

Sarasota County Schools

Booker Middle School



2016-17 Schoolwide Improvement Plan

Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

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)
Middle School 6-8	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	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 Booker Middle 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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.

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

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.

The School-Wide Support Team (SWST) meets weekly to discuss at-risk students. This process typically involves students who are considered at-risk due to attendance, academics and/or behavior. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. Students requiring tier II and tier III behavioral interventions are provided with weekly social-emotional development strategies. Communication with the family occurs throughout the process. All students are assigned to a College For Every Student (CFES) teacher who is available for the student when they are in need of positive adult interaction throughout the school year. Booker Middle provides an array of support services to ensure that the social-emotional needs of our students are met. These include the following programs: SATOSS/ADAPT, Forty Carrots, Take Stock in Children, YMCA, Big Brothers/Big Sisters, SAVE Grant, etc.

Each year, the Booker Middle Guidance Department develops and implements a comprehensive school counseling program dedicated to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions to remove the barriers to success (Evidence-Based Intervention), and (3) Evaluate the interventions implemented to ensure student success.

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.

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

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

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	0	0	0	0	0	0	3	2	3	0	0	0	0	8	
One or more suspensions	0	0	0	0	0	0	3	2	2	0	0	0	0	7	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4	
Level 1 on statewide assessment	0	0	0	0	0	0	56	72	87	0	0	0	0	215	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	6	4	5	0	0	0	0	15	

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

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

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

To foster parent involvement in an organized, ongoing and timely manner Booker Middle School will assess present practices of parent involvement through pre and post surveys to establish baseline data. Booker Middle will hold its annual meeting in which all parents will be informed of the school's participation in the Title I program, the requirements and their right to be involved. We will produce and distribute a Parent Involvement brochure to be given to Booker Middle School parents (in both English and Spanish).

The school-wide Parent Involvement Committee will continue to meet monthly to provide information about the program, share strategies for success and offer time for parents to ask questions and give feedback. Additionally, parent teams will be formed within each Booker Middle Learning Community to increase communication among parents, students and teachers within the same team. Booker Middle will ensure that parents understand all policies, rules, notices, parent compacts, notices, etc. by having them printed in both English and Spanish as well as conducting meetings in a language that the parents can understand.

Booker Middle will also have a mid-year Parent Extravaganza that will allow the Parent Involvement Committee to obtain parent feedback from surveys and parent input regarding school-wide data.

Finally, the school will provide a regular schedule of useful notices, memos, phone calls, newsletters, emails and other communications. Training sessions will be provided for parents.

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.

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

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
Frost, LaShawn	Principal
Parker, Cameron	Assistant Principal
Jenkins, Derek	Assistant Principal
Clark, Tracey	School Counselor
Thomas, Cheryl	School Counselor
Lowrey, Cindy	Teacher, ESE
Schmidt, Mary	Teacher, ESE
Clay, Kim	Instructional Coach
Schaffer, Grace	Instructional Coach
Dilego, Anostasia	Other
Campbell, LaTonya	Psychologist

b. Duties

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

Identify the school-based MTSS leadership team: The School Wide Support Team is comprised of a member of the Administrative staff, school counselors, ESE Liaisons, School Social Worker, School Psychologist, truancy worker, Academic Intervention Teacher, Behavior Intervention Teacher, General and Special Education Teachers.

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

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

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

Academeic INter

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

School Psychologist: Conducts needs assessments to identify potential obstacles, concerns, and initial training needs. Designs evidence-based models that best fit the school's needs and resources. Plans for and conducts necessary staff training for implementation (e.g., training in evidence-based instructional interventions, evaluating student progress). Develops school norms for academic achievement (e.g., curriculum-based measures and other measures of student progress) and

monitoring the reliability and validity of these norms over time. Oversees district level implementation and ongoing evaluation. Engages in ongoing communication and consultation with administration, school board, teachers, and parents. Identifies systemic patterns of student need (e.g., persistent difficulties among kindergarten and first grade students in basic phonics skills) and working with district personnel to identify appropriate, evidence-based intervention strategies.

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

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

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.

The school based MTSS Leadership team is comprised of general education personnel that facilitate MTSS as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. This team of educators was chosen as a member of the MTSS Leadership Team due to Booker Middle's desire to implement a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. The team also assists the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program. The team meets once a week to provide support to ALL students who are experiencing difficulties that may prevent them from achieving success to the best of their ability. The team engages in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

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

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
LaShawn Frost	Principal
Kay Daniels	Teacher
LaShawn Frost	Principal
Cindy Kennneddy	Business/Community
Gene Wilson	Business/Community
Isaac Pinkney	Business/Community
Debra Alvis-Greenwald	Education Support Employee
Paul Sutton	Business/Community
Susan Morin	Business/Community
Kim Clay	Teacher
Brenda Zofora	Teacher
Andrea Justiniano	Parent
Larisa Lipoff	Parent
Elizabeth Boyers	Business/Community
Theresa Dwuilit	Teacher
Rebecca Lockwood	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**

Last year's School Improvement Plan was presented by the Principal, LaShawn Frost October 13, 2015 to the entire School Advisory Council membership. The 2015-2016 SAC committee participated in the development of the SIP. The committee also reviewed the school-wide data and provided input regarding the academic needs of the school. The plan was presented in hard copy and also as a visual on the ActivPanel. The plan was shared and was brought to the floor for discussion. The committee agreed that we should develop additional ways to include all stakeholders in the teaching and learning process. After a collaborative discussion with all members, the plan was unanimously approved. The goals of the SIP Plan will be reviewed throughout the year, allowing the committee to effectively evaluate the written goals of the 2015-2016 SIP Plan. The SAC committee reviewed and progress monitored the goals of the SIP plan on a monthly basis.

b. Development of this school improvement plan

SAC members of Booker Middle School are requested by email and written communication for input. SAC members were asked specific questions regarding improved academics and improvements for parent and community involvement. The completed SIP will be reviewed with all members at the designated SAC meeting scheduled for October 25, 2016. The SAC committee will review the school-wide data and provide additional input as needed regarding the academic needs of the school. SAC will approve the plan with a motion. This process will allow the SAC committee to provide ongoing feedback to support the Booker Middle School SIP Plan throughout the 2016-2017 school year.

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

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

Assistant Principals. Once the budget was prepared, the Principal reviewed the budget with all members of the Leadership Team, Shared Decision-Making Team and the School Advisory Council in April of 2016. The budget was approved by all committees. The committee worked in collaboration with the school leadership team to provide feedback regarding the school's annual budget. Upon the completion of the budgetary decisions, the SAC committee voted on the final budget as written. The committee will continue to be a critical part of budgeting and planning for Booker Middle School.

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

Teacher Professional Development: \$500.00

VPA Program Activities: \$1,000.00

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
Frost, LaShawn	Principal
Parker, Cameron	Assistant Principal
Schaffer, Grace	Other
Clay, Kim	Other
Lowrey, Cindy	Teacher, ESE
Jenkins, Derek	Assistant Principal
Daniels, Sandra	Teacher, K-12
Morrow, GeorgeAnn	Teacher, K-12
Larkins, Tiffany	Paraprofessional
Lee, Stephanie	Teacher, K-12

b. Duties

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

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

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.

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

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

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

1. New Teacher Mentoring Program (SCIP)
2. SCIP Lead Mentor/Administration
3. Professional Development Opportunities to Strengthen Teacher Skills and Proficiency

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

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

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

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.

Booker Middle ensures that all curriculum and instructional materials are aligned to the Florida Standards. Teachers work collaboratively in their professional learning communities to problem-solve, engage in inquiry-driven research and develop analytical approaches to support student achievement. All strategies and tools are based on student needs; competency-based instruction; integrated digital instruction; and project-based learning. Booker Middle School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and

promote opportunities for growth in instructional practice, curriculum, and the standards. Computer-based instructional programs such as, i-Ready and IXL are used as additional resources and are aligned to the Florida State Standards. The district provides instructional focus guides that provide FSA materials and strategies that teachers can access and utilize to ensure that the Florida State

Standards are being met. The district and school site offers on-going professional development on Standards-Based Instruction, Webbs DOK and additional highly effective instructional strategies. Booker Middle School has also provided staff with training on the implementation of Inclusionary Practices, Accountable Talk, Cornell Note Taking Strategies and College and Career Readiness Strategies. Booker School also facilitates monthly learning walks to support instructional programs throughout the learning community.

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.

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

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

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: Summer Program

Minutes added to school year: 5,760

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Frost, LaShawn, lashawn.frost@sarasotacountyschools.net

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

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

Strategy: After School Program

Minutes added to school year: 16,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Frost, LaShawn, lashawn.frost@sarasotacountyschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 5,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schaffer, Grace, grace.schaffer@sarasotacountyschools.net

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

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

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.

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

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.

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

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

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

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

Arts, A/V Technology & Communication
Engineering & Technology Education
Information Technology
Coding
Technology/Robotics

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

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

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.

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

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

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.

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.

