success tool to document instructional strategies used in... | Clayton, Dawn | 8/29/2016 | PRIDE tools. Indicators for Success tools. CPT agendas and notes. | 6/2/2017 one-time |
| G3.MA1 M319368 | PD documentation and implementation of strategies observed in classrooms. | Clayton, Dawn | 8/29/2016 | PRIDE observation notes and PD documentation. | 6/2/2017 annually |
| G4.MA1 M319374 | Student Science performance data discussions, Observation Notes | Clayton, Dawn | 8/22/2016 | PRIDE observation notes and PD documentation. | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M319342 | ESD reports showing behavior data | Henderson, Tia | 8/29/2016 | Monthly data reports showing suspensions and behavior concerns. | 6/2/2017 semiannually |
| G1.B1.S1.MA1 M319343 | PBS schedule and teaching | Williams, Robin | 8/29/2016 | Data collection monthly to monitor discipline. | 6/2/2017 quarterly |
| G1.B1.S1.A1 A311012 | PBS teaching | Williams, Robin | 8/29/2016 | Grade level orientations in August and January; lesson plan templates provided to teachers at beginning of the year and mid-year for review; ongoing review of expectations on morning announcements. Classroom Meeting tips and curriculum ideas. | 6/2/2017 quarterly |
| G1.B2.S1.MA1 M319344 | Review of behavior data | Henderson, Tia | 8/29/2016 | Data indicating behavior incidents | 6/2/2017 quarterly |
| G1.B2.S1.MA1 M319345 | Meet with support staff to review behavior data. | Henderson, Tia | 8/29/2016 | SWST notes, Behavior data, Observation data use of Character Builder | 6/2/2017 quarterly |
| G1.B2.S1.A1 A311013 | TPS data, discipline referral data | Williams, Robin | 8/29/2016 | Comparative data from the 15-16 school year and the 16-17 school year, identify trends. | 6/2/2017 quarterly |