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

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

Strategic Goals Summary

- G1.** During the 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions.
- G2.** During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G3.** During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G4.** During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G5.** During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. During the 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions. 1a

 G085738

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Data indicating behavior incident trends(SIRs, Referrals)

Person Responsible

Mary Schmidt

Schedule

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

Evidence of Completion

Leadership Team minutes and agenda, data charts

G2. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs. **1a**

 G085739

Targets Supported **1b**

Indicator	Annual Target
AMO Math - African American	66.0
AMO Math - ED	69.0
AMO Math - ELL	67.0
AMO Math - Asian	93.0
AMO Math - SWD	62.0
AMO Math - White	83.0
FSA Mathematics Achievement	60.0
AMO Math - All Students	72.0
AMO Math - Hispanic	69.0
Math Gains	69.0
Math Lowest 25% Gains	69.0
Algebra I EOC Pass Rate	91.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal **3**

- Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills
- Vocabulary Deficits
- Teacher Depth of Knowledge of Core Curriculum and the Florida Standards
- Home Environment
- Larger Percentage of ELL students
- Low achievement levels for SWD students

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

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/24/2016 to 6/2/2017

Evidence of Completion

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

G3. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs. 1a

G085740

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
AMO Reading - All Students	74.0
AMO Reading - African American	67.0
AMO Reading - ED	71.0
AMO Reading - ELL	68.0
AMO Reading - Hispanic	71.0
AMO Reading - SWD	62.0
ELA/Reading Gains	64.0
AMO Reading - Asian	93.0
AMO Reading - White	87.0
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
FSAA ELA Achievement	
ELA/Reading Lowest 25% Gains	

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

G4. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs. 1a

G085741

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Interactive Science Notebooks
- Science Fair
- Inquiry Based Science
- Science Fair Night
- Gizmos
- Field Trip Experiences
- Science for Every Student Days

Plan to Monitor Progress Toward G4. 8

Benchmark testing, Common Assessments, Internal progress monitoring

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Data Analysis Sheets, Charts,

G5. During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1a

G085742

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of Student Engagement
- Academic Difficulties
- Home Environment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Renaissance Awards
- Parent/Student Workshops
- Counseling Services

Plan to Monitor Progress Toward G5. 8

Review and analyze attendance data

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

SIS attendance reports, SWST Notes

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

 = Problem Solving Step  S123456 = Quick Key

G1. During the 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions. 1

 G085738

G1.B1 High Number of Behavioral Referrals 2

 B227781

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

 S240346

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Mary Schmidt

Schedule

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

Evidence of Completion

PLC minutes, agendas

Action Step 2 5

"Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings

Person Responsible

Mary Schmidt

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

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

Leadership Team will review data and concerns

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Leadership Team Agenda and Minutes

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

Administrative Team will review monthly staff meeting agendas

Person Responsible

LaShawn Frost

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Staff Meeting Agendas and Minutes

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

Administrative observations, review of behavior and parent contact data

Person Responsible

LaShawn Frost


Schedule

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

Evidence of Completion

Observation notes, behavior data, parent contact sheets

G1.B1.S2 PBS Interventions 4

 S240347

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Mary Schmidt

Schedule

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

Evidence of Completion

Observation

Action Step 2 5

Quarterly PBS celebrations

Person Responsible

Mary Schmidt

Schedule

Quarterly, from 10/14/2015 to 6/2/2017

Evidence of Completion

pictures, participation list, caught being good observation

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

Administration will review discipline data and SIRS

Person Responsible

Derek Jenkins

Schedule

Quarterly, from 10/7/2016 to 6/2/2017

Evidence of Completion

SIS discipline data, caught being good count

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

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

Person Responsible

Derek Jenkins

Schedule

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

Evidence of Completion

SIS discipline data, PBS celebrations

G1.B1.S3 Behavior Specialist 4

 S240348

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Mary Schmidt

Schedule

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

Evidence of Completion

Lesson Plans, Behavior Point Sheets

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

Meet with support staff to review data

Person Responsible

Mary Schmidt

Schedule

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

Evidence of Completion

Meeting minutes, behavior incident data

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

Review and analyze behavior data and lesson plans

Person Responsible

Derek Jenkins

Schedule

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

Evidence of Completion

Data indicating behavior incident trends

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

 B227782

G1.B2.S1 Quarterly Grade Level Assemblies 4

 S240349

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Derek Jenkins

Schedule

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

Evidence of Completion

School Calendar, Powerpoint Presentation

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

Meet with support staff to review data

Person Responsible

Derek Jenkins

Schedule

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

Evidence of Completion

Leadership team meeting agendas, leadership team minutes, discipline data

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

Review of behavior data and lesson plans

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Data indicating behavior incident trends

G1.B2.S2 Monthly "Time to Teach" tips for students 4 S240350**Strategy Rationale**

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

Action Step 1 5

Provide monthly "Time to Teach" tips to teachers

Person Responsible

Mary Schmidt

Schedule

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

Evidence of Completion

Meeting agendas, documented tips, feedback forms

Action Step 2 5

Restorative Practices

Person Responsible

Mary Schmidt

Schedule

Daily, from 9/10/2016 to 6/2/2017

Evidence of Completion

Restorative practices notes, teacher feedback forms

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

Classroom walk-thrus, lesson plans,

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

classroom walk-thru data, lesson plans, discipline data

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

Review of behavior data and lesson plans

Person Responsible

LaShawn Frost

Schedule

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


Evidence of Completion

data indicating behavior incident trends

G1.B3 Home Environment 2

 B227783

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

 S240352

Strategy Rationale

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

Action Step 1 5

Parent University workshops and activities

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Agendas, sign-in sheets, powerpoint presentations

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Leadership meeting agendas, minutes

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

The support staff will survey parents, staff and students

Person Responsible

LaShawn Frost


Schedule

Monthly, from 9/9/2016 to 6/2/2017

Evidence of Completion

Evaluation survey data, evaluation sheets

G1.B3.S2 SATOSS Program 4

 S240353

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

SATOSS referral data, sign-in sheets, discipline referrals

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

Administration will conduct walk-throughs of SATOSS program

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk-through notes

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

SATOSS counselor will meet with administration monthly

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Discussion notes, walk-through notes

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

Administration will review and analyze referral data and identify trends

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/14/2016 to 6/2/2017

Evidence of Completion

SIS referral data

G1.B4 Classroom Engagement 2

 B227784

G1.B4.S1 Teachers will facilitate highly effective lesson to include real-world activities. 4

 S240354

Strategy Rationale

When students are engaged in the learning environment, teachers are less likely to have behavior problems.

Action Step 1 5

College and Career Readiness Training

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 10/12/2016 to 6/2/2017

Evidence of Completion

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

The Leadership Team will meet once a week to ensure the successful implementation of PD to support engaging lessons.

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Leadership Team Agendas, Minutes

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

Classroom Observations

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/11/2016 to 6/2/2017

Evidence of Completion

Classroom Observation Data

G2. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs. 1

 G085739

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

 B227785

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

 S240355

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Grace Schaffer

Schedule

Weekly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Class and Individual i-Ready reports

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

The administrative team will review and analyze i-Ready reports

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Classroom walkthroughs, lesson plans, i-Ready reports

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

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

Person Responsible

LaShawn Frost

Schedule

Weekly, from 11/14/2016 to 6/2/2017

Evidence of Completion

Observation Data, Learning Walks Data Sheets and Lesson Plans

G2.B1.S2 Instructional/Data Coach 4

 S240356

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Isaiah Carpenter

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

i-Ready data, benchmark assessments, IXL data, Skills Inventory

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Leadership Team Meeting, Data Charts

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

 S240357

Strategy Rationale

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

Action Step 1 5

Collaborative coaching and learning walks to improve instruction.

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Learning walks notes, coaching notes, PD agenda

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

learning walks data, classroom walk-through data

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

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

Person Responsible

LaShawn Frost


Schedule

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

Evidence of Completion

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

G2.B1.S4 IXL researched based computer program 4

 S240358

Strategy Rationale

Students who respond fluently, or with automaticity, are more likely to maintain and acquire more complex skills to excel in math.

Action Step 1 5

IXL will be used to improve the fluency skills of students

Person Responsible

Grace Schaffer

Schedule

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

Evidence of Completion

IXL Reports, PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Reports will be reviewed at the Leadership Team Meetings

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/10/2016 to 6/2/2017

Evidence of Completion

Leadership Team Meeting Notes, PLC Meeting Notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Leadership Team Meetings and PLC Meetings

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/10/2016 to 6/2/2017

Evidence of Completion

Leadership Team Minutes and Agendas, PLC Minutes and Agendas, IXL Reports

G2.B2 Vocabulary Deficits 2

 B227786

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

 S240359

Strategy Rationale

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

Action Step 1 5

WoW Word PD, Vocabulary.com

Person Responsible

Derek Jenkins

Schedule

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

Evidence of Completion

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

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

The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks

Person Responsible

Derek Jenkins

Schedule

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

Evidence of Completion

Notesbooks, Observation Data and Learning Walks Data

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

This Process will be Monitored by Classroom Walkthroughs and Learning Walks

Person Responsible


Derek Jenkins

Schedule

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

Evidence of Completion

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

G2.B2.S2 C2 (College and Career Readiness) Collaboration PD 4 S240360**Strategy Rationale**

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

Action Step 1 5

College and Career Readiness PD

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

PD agendas, sign-in sheets, presentations

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

Classroom walk-throughs, PLC discussion

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-throughs, student performance

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

Classroom observations, review of student performance data

Person Responsible

Isaiah Carpenter

Schedule

On 6/2/2017


Evidence of Completion

Progress monitoring, formative and summative assessments, spiral notebooks

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

 B227787

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

 S240361

Strategy Rationale

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

Action Step 1 5

Ongoing DOK Training and Support

Person Responsible

Grace Schaffer

Schedule

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

Evidence of Completion

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

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

Classroom Walk-thrus, PLC discussion, Learning Walks

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, student performance

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

Classroom observations, review of student performance data

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

G2.B3.S2 Title I Math Teacher 4

 S240362

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Isaiah Carpenter

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs

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

Classroom walk-throughs, PLC minutes

Person Responsible

Derek Jenkins

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, student performance

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

classroom observations, review of student performance data

Person Responsible

Derek Jenkins


Schedule

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

Evidence of Completion

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

G2.B3.S3 Title I ELA Teacher 4

 S240363

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kim Clay

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs

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

Classroom walk-throughs, PLC minutes

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, student performance

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

Classroom observations, review of student performance data

Person Responsible

Kim Clay

Schedule

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


Evidence of Completion

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

G2.B4 Home Environment 2

 B227788

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

 S240364

Strategy Rationale

Research shows that parent engagement increases student achievement

Action Step 1 5

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

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/12/2016 to 5/15/2017

Evidence of Completion

Parent University agendas, sign-in sheets, powerpoints

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

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

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Leadership Team meeting agendas

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

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

Person Responsible

LaShawn Frost

Schedule

On 5/30/2017

Evidence of Completion

Surveys from workshops

G2.B5 Larger Percentage of ELL students 2

 B227789

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

 S240365

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

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

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

Administration will review the effectiveness of the ESOL Liaison.