Sarasota - 0501 - Emma E. Booker Elementary School - 2016-17 SIP
Emma E. Booker Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-----------------|-------------------------------|--|-----------------------|
| G1.B3.S1.MA1  M319348 | Continued documentation of SWST records and notes | Henderson, Tia | 9/7/2016 | Student group meeting data is collected as well as behavior data monitored through the year. | 6/2/2017 weekly |
| G1.B3.S1.MA1  M319349 | SWST team updates on small guidance groups | Obi, Augusta | 9/7/2016 | SWST meets weekly and reviews students who are in need of additional guidance and behavior supports. | 6/2/2017 weekly |
| G1.B3.S1.A1  A311015 | Identify and teach our PBS curriculum to students in small groups | Obi, Augusta | 8/29/2016 | Small group rosters as identified and recommended from their classroom teacher | 6/2/2017 weekly |
| G1.B3.S1.A2  A311016 | Referral to EDT services for extensive support services | Williams, Robin | 8/29/2016 | EDT rosters | 6/2/2017 monthly |
| G1.B4.S1.A2  A311018 | Training for Restorative Strategies | Henderson, Tia | 8/22/2016 | Observation Notes, Teacher Feedback | 6/2/2017 semiannually |
| G2.B1.S1.MA1  M319353 | Progress monitoring data | Clayton, Dawn | 10/1/2016 | Regular progress monitoring of student data and discussions during curriculum team meetings | 6/2/2017 monthly |
| G2.B1.S1.MA1  M319354 | Progress monitoring data of all classrooms and struggling students. Walkthroughs of SRA... | Clayton, Dawn | 8/29/2016 | PRIDE notes, CPT notes, RTI data, SRA group lists | 6/2/2017 quarterly |
| G2.B1.S1.A1  A311019 | Daily intensive intervention assistance with struggling students. | Woods, Phyllis | 8/29/2016 | SRA reading intervention- small group and progress monitoring data | 6/2/2017 daily |
| G2.B2.S1.MA1  M319357 | Administrator access to the program and review of reports | Clayton, Dawn | 8/29/2016 | Computer generated reports from I-Ready | 6/2/2017 monthly |
| G2.B2.S1.MA1  M319358 | Data progress monitoring | Clayton, Dawn | 8/29/2016 | Progress monitoring 3X per year that identify student growth | 6/2/2017 quarterly |
| G2.B2.S1.A1  A311021 | I-Ready to be used K-5 in classroom and lab use. | Henderson, Tia | 8/29/2016 | I Ready school level reports | 6/2/2017 daily |
| G2.B3.S1.MA1  M319361 | Classroom walkthroughs and PRIDE tools to ensure implementation of instructional practices | Clayton, Dawn | 8/29/2016 | Administration will use district approved PRIDE documentation to ensure effective instructional practices in classrooms. | 6/2/2017 monthly |
| G2.B3.S1.MA1  M319362 | CPT agendas are emailed and collected to ensure meetings are instructionally driven | Clayton, Dawn | 8/29/2016 | CPT weekly meetings and collection of agendas. Administration will attend CPT meetings on a monthly basis to share relevant instructional information. | 6/2/2017 weekly |
| G2.B3.S1.A1  A311024 | CPT meetings on a weekly basis that are relevant to academic instruction and instructional... | Clayton, Dawn | 8/29/2016 | Agendas from CPT meetings | 6/2/2017 weekly |
| G2.B3.S1.A2  A311025 | Additional Support for Teachers for ELA instruction and understanding Florida Standards | Clayton, Dawn | 8/24/2016 | Agendas from trainings, evidence during walk-throughs and observations of teaching to the increased level of rigor associated with the Florida Standards | 6/2/2017 quarterly |
| G3.B1.S1.MA1  M319364 | PRIDE walkthroughs and classroom observations. Indicators for Success tool to measure... | Henderson, Tia | 8/29/2016 | Administration will meet with classroom teachers utilizing the PRIDE documents to provide coaching and feedback. Feedback will be specific to instructional strategies that as a staff we are working on through PD. | 6/2/2017 semiannually |
| G3.B1.S1.MA1  M319365 | PD offerings at EEB during CPT times. Administration will attend these trainings. | Henderson, Tia | 8/29/2016 | PD agendas and trainings. Implementation of Mathematics strategies in the classroom. | 6/2/2017 weekly |
| G3.B1.S1.A1  A311026 | Maximizing Math Mentality | Henderson, Tia | 8/29/2016 | District Provided PD opportunity | 6/2/2017 semiannually |
| G3.B1.S1.A2  A311027 | i-Ready District and School PD offerings- Mathematics | Henderson, Tia | 8/29/2016 | PD opportunities | 6/2/2017 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|--|-----------------------|
| G3.B1.S1.A3 A311028 | Math fluency and Go Math! Ongoing Investigations | Henderson, Tia | 8/29/2016 | PD opportunities | 6/2/2017 quarterly |
| G3.B2.S1.MA1 M319366 | Track student growth scores over the 3 i-Ready Math diagnostics. | Henderson, Tia | 8/29/2016 | i-Ready Math data, FSA Mathematics results | 6/2/2017 annually |
| G3.B2.S1.MA1 M319367 | Observation of students in computer labs or classroom stations, Ensure progress in i-Ready program. | Henderson, Tia | 8/29/2016 | i-Ready Diagnostic Reports, Growth Monitoring | 6/2/2017 triannually |
| G3.B2.S1.A1 A311029 | Develop Lab schedule that supports 45-60 minutes per week in i-Ready Mathematics | Henderson, Tia | 8/29/2016 | i-Ready Diagnostic Data, Usage reports | 6/2/2017 monthly |
| G4.B1.S1.MA1 M319369 | Review Student performance data | Clayton, Dawn | 8/22/2016 | Science benchmark results- Fusion Unit assessments, 5th Grade Science Standards Assessment | 6/2/2017 quarterly |
| G4.B1.S1.MA1 M319370 | Administration involved in training and planning, CPT Notes and Discussions with teachers. | Clayton, Dawn | 8/15/2016 | CPT Minutes, PD site, Lesson Plans, Observation notes from Science instruction | 6/2/2017 semiannually |
| G4.B1.S1.A1 A311030 | Science Committee meetings/ trainings | Clayton, Dawn | 8/15/2016 | CPT/ Committee Minutes, Observation notes from science instruction. | 6/2/2017 semiannually |
| G1.B2.S2.MA1 M319346 | Regular classroom walk throughs to gauge classroom culture, gather teacher feedback, review student... | Henderson, Tia | 10/3/2016 | Observation notes, teacher survey results, Student discipline data | 6/2/2017 quarterly |
| G1.B2.S2.MA1 M319347 | Classroom observation focusing on Domain I and the implementation of CHAMPs methods in classrooms. | Henderson, Tia | 10/3/2016 | Classroom observation data, Teacher feedback | 6/2/2017 daily |
| G2.B2.S2.MA1 M319359 | Review SRA Progress Monitoring Data | Clayton, Dawn | 9/19/2016 | SRA Progress Monitoring, i-Ready Reading Diagnostic data | 6/2/2017 quarterly |
| G2.B2.S2.MA1 M319360 | Observation of SRA Corrective Reading Lessons (3-5) /SRA Reading Mastery & Language (K-2) | Clayton, Dawn | 9/19/2016 | Classroom Observation, PLC Discussions, Teacher Feedback | 6/2/2017 one-time |
| G4.B1.S2.MA1 M319373 | Observe FAB LAB activities, Lesson plans and observation notes. | Clayton, Dawn | 8/22/2016 | FAB LAB lesson plans, Science Focus Calendar, Teacher feedback | 6/2/2017 monthly |
| G4.B1.S2.A1 A311031 | Exemplar Science lessons- experiences for practicing questioning and inquiry skills. Aligned with... | Clayton, Dawn | 8/22/2016 | Lesson Plans, Science Focus Calendar, Observation Notes | 6/2/2017 monthly |
| G2.B1.S2.MA1 M319355 | Regular walk throughs and observations | Clayton, Dawn | 6/12/2017 | Student attendance, Fall i-Ready Data, End of Program Surveys, Parent attendance | 7/27/2017 one-time |
| G2.B1.S2.MA1 M319356 | Regular walk throughs and observations | Clayton, Dawn | 6/12/2017 | Observation Data, Teacher Survey, Parent survey, Fall i-Ready Data | 7/27/2017 weekly |
| G2.B1.S2.A1 A311020 | An intensive summer program will be developed for incoming Kindergartners | Washington, Dwana | 6/12/2017 | An attendance database will be updated regularly and data will be collected regarding the necessary K readiness skills, both pre- and post-assessments | 7/27/2017 daily |

V. Professional Development Opportunities

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

G1. By the year 2017, the school will decrease the number of discipline incidents and students who are chronically absent, as well as increase positive student relationships.

G1.B1 Family situations including parental involvement

G1.B1.S1 PBS lessons and Class Meetings- Character Builder for Parent communication

PD Opportunity 1

PBS teaching

Facilitator

Robin Williams

Participants

All Teachers

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

G1.B2 High number of discipline referrals in previous years

G1.B2.S2 Train staff on CHAMPs approach to classroom management and methods of increasing positive interactions.

PD Opportunity 1

Provide 12 hour training for teachers using the CHAMPs guide.

Facilitator

Eileen Vaglia

Participants

Teachers K-5

Schedule

Weekly, from 9/12/2016 to 10/3/2016

G1.B4 Low number of positive relations with adults and peers

G1.B4.S1 Peer and High School Mentoring Program that includes weekly meetings that include Circle discussions and Restorative strategies. Use of Restorative Strategies in classroom and when working with student concerns.

PD Opportunity 1

Training for Restorative Strategies

Facilitator

Rex Ingerick- District Support

Participants

K-5 Teachers

Schedule

Semiannually, from 8/22/2016 to 6/2/2017

G2. By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment.

G2.B2 Lack of Foundational Reading Skills

G2.B2.S1 Use of District approved I-Ready program. Students will take diagnostic assessment to determine progress of each student.

PD Opportunity 1

I-Ready to be used K-5 in classroom and lab use.

Facilitator

District i-Ready Support Staff (Michelle Kloese)

Participants

All classroom teachers

Schedule

Daily, from 8/29/2016 to 6/2/2017

G2.B2.S2 Use of SRA Corrective Reading program. Students will work in smaller groups with Intervention and classroom teachers.

PD Opportunity 1

SRA Training- Reading Mastery (K-2)

Facilitator

McGraw-Hill (SRA)

Participants

Classroom, Intervention, Support Teachers, Instructional Aide

Schedule

On 9/10/2016

G3. By the year 2017, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment.

G3.B1 Significant changes in standards requiring additional time and planning.

G3.B1.S1 Additional PD offerings at EEB by EEB trainers.

PD Opportunity 1

Maximizing Math Mentality

Facilitator

District- Mathematics Trainers

Participants

K-5 teachers

Schedule

Semiannually, from 8/29/2016 to 6/2/2017

PD Opportunity 2

i-Ready District and School PD offerings- Mathematics

Facilitator

District- i-Ready Support

Participants

K-5 Teachers

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

G4. By the year 2017, Emma E. Booker Elementary 5th Graders will show a minimum increase of 4% in Science proficiency as evident on the Science Standards Assessments.

G4.B1 Lack of Science Inquiry skills and questioning techniques

G4.B1.S1 Provide training for Science teachers in order to build instructional strategies that address inquiry skills, science vocabulary, and scientific process for science literacy.