Person Responsible

Cameron Parker


Schedule

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

Evidence of Completion

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

G2.B5.S2 After-school learning labs 4

 S240366

Strategy Rationale

Intensive Instruction for ELL students

Action Step 1 5

After-school learning labs with IXL and i-Ready

Person Responsible

LaShawn Frost

Schedule

Daily, from 10/3/2016 to 5/31/2017

Evidence of Completion

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

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

Weekly data chats with students, progress monitoring reports

Person Responsible

LaShawn Frost

Schedule

Weekly, from 11/30/2016 to 6/2/2017

Evidence of Completion

lab observations and student performance data

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

lab observations, review of student performance data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 11/30/2016 to 6/2/2017

Evidence of Completion

Progress monitoring, i-Ready data, IXL data

G2.B6 Low achievement levels for SWD students 2

 B227790

G2.B6.S1 Booker Middle School ESE Liaisons 4

 S240367

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

student work samples, lesson plans

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

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

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

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

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

Person Responsible


Cameron Parker

Schedule

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

Evidence of Completion

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

G2.B6.S2 LRE Classrooms for SWD 4 S240368**Strategy Rationale**

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

Action Step 1 5

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

lesson plans, Learning Walks

Action Step 2 5

LRE Training

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Agendas, Powerpoint Presentation, Attendance Sheets

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

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

Review of student progress

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

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


G3. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs. 1

 G085740

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

 B227791

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

 S240369

Strategy Rationale

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

Action Step 1 5

Understanding the I-Engage Lesson Design PD

Person Responsible

Cameron Parker

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Agendas, Sign-In Sheets, Resources

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

Classroom Walkthroughs and Learning Walks

Person Responsible

Cameron Parker

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

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

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

Lesson Plans and Classroom Walkthroughs

Person Responsible

Cameron Parker


Schedule

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

Evidence of Completion

Classroom Walkthrough Data, Learning Walks Data and Indicators for Success

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

 S240370

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Class and Individual i-Ready Reports

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

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

Person Responsible

Kim Clay

Schedule

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

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

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

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

Person Responsible


Charles Roediger

Schedule

Every 3 Weeks, from 9/12/2016 to 6/2/2017

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G3.B1.S3 Tornado Transition Program 4 S240371**Strategy Rationale**

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

Action Step 1 5

Tornado Transition Program

Person Responsible

Sandra Daniels

Schedule

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

Evidence of Completion

Class rosters, lesson plans, attendance sheets, grades,

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Meeting agendas and minutes, students performance reports and dats

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

Classroom observations, review of student performance data

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Progress monitoring, formative and summative assessments, spiral notebooks

G3.B1.S4 Resource Teachers 4

 S240372

Strategy Rationale

These teachers will implement a prescriptive instructional plan aimed at providing remediation and targeted interventions to meet the academic needs of students.

Action Step 1 5

Resource Teachers that provide intensive strategies to students

Person Responsible

Grace Schaffer

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Classroom Walkthroughs, Learning Walks

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Lesson Plans, Classroom Walkthrough Data

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Administration will review and discuss the Progress Monitoring sheets from resource teachers

Person Responsible

Grace Schaffer

Schedule

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


Evidence of Completion

Agendas, Leadership Team Minutes and Lesson Plans

G3.B2 Vocabulary Deficits 2

 B227792

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

 S240373

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cameron Parker

Schedule

Daily, from 6/1/2016 to 6/2/2017

Evidence of Completion

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

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

Wow Word Initiative

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Composition Books, Interactive Cornell Notebooks, Language Purpose

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

Classroom Walk-thrus and Lesson Plans

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Composition Notebooks, Interactive Notebooks

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

 B227793

G3.B3.S1 Reading Support Teachers 4

 S240374

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cameron Parker

Schedule

Monthly, from 10/20/2016 to 6/2/2017

Evidence of Completion

Agendas, Sign-In Sheets and Resources

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

Classroom Walkthroughs, Lesson Plans, PLC's

Person Responsible

LaShawn Frost

Schedule

On 6/2/2017

Evidence of Completion

PLC Notes and Student Work, Lesson Plans

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

Classroom Walkthroughs and Collaborative Coaching

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

G3.B3.S2 Title I Reading Teacher 4

S240375

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kim Clay

Schedule

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

Evidence of Completion

Teacher support logs, classroom walkthroughs

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

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

Person Responsible

Kim Clay

Schedule

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

Evidence of Completion

Leadership team minutes, agendas, teacher support log

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

Classroom observations, review of student performance data

Person Responsible

Kim Clay

Schedule

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

Evidence of Completion

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

G3.B3.S3 Secondary Reading Conference 4

 S240376

Strategy Rationale

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

Action Step 1 5

Secondary Reading Conference

Person Responsible

LaShawn Frost

Schedule

On 10/22/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Attendees will provide PD to Booker Middle Teachers

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 10/20/2016 to 6/2/2017

Evidence of Completion

PD Agendas, PowerPoints, Classroom Walkthrough Data

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Classroom Walkthroughs, Learning Walks, Student Data

Person Responsible

LaShawn Frost

Schedule

On 6/2/2017

Evidence of Completion

Classroom Walkthrough Data, Learning Walks Data, I-Ready Reports

G3.B4 Larger Percentage of ELL students **2** B227794

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

 S240377**Strategy Rationale**

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

Action Step 1 **5**

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

Person Responsible

GeorgeAnn Morrow

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B4.S1 **6**

Leadership Team Meetings, PLC Meetings

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Agendas, Leadership Team Minutes, PLC Agendas, PLC Minutes

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Review of ELL Data

Person Responsible

Cameron Parker

Schedule

Monthly, from 10/24/2016 to 6/2/2017

Evidence of Completion

I-Ready Data, Students Grades, LEP plans

G3.B4.S2 After-school learning labs 4

 S240378

Strategy Rationale

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

Action Step 1 5

After-school learning labs

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Attendance sheets, class roster, student performance data

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

Teachers will meet with Principal to provide weekly progress monitoring updates

Person Responsible

LaShawn Frost

Schedule

Weekly, from 12/1/2016 to 6/2/2017

Evidence of Completion

i-Ready and IXL data reports

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

Lab observations, review of student performance data

Person Responsible


LaShawn Frost

Schedule

Weekly, from 12/1/2016 to 6/2/2017

Evidence of Completion

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

G3.B5 Low achievement levels for SWD students 2 B227795**G3.B5.S1** Booker Middle School ESE Liaisons 4 S240379**Strategy Rationale**

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

Action Step 1 5

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

Student work samples, lesson plans

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

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

Leadership agendas, minutes, students work samples, student data

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

The ESE Liaison will provide updates at the Leadership Team meeting

Person Responsible

Cindy Lowrey


Schedule

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

Evidence of Completion

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

G3.B5.S2 LRE Classrooms for SWD 4

 S240380

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

Lesson plans, PLC notes, student performance data

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

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

Meeting agendas, minutes, student performance data

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

Ongoing PD, classroom observations

Person Responsible

Cindy Lowrey

Schedule

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


Evidence of Completion

PD agendas and presentations, classroom observations, student performance data

G3.B6 Home Environmet 2

 B227796

G3.B6.S1 Parent University Workshops 4

 S240381

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Workshop agendas, presentations, sign-in sheets

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

Support staff will provide updates at the leadership team meetings

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Leadership Team meeting agendas, minutes, student performance data

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

Support staff will analyze data and workshop feedback

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Student performance data, parent surveys

G4. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs. 1

 G085741

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

 B227797

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

 S240382

Strategy Rationale

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

Action Step 1 5

Inquiry Based Learning PD, Teaching Vocabulary in Science PD

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

PD Agenda, Sign-In Sheet and Resources

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

Classroom Walkthroughs, Lesson Plans and Student Work

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/26/2016 to 6/2/2017

Evidence of Completion

Highly Effective Indicators for Success Data

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

Classroom Walkthroughs and Lesson Plans

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

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

 S240383

Strategy Rationale

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

Action Step 1 **5**

PD on Inquiry Based Learning

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Observation Feedback Forms Lesson Plans

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

Classroom Walkthroughs and Snacks for Strats PLC's

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Classroom Walkthrough Data and Snacks for Strats Artifacts

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

Classroom Walkthroughs and PLC's

Person Responsible

LaShawn Frost


Schedule

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

Evidence of Completion

Classroom Walkthrough Data and PLC Artifacts

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

 S240384

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

PLC minutes, lesson/project plans

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

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

Person Responsible

LaShawn Frost

Schedule

Every 6 Weeks, from 9/6/2016 to 6/2/2017


Evidence of Completion

PLC Minutes and Notes from Data Chats

G4.B2 Lack of engagement. 2

 B227798

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

 S240385

Strategy Rationale

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

Action Step 1 5

Ongoing Training in I-Engage PD

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Agendas, Lesson Plans, Learning Walks

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

Ongoing Classroom Walkthroughs

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Agendas, Learning Walks, Indicators for Success

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

Ongoing Classroom Walkthroughs

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough Data

G4.B2.S2 Effective use of Tech-Active Classrooms 4

 S240386

Strategy Rationale

The effective use of best practices and 21st century technology skills will support in providing students with engaging lessons and real-world opportunities.

Action Step 1 5

Teachers will receive ongoing support for implementation of effective use of the Tech-Active Classroom

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Agendas, PLC Minutes, Lesson Plans,

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Classroom Walkthroughs, Lesson Plans

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Classroom Walkthrough Data, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

The Leadership Team will meet weekly to review data from Science Department

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Leadership Agendas, Lesson Plans, Classroom Walkthrough Data

G4.B2.S3 Implementation of Inquiry Based Projects/Labs 4

S240387

Strategy Rationale

Inquiry Based Projects will provide students with real-world experiences and engaging opportunities.

Action Step 1 5

Implementation of Inquiry Based Projects and Labs

Person Responsible

Daniel Leal

Schedule

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

Evidence of Completion

Lesson Plans, PLC Minutes and Agendas

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

Classroom Walkthroughs, PLC Meetings and Review of Lesson Plans by Administration

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Classroom Walkthrough Data, PLC Minutes and Agendas and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

Review of Classroom Walkthrough Data and Lesson Plans by the Leadership Team, PLC Meetings

Person Responsible

Cameron Parker


Schedule

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

Evidence of Completion

Classroom Walkthrough Data, Lesson Plans, PLC Minutes and Agendas

G4.B2.S4 Real-World experiences through field trips and garden experiences 4

 S240388

Strategy Rationale

Real world experiences will make Science come alive to students. These opportunities will ensure relevance for students.

Action Step 1 5

Science Teachers will facilitate real-world experiences for students in an effort to make learning relevant

Person Responsible

Daniel Leal

Schedule

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

Evidence of Completion

Lesson Plans, PLC Minutes and Agendas

Plan to Monitor Fidelity of Implementation of G4.B2.S4 6

Classroom Walkthroughs, Lesson Plans, PLC Meetings

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Classroom walkthrough data, Lesson Plans, PLC Minutes and Agendas

Plan to Monitor Effectiveness of Implementation of G4.B2.S4 7

ILT will met to review progress of the Science Department

Person Responsible


Cameron Parker

Schedule

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

Evidence of Completion

ILT Agendas and Minutes, Lesson Plans, Classroom Walkthrough Data

G4.B3 Reading stamina in nonfiction and technical texts 2 B227799**G4.B3.S1** Title I ELA Teacher 4 S240389**Strategy Rationale**

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

Action Step 1 5

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

Person Responsible

Kim Clay

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs, instructional support sheets

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Cameron Parker


Schedule

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

Evidence of Completion

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

G4.B3.S2 Title I Science Teacher 4

 S240390

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Daniel Leal

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs

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

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

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Progressing monitoring, student work, assessment results

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

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

Person Responsible

Cameron Parker

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

G4.B3.S3 Correlating Reading and Science 4 S240391**Strategy Rationale**

Correlating Reading and Science will afford students an opportunity to comprehend and access the non-fictional text in Science.

Action Step 1 5

Ongoing instructional Support aligned with Reading Strategies for Success in Science

Person Responsible

Kim Clay

Schedule

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

Evidence of Completion

Snacks for Strats Agendas, Instructional Support Log, PD Workshop Agendas

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

Classroom Walkthroughs, PLC Meetings, Lesson Plans

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

Classroom Walkthrough Data, PLC Minutes and Agendas, Lesson Plans

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

Classroom Walkthroughs, ILT Meetings, I-Ready Data

Person Responsible

Cameron Parker

Schedule

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


Evidence of Completion

Classroom Walkthrough Data, Lesson Plans, I-Ready Reports, ILT Minutes

G4.B4 Home Environment 2

 B227800

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

 S240392

Strategy Rationale

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

Action Step 1 5

All parents will be invited to monthly Parent University Workshops

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Workshop agendas, attendance sheets, copies of presentations

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Meeting minutes, agendas, Parent University calendar

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

Parent surveys, attendance sheets, agendas

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Parent surveys, attendance sheets, workshops agendas, presentations

G4.B5 Large percentage of ELL students **2** B227801

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

 S240393**Strategy Rationale**

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

Action Step 1 **5**

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

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

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

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

Administration will review the effectiveness of the ESOL support services

Person Responsible

Cameron Parker


Schedule

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

Evidence of Completion

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

G4.B5.S2 After-school learning labs 4

 S240394

Strategy Rationale

Intensive instruction for ELL students

Action Step 1 5

After-school learning labs

Person Responsible

LaShawn Frost

Schedule

Daily, from 10/24/2016 to 6/2/2017

Evidence of Completion

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

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

Administration will review the effectiveness of the program

Person Responsible

LaShawn Frost

Schedule

Weekly, from 11/30/2016 to 6/2/2017

Evidence of Completion

Student performance data

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

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

Person Responsible

LaShawn Frost

Schedule

Weekly, from 11/30/2016 to 6/2/2017


Evidence of Completion

Student Performance Data

G4.B6 Low achievement for SWD 2

 B227802

G4.B6.S1 Booker Middle ESE Liaisons 4

 S240395

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

Collaborate with Case Managers to Progress Monitor SWD

Person Responsible

Cindy Lowrey

Schedule

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

Evidence of Completion

Progress Monitoring Sheet for SWD, I-Ready Data, IXL Data

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 7

Liaison will collaborate with Admin Team to ensure Progress of SWD

Person Responsible

Cameron Parker

Schedule

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

Evidence of Completion

ILT Minutes, I-Ready Data, SWD Progress Monitoring Sheet

G4.B6.S2 LRE Classrooms for SWD 4

 S240396

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Schedule

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

Evidence of Completion

Lesson Plans, student performance data, classroom walk-throughs

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

Classroom walk-throughs, lesson plans

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Classroom walk-throughs, lesson plans, student performance data

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

Classroom walk-throughs, lesson plans

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Classroom walk-throughs, lesson plans, student performance data

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

Classroom observations, lesson plans

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Observation notes, student performance data, lesson plans

G5. During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1

 G085742

G5.B1 Lack of Student Engagement 2

 B227803

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

4

 S240397

Strategy Rationale

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

Action Step 1 5

"The Art of Teaching and Learning" PD

Person Responsible

LaShawn Frost

Schedule

Every 6 Weeks, from 9/19/2016 to 6/2/2017

Evidence of Completion

Agenda Meetings, Sign-In Sheets and Resouces

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

Classroom walk-throughs

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Walk-through notes, lesson plans

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

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

Person Responsible

Charles Roediger

Schedule

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

Evidence of Completion

SIS attendance reports, data charts

G5.B1.S2 Project SUCCESS 4

 S240398

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

Agendas, Classroom Walkthrough Data, Lesson plans

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

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

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

PLC notes ad agenda

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

Classroom walk-throughs will be facilitated

Person Responsible

LaShawn Frost

Schedule

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


Evidence of Completion

Classroom walk-through notes, lesson plans

G5.B2 Academic Difficulties 2

 B227804

G5.B2.S1 Parent University Workshops 4

 S240399

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Grace Schaffer

Schedule

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

Evidence of Completion

Agendas, sign-in sheets, copies of presentations

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

Parent Surveys and Parent Participation

Person Responsible

Grace Schaffer

Schedule

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

Evidence of Completion

Parent Feedback Forms

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

Parent Surveys

Person Responsible

Grace Schaffer


Schedule

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

Evidence of Completion

Workshop attendance Data, feedback from surveys

G5.B2.S2 Academic Interventionist 4

 S240400

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Grace Schaffer

Schedule

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

Evidence of Completion

MTSS data, grades, classroom observations

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

Meet with SWST to review data and parents conferences

Person Responsible

Grace Schaffer

Schedule

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

Evidence of Completion

SWST notes, parent conference notes, AIPs

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

Administrative observation, review of data

Person Responsible

Derek Jenkins


Schedule

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


Evidence of Completion

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

G5.B3 Home Environment 2

 B227805

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

 S240401

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cheryl Thomas

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Counselors will maintain a log of services provided to students

Person Responsible

Cheryl Thomas

Schedule

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

Evidence of Completion

Log of Services, Agendas of groups facilitated

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Counselors will review data and Progress Monitor students.