PD Opportunity 1

Science Committee meetings/ trainings

Facilitator

Dawn Clayton

Participants

Science Committee members

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|----------|--------------------|--|---|-----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | PBS teaching | | | | \$6,689.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | 310-Professional and Technical Services | 0501 - Emma E. Booker Elementary School | Other | | \$6,689.00 |
| | | | <i>Notes: Behavior Analysis support- District Support</i> | | | |
| 2 | G1.B2.S1.A1 | TPS data, discipline referral data | | | | \$40,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$40,000.00 |
| | | | <i>Notes: 310 Contract to pay for support with a BCBA</i> | | | |
| 3 | G1.B2.S2.A1 | Provide 12 hour training for teachers using the CHAMPs guide. | | | | \$2,190.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | 310-Professional and Technical Services | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$600.00 |
| | | | <i>Notes: CHAMPS Trainer</i> | | | |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$1,590.00 |
| | | | <i>Notes: Teacher Guides- Book Study</i> | | | |
| 4 | G1.B3.S1.A1 | Identify and teach our PBS curriculum to students in small groups | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: Behavior Specialist and Guidance Counselor</i> | | | |
| 5 | G1.B3.S1.A2 | Referral to EDT services for extensive support services | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | <i>Notes: Grant Support Program</i> | | | |
| 6 | G1.B4.S1.A1 | Selecting target students, develop weekly restorative session plan, recruit high school mentors, schedule weekly Meetings for mentoring sessions. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

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| | | | | | | |
|-----------|--------------------|--|---|-----------------|-----|---------------------|
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: Mentoring program- Volunteers</i> | | | |
| 7 | G1.B4.S1.A2 | Training for Restorative Strategies | | | | \$420.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$420.00 |
| | | | <i>Notes: Trainer- Instructional Staff within District</i> | | | |
| 8 | G2.B1.S1.A1 | Daily intensive intervention assistance with struggling students. | | | | \$505,190.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$505,190.00 |
| | | | <i>Notes: Title I teachers</i> | | | |
| 9 | G2.B1.S2.A1 | An intensive summer program will be developed for incoming Kindergartners | | | | \$53,623.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | <i>Notes: Grant- Community Foundation of Sarasota</i> | | | |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$53,623.00 |
| | | | <i>Notes: Combination of Funding Sources</i> | | | |
| 10 | G2.B2.S1.A1 | I-Ready to be used K-5 in classroom and lab use. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: 30 Minute Per day/ per class</i> | | | |
| 11 | G2.B2.S2.A1 | SRA Training- Reading Mastery (K-2) | | | | \$4,697.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | 310-Professional and Technical Services | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$4,697.00 |
| | | | <i>Notes: 1/2 Day Training for instructional Staff- Pre-planning week. SRA consultant</i> | | | |
| 12 | G2.B2.S2.A2 | SRA Materials- Language, Reading Mastery, Corrective Reading | | | | \$82,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | IDEA | | \$30,000.00 |

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|-----------|--------------------|--|---|-----------------|-----|--------------------|
| | | | <i>Notes: Pupil Support</i> | | | |
| | | | 0501 - Emma E. Booker Elementary School | Other | | \$10,000.00 |
| | | | <i>Notes: SCTA Donation</i> | | | |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$42,400.00 |
| | | | <i>Notes: Fund Source: Combination</i> | | | |
| 13 | G2.B3.S1.A1 | CPT meetings on a weekly basis that are relevant to academic instruction and instructional strategies | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: Regular PLC Planning time</i> | | | |
| 14 | G2.B3.S1.A2 | Additional Support for Teachers for ELA instruction and understanding Florida Standards | | | | \$38,264.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$38,264.00 |
| 15 | G3.B1.S1.A1 | Maximizing Math Mentality | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | 140-Substitute Teachers | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | <i>Notes: Math Training- District supported through Grant</i> | | | |
| 16 | G3.B1.S1.A2 | i-Ready District and School PD offerings- Mathematics | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: District i-Ready Specialist</i> | | | |
| 17 | G3.B1.S1.A3 | Math fluency and Go Math! Ongoing Investigations | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: Daily and Weekly Math Materials</i> | | | |
| 18 | G3.B2.S1.A1 | Develop Lab schedule that supports 45-60 minutes per week in i-Ready Mathematics | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

Sarasota - 0501 - Emma E. Booker Elementary School - 2016-17 SIP

Emma E. Booker Elementary School

| | | | | | | |
|---------------|--------------------|---|---|-----------------|-----|---------------------|
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: Part of Master Schedule</i> | | | |
| 19 | G4.B1.S1.A1 | Science Committee meetings/ trainings | | | | \$2,691.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | 140-Substitute Teachers | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$2,691.00 |
| | | | <i>Notes: Science Committee CPT</i> | | | |
| 20 | G4.B1.S2.A1 | Exemplar Science lessons- experiences for practicing questioning and inquiry skills. Aligned with Science Focus Calendar | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | <i>Notes: FAB Lab Outreach Program- Grant</i> | | | |
| Total: | | | | | | \$736,164.00 |