Person Responsible

Tracey Clark

Schedule

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

Evidence of Completion

Data Collections Sheets, Students Survey Data

G5.B3.S2 Home visits 4

 S240402

Strategy Rationale

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

Action Step 1 5

School Social Worker

Person Responsible

Anostasia Dilego

Schedule

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

Evidence of Completion

Referrals, referral notes

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

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

Person Responsible

Anostasia Dilego

Schedule

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

Evidence of Completion

SWST notes, referral notes, family service referrals

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

Review of service referral data, evaluation of services

Person Responsible

LaShawn Frost

Schedule

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

Evidence of Completion

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

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.S1.MA1 M319585	Classroom Walkthroughs and Lesson Plans	Frost, LaShawn	8/24/2015	Benchmark Assessments, i-Ready Data, Common Assessments, I-XL Data	6/3/2016 weekly
G2.B1.S2.MA1 M319531	The leadership team will meet weekly to review the progress monitoring notes	Frost, LaShawn	8/24/2015	Leadership Team Meeting, Data Charts	6/3/2016 weekly
G4.B6.S2.MA1 M319615	Classroom walk-throughs, lesson plans	Frost, LaShawn	8/24/2015	Classroom walk-throughs, lesson plans, student performance data	6/3/2016 weekly
G4.B1.S2.MA1 M319587	Classroom Walkthroughs and PLC's	Frost, LaShawn	8/24/2015	Classroom Walkthrough Data and PLC Artifacts	6/6/2016 weekly
G4.B1.S2.MA1 M319588	Classroom Walkthroughs and Snacks for Strats PLC's	Frost, LaShawn	8/24/2015	Classroom Walkthrough Data and Snacks for Strats Artifacts	6/6/2016 weekly
G4.B1.S2.A1 A311125	PD on Inquiry Based Learning	Frost, LaShawn	8/24/2015	Observation Feedback Forms Lesson Plans	6/6/2016 quarterly
G3.B1.S3.MA1 M319562	Classroom observations, review of student performance data	Frost, LaShawn	6/6/2016	Progress monitoring, formative and summative assessments, spiral notebooks	8/4/2016 weekly
G3.B1.S3.MA1 M319563	The Transition Program staff will meet with Principal to discuss program progress	Frost, LaShawn	6/6/2016	Meeting agendas and minutes, students performance reports and dats	8/4/2016 weekly
G3.B1.S3.A1 A311113	Tornado Transition Program	Daniels, Sandra	6/6/2016	Class rosters, lesson plans, attendance sheets, grades,	8/5/2016 daily
G3.B1.S1.MA1 M319558	Lesson Plans and Classroom Walkthroughs	Parker, Cameron	9/6/2016	Classroom Walkthrough Data, Learning Walks Data and Indicators for Success	9/6/2016 weekly
G2.B4.S1.A1 A311105	Booker Middle Support Staff members will facilitate Parent University Workshops to support student...	Frost, LaShawn	9/12/2016	Parent University agendas, sign-in sheets, powerpoints	5/15/2017 monthly
G2.B4.S1.MA1 M319548	The Leadership Team will meet weekly to monitor the implementation of these workshops and discuss...	Frost, LaShawn	9/12/2016	Leadership Team meeting agendas	5/29/2017 weekly
G2.B4.S1.MA1 M319547	Surveys of each workshop will be developed and given to determine the effectiveness of the workshops	Frost, LaShawn	9/7/2016	Surveys from workshops	5/30/2017 one-time
G2.B5.S2.A1 A311107	After-school learning labs with IXL and i-Ready	Frost, LaShawn	10/3/2016	i-Ready data, IXL data, Sign-in sheets,	5/31/2017 daily
G1.MA1 M319528	Data indicating behavior incident trends(SIRs, Referrals)	Schmidt, Mary	8/22/2016	Leadership Team minutes and agenda, data charts	6/2/2017 monthly
G2.MA1 M319557	i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory	Frost, LaShawn	10/24/2016	i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory	6/2/2017 monthly
G3.MA1 M319584	Classroom Observations, Interactive Notebooks, i-Ready, IXL, Common Assessments, Skills Inventory	Frost, LaShawn	8/22/2016	Sample Student Work, Lesson Plans, Learning Walks Data Sheets, Data Charts	6/2/2017 weekly
G4.MA1 M319616	Benchmark testing, Common Assessments, Internal progress monitoring	Frost, LaShawn	8/22/2016	Data Analysis Sheets, Charts,	6/2/2017 biweekly
G5.MA1 M319629	Review and analyze attendance data	Frost, LaShawn	8/22/2016	SIS attendance reports, SWST Notes	6/2/2017 weekly
G1.B1.S1.MA1 M319510	Administrative observations, review of behavior and parent contact data	Frost, LaShawn	8/22/2016	Observation notes, behavior data, parent contact sheets	6/2/2017 weekly






















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G1.B1.S1.MA1 M319511	Leadership Team will review data and concerns	Frost, LaShawn	8/22/2016	Leadership Team Agenda and Minutes	6/2/2017 weekly
G1.B1.S1.MA3 M319512	Administrative Team will review monthly staff meeting agendas	Frost, LaShawn	8/30/2016	Staff Meeting Agendas and Minutes	6/2/2017 monthly
G1.B1.S1.A1 A311085	Collaborate with teachers weekly during PLC meetings to discuss data and concerns	Schmidt, Mary	8/22/2016	PLC minutes, agendas	6/2/2017 weekly
G1.B1.S1.A2 A311086	"Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings	Schmidt, Mary	8/30/2016		6/2/2017 monthly
G1.B2.S1.MA1 M319517	Review of behavior data and lesson plans	Frost, LaShawn	8/22/2016	Data indicating behavior incident trends	6/2/2017 monthly
G1.B2.S1.MA1 M319518	Meet with support staff to review data	Jenkins, Derek	8/22/2016	Leadership team meeting agendas, leadership team minutes, discipline data	6/2/2017 weekly
G1.B2.S1.A1 A311090	The administrative team will reinforce school-wide behavior expectations for all students during a...	Jenkins, Derek	8/22/2016	School Calendar, Powerpoint Presentation	6/2/2017 quarterly
G1.B3.S1.MA1 M319521	The support staff will survey parents, staff and students	Frost, LaShawn	9/9/2016	Evaluation survey data, evaluation sheets	6/2/2017 monthly
G1.B3.S1.MA1 M319522	Leadership Team will meet weekly to discuss monthly Parent University topics and goals	Frost, LaShawn	8/22/2016	Leadership meeting agendas, minutes	6/2/2017 weekly
G1.B3.S1.A1 A311093	Parent University workshops and activities	Frost, LaShawn	8/22/2016	Agendas, sign-in sheets, powerpoint presentations	6/2/2017 monthly
G1.B4.S1.MA1 M319526	Classroom Observations	Frost, LaShawn	10/11/2016	Classroom Observation Data	6/2/2017 monthly
G1.B4.S1.MA1 M319527	The Leadership Team will meet once a week to ensure the successful implementation of PD to support...	Frost, LaShawn	8/22/2016	Leadership Team Agendas, Minutes	6/2/2017 weekly
G1.B4.S1.A1 A311095	College and Career Readiness Training	Frost, LaShawn	10/12/2016		6/2/2017 quarterly
G2.B1.S1.MA1 M319529	Classroom Walkthroughs and Learning Walks will be Facilitated. Coaching will be Provided as Necessary.	Frost, LaShawn	11/14/2016	Observation Data, Learning Walks Data Sheets and Lesson Plans	6/2/2017 weekly
G2.B1.S1.MA1 M319530	The administrative team will review and analyze i-Ready reports	Frost, LaShawn	10/3/2016	Classroom walkthroughs, lesson plans, i-Ready reports	6/2/2017 weekly
G2.B1.S1.A1 A311096	i-Ready will be used 45 minutes a week during Math classes	Schaffer, Grace	9/30/2016	Class and Individual i-Ready reports	6/2/2017 weekly
G2.B2.S1.MA1 M319537	This Process will be Monitored by Classroom Walkthroughs and Learning Walks	Jenkins, Derek	9/6/2016	Lesson Plans, Learning Walks Data, Observation Data, WoW Notebooks	6/2/2017 weekly
G2.B2.S1.MA1 M319538	The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks	Jenkins, Derek	8/22/2016	Notesbooks, Observation Data and Learning Walks Data	6/2/2017 daily
G2.B2.S1.A1 A311100	WoW Word PD, Vocabulary.com	Jenkins, Derek	8/22/2016	Agendas, Notebooks/Student Samples, Sign-In Sheets and other Resources	6/2/2017 quarterly
G2.B3.S1.MA1 M319541	Classroom observations, review of student performance data	Frost, LaShawn	8/22/2016	Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks	6/2/2017 weekly
G2.B3.S1.MA1 M319542	Classroom Walk-thrus, PLC discussion, Learning Walks	Frost, LaShawn	8/22/2016	Lesson plans, classroom observations, student performance	6/2/2017 daily

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G2.B3.S1.A1 A311102	Ongoing DOK Training and Support	Schaffer, Grace	9/19/2016	Agendas, sign-in sheets, powerpoint presentations, learning walks	6/2/2017 biweekly
G2.B5.S1.MA1 M319549	Administration will review the effectiveness of the ESOL Liaison.	Parker, Cameron	8/22/2016	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results	6/2/2017 quarterly
G2.B5.S1.MA1 M319550	The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.	Parker, Cameron	8/22/2016	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results	6/2/2017 weekly
G2.B5.S1.A1 A311106	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Parker, Cameron	8/22/2016	Student work samples, student performance data, formative and summative assessments, lesson plans	6/2/2017 daily
G2.B6.S1.MA1 M319553	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Parker, Cameron	8/22/2016	Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals	6/2/2017 weekly
G2.B6.S1.MA1 M319554	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Lowrey, Cindy	8/22/2016	Student work samples, lesson plans, assessment results, PLC and Progress Monitoring notes	6/2/2017 weekly
G2.B6.S1.A1 A311108	We will utilize our ESE liaisons to help support ESE students in the classroom.	Lowrey, Cindy	8/22/2016	student work samples, lesson plans	6/2/2017 daily
G3.B1.S1.MA1 M319559	Classroom Walkthroughs and Learning Walks	Parker, Cameron	9/6/2016	Highly Effective Indicators for Success, Learning Walks Data and Observation Data	6/2/2017 monthly
G3.B1.S1.A1 A311111	Understanding the I-Engage Lesson Design PD	Parker, Cameron	9/6/2016	Agendas, Sign-In Sheets, Resources	6/2/2017 monthly
G3.B2.S1.MA1 M319566	Classroom Walk-thrus and Lesson Plans	Parker, Cameron	8/29/2016	Composition Notebooks, Interactive Notebooks	6/2/2017 weekly
G3.B2.S1.MA1 M319567	Wow Word Initiative	Parker, Cameron	8/22/2016	Composition Books, Interactive Cornell Notebooks, Language Purpose	6/2/2017 weekly
G3.B2.S1.A1 A311115	Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com	Parker, Cameron	6/1/2016	Agendas, Sign-In Sheets, Composition Notebooks, Flip Charts	6/2/2017 daily
G3.B3.S1.MA1 M319568	Classroom Walkthroughs and Collaborative Coaching	Frost, LaShawn	8/22/2016	Classroom and Learning Walk Data, Indicators for Success Data/Feedback	6/2/2017 weekly
G3.B3.S1.MA1 M319569	Classroom Walkthroughs, Lesson Plans, PLC's	Frost, LaShawn	9/6/2016	PLC Notes and Student Work, Lesson Plans	6/2/2017 one-time
G3.B3.S1.A1 A311116	Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning...	Parker, Cameron	10/20/2016	Agendas, Sign-In Sheets and Resources	6/2/2017 monthly
G3.B4.S1.MA1 M319574	Review of ELL Data	Parker, Cameron	10/24/2016	I-Ready Data, Students Grades, LEP plans	6/2/2017 monthly
G3.B4.S1.MA1 M319575	Leadership Team Meetings, PLC Meetings	Parker, Cameron	8/22/2016	Agendas, Leadership Team Minutes, PLC Agendas, PLC Minutes	6/2/2017 daily
G3.B4.S1.A1 A311119	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Morrow, GeorgeAnn	8/22/2016	Student work samples, student performance data, formative and summative assessments, lesson plans	6/2/2017 daily
G3.B5.S1.MA1 M319578	The ESE Liaison will provide updates at the Leadership Team meeting	Lowrey, Cindy	8/22/2016	Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals	6/2/2017 weekly
G3.B5.S1.MA1 M319579	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Lowrey, Cindy	8/22/2016	Leadership agendas, minutes, students work samples, student data	6/2/2017 weekly
G3.B5.S1.A1 A311121	We will utilize our ESE liaisons to help support ESE students in the classroom.	Lowrey, Cindy	8/22/2016	Student work samples, lesson plans	6/2/2017 daily














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G3.B6.S1.MA1 M319582	Support staff will analyze data and workshop feedback	Frost, LaShawn	8/22/2016	Student performance data, parent surveys	6/2/2017 weekly
G3.B6.S1.MA1 M319583	Support staff will provide updates at the leadership team meetings	Frost, LaShawn	8/23/2016	Leadership Team meeting agendas, minutes, student performance data	6/2/2017 weekly
G3.B6.S1.A1 A311123	Booker Middle Support Staff members will facilitate Parent University Workshops to support student...	Frost, LaShawn	9/12/2016	Workshop agendas, presentations, sign-in sheets	6/2/2017 monthly
G4.B1.S1.MA1 M319586	Classroom Walkthroughs, Lesson Plans and Student Work	Frost, LaShawn	10/26/2016	Highly Effective Indicators for Success Data	6/2/2017 weekly
G4.B1.S1.A1 A311124	Inquiry Based Learning PD, Teaching Vocabulary in Science PD	Frost, LaShawn	9/1/2016	PD Agenda, Sign-In Sheet and Resources	6/2/2017 quarterly
G4.B2.S1.MA1 M319591	Ongoing Classroom Walkthroughs	Frost, LaShawn	9/6/2016	Lesson Plans, Walkthrough Data	6/2/2017 weekly
G4.B2.S1.MA1 M319592	Ongoing Classroom Walkthroughs	Frost, LaShawn	9/6/2016	Agendas, Learning Walks, Indicators for Success	6/2/2017 weekly
G4.B2.S1.A1 A311127	Ongoing Training in I-Engage PD	Frost, LaShawn	9/6/2016	Agendas, Lesson Plans, Learning Walks	6/2/2017 monthly
G4.B3.S1.MA1 M319599	Student progress will be monitored as well as classroom observations/visits to support the...	Parker, Cameron	8/22/2016	student work samples, assessment results, lesson plans, PLC notes, progress monitoring meetings	6/2/2017 monthly
G4.B3.S1.MA1 M319600	The Title I ELA teacher will be monitored through data meetings with administration regarding...	Frost, LaShawn	8/22/2016	Progress monitoring data of the science students, encompassing multiple pieces of data, student work samples, assessment results	6/2/2017 weekly
G4.B3.S1.A1 A311131	The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy...	Clay, Kim	8/22/2016	Lesson plans, classroom walkthroughs, instructional support sheets	6/2/2017 daily
G4.B4.S1.MA1 M319605	Parent surveys, attendance sheets, agendas	Frost, LaShawn	9/12/2016	Parent surveys, attendance sheets, workshops agendas, presentations	6/2/2017 monthly
G4.B4.S1.MA1 M319606	Parent University presenters will provide a weekly update at the leadership team meetings	Frost, LaShawn	8/22/2016	Meeting minutes, agendas, Parent University calendar	6/2/2017 weekly
G4.B4.S1.A1 A311134	All parents will be invited to monthly Parent University Workshops	Frost, LaShawn	9/12/2016	Workshop agendas, attendance sheets, copies of presentations	6/2/2017 monthly
G4.B5.S1.MA1 M319607	Administration will review the effectiveness of the ESOL support services	Parker, Cameron	8/22/2016	students work samples, parent conference notes, PLC notes, lesson plans, assessment results	6/2/2017 daily
G4.B5.S1.MA1 M319608	The ESOL Liaison will report ESOL data during the weekly Leadership Team meetings	Parker, Cameron	8/22/2016	Student work samples, lesson plans, assessment results, PLC notes,	6/2/2017 weekly
G4.B5.S1.A1 A311135	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Parker, Cameron	8/22/2016	Student work samples, student performance data, formative and summative assessments, lesson plans	6/2/2017 daily
G4.B6.S1.MA1 M319611	Liaison will collaborate with Admin Team to ensure Progress of SWD	Parker, Cameron	8/22/2016	ILT Minutes, I-Ready Data, SWD Progress Monitoring Sheet	6/2/2017 weekly
G4.B6.S1.MA1 M319612	Collaborate with Case Managers to Progress Monitor SWD	Lowrey, Cindy	8/22/2016	Progress Monitoring Sheet for SWD, I-Ready Data, IXL Data	6/2/2017 weekly
G4.B6.S1.A1 A311137	We will utilize our ESE liaisons to help support ESE students in the classroom.	Lowrey, Cindy	8/22/2016		6/2/2017 daily
G5.B1.S1.MA1 M319617	The Data Coach will analyze the attendance reports and walk-through data trends	Roediger, Charles	9/19/2016	SIS attendance reports, data charts	6/2/2017 weekly

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G5.B1.S1.MA1 M319618	Classroom walk-throughs	Frost, LaShawn	8/22/2016	Walk-through notes, lesson plans	6/2/2017 weekly
G5.B1.S1.A1 A311139	"The Art of Teaching and Learning" PD	Frost, LaShawn	9/19/2016	Agenda Meetings, Sign-In Sheets and Resouces	6/2/2017 every-6-weeks
G5.B2.S1.MA1 M319621	Parent Surveys	Schaffer, Grace	9/19/2016	Workshop attendance Data, feedback from surveys	6/2/2017 monthly
G5.B2.S1.MA1 M319622	Parent Surveys and Parent Participation	Schaffer, Grace	9/19/2016	Parent Feedback Forms	6/2/2017 monthly
G5.B2.S1.A1 A311141	Parents will receive ongoing workshops that will empower them to support their student and the...	Schaffer, Grace	9/19/2016	Agendas, sign-in sheets, copies of presentations	6/2/2017 monthly
G5.B3.S1.MA1 M319625	Counselors will review data and Progress Monitor students.	Clark, Tracey	8/22/2016	Data Collections Sheets, Students Survey Data	6/2/2017 weekly
G5.B3.S1.MA1 M319626	Counselors will maintain a log of services provided to students	Thomas, Cheryl	8/22/2016	Log of Services, Agendas of groups facilitated	6/2/2017 weekly
G5.B3.S1.A1 A311143	The School counselor delivers individual, small group and classroom guidance lessons.	Thomas, Cheryl	8/22/2016		6/2/2017 daily
G1.B1.S2.MA1 M319513	Administration will analyze the discipline reports in correlation with the PBS initiatives to...	Jenkins, Derek	10/10/2016	SIS discipline data, PBS celebrations	6/2/2017 quarterly
G1.B1.S2.MA1 M319514	Administration will review discipline data and SIRS	Jenkins, Derek	10/7/2016	SIS discipline data, caught being good count	6/2/2017 quarterly
G1.B1.S2.A1 A311087	Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards	Schmidt, Mary	8/22/2016	Observation	6/2/2017 daily
G1.B1.S2.A2 A311088	Quarterly PBS celebrations	Schmidt, Mary	10/14/2015	pictures, participation list, caught being good observation	6/2/2017 quarterly
G1.B2.S2.MA1 M319519	Review of behavior data and lesson plans	Frost, LaShawn	8/22/2016	data indicating behavior incident trends	6/2/2017 monthly
G1.B2.S2.MA1 M319520	Classroom walk-thrus, lesson plans,	Frost, LaShawn	8/22/2016	classroom walk-thru data, lesson plans, discipline data	6/2/2017 daily
G1.B2.S2.A1 A311091	Provide monthly "Time to Teach" tips to teachers	Schmidt, Mary	8/22/2016	Meeting agendas, documented tips, feedback forms	6/2/2017 monthly
G1.B2.S2.A2 A311092	Restorative Practices	Schmidt, Mary	9/10/2016	Restorative practices notes, teacher feedback forms	6/2/2017 daily
G1.B3.S2.MA1 M319523	Administration will review and analyze referral data and identify trends	Frost, LaShawn	9/14/2016	SIS referral data	6/2/2017 monthly
G1.B3.S2.MA1 M319524	Administration will conduct walk-throughs of SATOSS program	Frost, LaShawn	9/12/2016	Walk-through notes	6/2/2017 weekly
G1.B3.S2.MA2 M319525	SATOSS counselor will meet with administration monthly	Frost, LaShawn	9/14/2016	Discussion notes, walk-through notes	6/2/2017 monthly
G1.B3.S2.A1 A311094	Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school...	Frost, LaShawn	8/22/2016	SATOSS referral data, sign-in sheets, discipline referrals	6/2/2017 daily
G2.B1.S2.MA1 M319532	The leadership team will meet weekly with the Data Coach to review and analyze data.	Frost, LaShawn	8/22/2016	Data from all departments and assessments, data reports, agendas, leadership team minutes	6/2/2017 weekly
G2.B1.S2.A1 A311097	The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate...	Carpenter, Isaiah	8/22/2016	i-Ready data, benchmark assessments, IXL data, Skills Inventory	6/2/2017 every-3-weeks

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G2.B2.S2.MA1  M319539	Classroom observations, review of student performance data	Carpenter, Isaiah	8/22/2016	Progress monitoring, formative and summative assessments, spiral notebooks	6/2/2017 one-time
G2.B2.S2.MA1  M319540	Classroom walk-throughs, PLC discussion	Frost, LaShawn	8/22/2016	Lesson plans, classroom walk-throughs, student performance	6/2/2017 weekly
G2.B2.S2.A1  A311101	College and Career Readiness PD	Frost, LaShawn	8/22/2016	PD agendas, sign-in sheets, presentations	6/2/2017 quarterly
G2.B3.S2.MA1  M319543	classroom observations, review of student performance data	Jenkins, Derek	8/22/2016	Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks	6/2/2017 monthly
G2.B3.S2.MA1  M319544	Classroom walk-throughs, PLC minutes	Jenkins, Derek	8/22/2016	Lesson plans, classroom observations, student performance	6/2/2017 weekly
G2.B3.S2.A1  A311103	The Title I Math Teacher provides highly effective instructional Math strategies in the learning...	Carpenter, Isaiah	8/22/2016	Lesson plans, classroom walkthroughs	6/2/2017 daily
G2.B5.S2.MA1  M319551	lab observations, review of student performance data	Frost, LaShawn	11/30/2016	Progress monitoring, i-Ready data, IXL data	6/2/2017 weekly
G2.B5.S2.MA1  M319552	Weekly data chats with students, progress monitoring reports	Frost, LaShawn	11/30/2016	lab observations and student performance data	6/2/2017 weekly
G2.B6.S2.MA1  M319555	Review of student progress	Lowrey, Cindy	8/22/2016	student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments	6/2/2017 monthly
G2.B6.S2.MA1  M319556	Review of lesson plans, classroom walk-thrus, Progress monitoring and PLC discussion about...	Frost, LaShawn	8/22/2016	lesson plans, observation notes, PLC minutes, Progress Monitoring minutes	6/2/2017 weekly
G2.B6.S2.A1  A311109	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...	Lowrey, Cindy	8/22/2016	lesson plans, Learning Walks	6/2/2017 daily
G2.B6.S2.A2  A311110	LRE Training	Frost, LaShawn	10/24/2016	Agendas, Powerpoint Presentation, Attendance Sheets	6/2/2017 monthly
G3.B1.S2.MA1  M319560	Student assessment results will be analyzed to determine effectiveness of the program (iReady,...	Roediger, Charles	9/12/2016	Comparative analysis of iReady data and additional indicator(s)	6/2/2017 every-3-weeks
G3.B1.S2.MA1  M319561	Administrator access of the program is provided to a point person to monitor teacher usage and...	Clay, Kim	8/22/2016	Computer generated progress monitoring reports from the i-Ready Program	6/2/2017 biweekly
G3.B1.S2.A1  A311112	i-Ready program will be used two times a week.	Frost, LaShawn	8/22/2016	Class and Individual i-Ready Reports	6/2/2017 weekly
G3.B3.S2.MA1  M319570	Classroom observations, review of student performance data	Clay, Kim	8/22/2016	Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks	6/2/2017 weekly
G3.B3.S2.MA1  M319571	The Title I reading teacher will provide weekly updates to the leadership team regarding the...	Clay, Kim	8/22/2016	Leadership team minutes, agendas, teacher support log	6/2/2017 weekly
G3.B3.S2.A1  A311117	The Title I Reading Teacher provides researched-based strategies that are proven to increase...	Clay, Kim	8/22/2016	Teacher support logs, classroom walkthroughs	6/2/2017 daily
G3.B4.S2.MA1  M319576	Lab observations, review of student performance data	Frost, LaShawn	12/1/2016	Progress monitoring, district benchmarks, formative and summative assessments, FSA and interactive notebooks	6/2/2017 weekly
G3.B4.S2.MA1  M319577	Teachers will meet with Principal to provide weekly progress monitoring updates	Frost, LaShawn	12/1/2016	i-Ready and IXL data reports	6/2/2017 weekly

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G3.B4.S2.A1  A311120	After-school learning labs	Frost, LaShawn	8/22/2016	Attendance sheets, class roster, student performance data	6/2/2017 daily
G3.B5.S2.MA1  M319580	Ongoing PD, classroom observations	Lowrey, Cindy	8/22/2016	PD agendas and presentations, classroom observations, student performance data	6/2/2017 weekly
G3.B5.S2.MA1  M319581	ESE Liaison will meet with teachers and provide update to Leadership Team	Lowrey, Cindy	8/22/2016	Meeting agendas, minutes, student performance data	6/2/2017 monthly
G3.B5.S2.A1  A311122	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...	Lowrey, Cindy	8/22/2016	Lesson plans, PLC notes, student performance data	6/2/2017 daily
G4.B2.S2.MA1  M319593	The Leadership Team will meet weekly to review data from Science Department	Frost, LaShawn	9/6/2016	Leadership Agendas, Lesson Plans, Classroom Walkthrough Data	6/2/2017 weekly
G4.B2.S2.MA1  M319594	Classroom Walkthroughs, Lesson Plans	Parker, Cameron	8/22/2016	Classroom Walkthrough Data, Lesson Plans	6/2/2017 weekly
G4.B2.S2.A1  A311128	Teachers will receive ongoing support for implementation of effective use of the Tech-Active...	Parker, Cameron	8/15/2016	Agendas, PLC Minutes, Lesson Plans,	6/2/2017 monthly
G4.B3.S2.MA1  M319601	Student progress will be monitored as well as classroom observations/visits to support the...	Parker, Cameron	8/22/2016	Assessments results, student work samples, lesson plans, PLC notes and progress monitoring meetings	6/2/2017 every-3-weeks
G4.B3.S2.MA1  M319602	The Title I Science teacher is monitored through data meetings with administration to student work...	Parker, Cameron	8/22/2016	Progressing monitoring, student work, assessment results	6/2/2017 weekly
G4.B3.S2.A1  A311132	The Title I Science Teacher provides highly effective instructional strategies to increase student...	Leal, Daniel	8/22/2016	Lesson plans, classroom walkthroughs	6/2/2017 daily
G4.B5.S2.MA1  M319609	Administration will review the program expectations with teachers and make changes as necessary	Frost, LaShawn	11/30/2016	Student Performance Data	6/2/2017 weekly
G4.B5.S2.MA1  M319610	Administration will review the effectiveness of the program	Frost, LaShawn	11/30/2016	Student performance data	6/2/2017 weekly
G4.B5.S2.A1  A311136	After-school learning labs	Frost, LaShawn	10/24/2016	i-Ready and IXL data, attendance sheets and class roster	6/2/2017 daily
G4.B6.S2.MA1  M319613	Classroom observations, lesson plans	Frost, LaShawn	8/22/2016	Observation notes, student performance data, lesson plans	6/2/2017 weekly
G4.B6.S2.MA1  M319614	Classroom walk-throughs, lesson plans	Frost, LaShawn	8/22/2016	Classroom walk-throughs, lesson plans, student performance data	6/2/2017 weekly
G4.B6.S2.A1  A311138	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...		8/22/2016	Lesson Plans, student performance data, classroom walk-throughs	6/2/2017 daily
G5.B1.S2.MA1  M319619	Classroom walk-throughs will be facilitated	Frost, LaShawn	8/22/2016	Classroom walk-through notes, lesson plans	6/2/2017 weekly
G5.B1.S2.MA1  M319620	Teachers will collaborate during their PLC meetings about the use of high impact strategies	Frost, LaShawn	8/22/2016	PLC notes and agenda	6/2/2017 weekly
G5.B1.S2.A1  A311140	Teachers will obtain high impact strategies to support a college and career culture.	Frost, LaShawn	9/19/2016	Agendas, Classroom Walkthrough Data, Lesson plans	6/2/2017 quarterly
G5.B2.S2.MA1  M319623	Administrative observation, review of data	Jenkins, Derek	8/22/2016	Observation notes and forms, grades, SWST data, parent contact, AIPs	6/2/2017 monthly
G5.B2.S2.MA1  M319624	Meet with SWST to review data and parents conferences	Schaffer, Grace	9/19/2016	SWST notes, parent conference notes, AIPs	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S2.A1 A311142	Booker Middle School has an Academic Interventionist who works with students who are struggling...	Schaffer, Grace	8/22/2016	MTSS data, grades, classroom observations	6/2/2017 daily
G5.B3.S2.MA1 M319627	Review of service referral data, evaluation of services	Frost, LaShawn	8/22/2016	Data from service referrals, data from home visits, evaluation data	6/2/2017 weekly
G5.B3.S2.MA1 M319628	The School Social Worker with work with families to implement services as needed	Dilego, Anostasia	8/22/2016	SWST notes, referral notes, family service referrals	6/2/2017 daily
G5.B3.S2.A1 A311144	School Social Worker	Dilego, Anostasia	8/22/2016	Referrals, referral notes	6/2/2017 weekly
G1.B1.S3.MA1 M319515	Review and analyze behavior data and lesson plans	Jenkins, Derek	8/22/2016	Data indicating behavior incident trends	6/2/2017 monthly
G1.B1.S3.MA1 M319516	Meet with support staff to review data	Schmidt, Mary	8/22/2016	Meeting minutes, behavior incident data	6/2/2017 weekly
G1.B1.S3.A1 A311089	The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.	Schmidt, Mary	8/22/2016	Lesson Plans, Behavior Point Sheets	6/2/2017 daily
G2.B1.S3.MA1 M319533	Administration will review of data at staff meetings and leadership team meetings	Frost, LaShawn	10/10/2016	Classroom walk-through data, progress monitoring logs, agendas, staff meeting minutes and leadership team minutes	6/2/2017 monthly
G2.B1.S3.MA1 M319534	The administrative team and curriculum leaders will facilitate Classroom learning walks, classroom...	Frost, LaShawn	8/22/2016	learning walks data, classroom walk-through data	6/2/2017 monthly
G2.B1.S3.A1 A311098	Collaborative coaching and learning walks to improve instruction.	Frost, LaShawn	10/10/2016	Learning walks notes, coaching notes, PD agenda	6/2/2017 monthly
G2.B3.S3.MA1 M319545	Classroom observations, review of student performance data	Clay, Kim	8/22/2016	Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks	6/2/2017 weekly
G2.B3.S3.MA1 M319546	Classroom walk-throughs, PLC minutes	Frost, LaShawn	8/22/2016	Lesson plans, classroom observations, student performance	6/2/2017 weekly
G2.B3.S3.A1 A311104	The Title I ELA/Social Studies Teacher provides highly effective instructional strategies...	Clay, Kim	8/22/2016	Lesson plans, classroom walkthroughs	6/2/2017 daily
G3.B3.S3.MA1 M319572	Classroom Walkthroughs, Learning Walks, Student Data	Frost, LaShawn	11/7/2016	Classroom Walkthrough Data, Learning Walks Data, I-Ready Reports	6/2/2017 one-time
G3.B3.S3.MA1 M319573	Attendees will provide PD to Booker Middle Teachers	Frost, LaShawn	10/20/2016	PD Agendas, PowerPoints, Classroom Walkthrough Data	6/2/2017 quarterly
G4.B1.S3.MA1 M319589	Data chats/Project review during PLC or Progress Monitoring meetings.	Frost, LaShawn	9/6/2016	PLC Minutes and Notes from Data Chats	6/2/2017 every-6-weeks
G4.B1.S3.MA1 M319590	PLC lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/...	Frost, LaShawn	9/6/2016	PLC minutes, lesson/project plans	6/2/2017 weekly
G4.B1.S3.A1 A311126	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the...	Frost, LaShawn	9/6/2016		6/2/2017 weekly
G4.B2.S3.MA1 M319595	Review of Classroom Walkthrough Data and Lesson Plans by the Leadership Team, PLC Meetings	Parker, Cameron	9/6/2016	Classroom Walkthrough Data, Lesson Plans, PLC Minutes and Agendas	6/2/2017 weekly
G4.B2.S3.MA1 M319596	Classroom Walkthroughs, PLC Meetings and Review of Lesson Plans by Administration	Parker, Cameron	9/6/2016	Classroom Walkthrough Data, PLC Minutes and Agendas and Lesson Plans	6/2/2017 weekly
G4.B2.S3.A1 A311129	Implementation of Inquiry Based Projects and Labs	Leal, Daniel	8/22/2016	Lesson Plans, PLC Minutes and Agendas	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S3.MA1  M319603	Classroom Walkthroughs, ILT Meetings, I-Ready Data	Parker, Cameron	8/22/2016	Classroom Walkthrough Data, Lesson Plans, I-Ready Reports, ILT Minutes	6/2/2017 weekly
G4.B3.S3.MA1  M319604	Classroom Walkthroughs, PLC Meetings, Lesson Plans	Parker, Cameron	8/22/2016	Classroom Walkthrough Data, PLC Minutes and Agendas, Lesson Plans	6/2/2017 weekly
G4.B3.S3.A1  A311133	Ongoing instructional Support aligned with Reading Strategies for Success in Science	Clay, Kim	8/22/2016	Snacks for Strats Agendas, Instructional Support Log, PD Workshop Agendas	6/2/2017 monthly
G2.B1.S4.MA1  M319535	Leadership Team Meetings and PLC Meetings	Frost, LaShawn	10/10/2016	Leadership Team Minutes and Agendas, PLC Minutes and Agendas, IXL Reports	6/2/2017 weekly
G2.B1.S4.MA1  M319536	Reports will be reviewed at the Leadership Team Meetings	Frost, LaShawn	10/10/2016	Leadership Team Meeting Notes, PLC Meeting Notes	6/2/2017 weekly
G2.B1.S4.A1  A311099	IXL will be used to improve the fluency skills of students	Schaffer, Grace	8/22/2016	IXL Reports, PLC minutes	6/2/2017 daily
G3.B1.S4.MA1  M319564	Administration will review and discuss the Progress Monitoring sheets from resource teachers	Schaffer, Grace	8/22/2016	Agendas, Leadership Team Minutes and Lesson Plans	6/2/2017 weekly
G3.B1.S4.MA1  M319565	Classroom Walkthroughs, Learning Walks	Parker, Cameron	8/22/2016	Lesson Plans, Classroom Walkthrough Data	6/2/2017 weekly
G3.B1.S4.A1  A311114	Resource Teachers that provide intensive strategies to students	Schaffer, Grace	8/22/2016		6/2/2017 biweekly
G4.B2.S4.MA1  M319597	ILT will met to review progress of the Science Department	Parker, Cameron	9/6/2016	ILT Agendas and Minutes, Lesson Plans, Classroom Walkthrough Data	6/2/2017 weekly
G4.B2.S4.MA1  M319598	Classroom Walkthroughs, Lesson Plans, PLC Meetings	Parker, Cameron	9/6/2016	Classroom walkthrough data, Lesson Plans, PLC Minutes and Agendas	6/2/2017 weekly
G4.B2.S4.A1  A311130	Science Teachers will facilitate real-world experiences for students in an effort to make learning...	Leal, Daniel	8/22/2016	Lesson Plans, PLC Minutes and Agendas	6/2/2017 weekly
G3.B3.S3.A1  A311118	Secondary Reading Conference	Frost, LaShawn	10/20/2016		10/22/2017 one-time

V. Professional Development Opportunities

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

G1. During the 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions.

G1.B1 High Number of Behavioral Referrals

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

PD Opportunity 1

"Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings

Facilitator

Mary Schmidt

Participants

Booker Middle Teachers

Schedule

Monthly, from 8/30/2016 to 6/2/2017

G1.B3 Home Environment

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

PD Opportunity 1

Parent University workshops and activities

Facilitator

Support Staff

Participants

Parents

Schedule

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

G1.B4 Classroom Engagement

G1.B4.S1 Teachers will facilitate highly effective lesson to include real-world activities.

PD Opportunity 1

College and Career Readiness Training

Facilitator

Linda Dove

Participants

Booker Middle Teachers

Schedule

Quarterly, from 10/12/2016 to 6/2/2017

G2. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.

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

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

PD Opportunity 1

Collaborative coaching and learning walks to improve instruction.

Facilitator

LaShawn Frost

Participants

Teachers, Administrators

Schedule

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

G2.B2 Vocabulary Deficits

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

PD Opportunity 1

College and Career Readiness PD

Facilitator

Linda Dove

Participants

Teachers and administrators

Schedule

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

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

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

PD Opportunity 1

Ongoing DOK Training and Support

Facilitator

Administrative Team

Participants

Teachers

Schedule

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

G2.B4 Home Environment

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

PD Opportunity 1

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

Facilitator

All support staff

Participants

Parents and Students

Schedule

Monthly, from 9/12/2016 to 5/15/2017

G2.B6 Low achievement levels for SWD students

G2.B6.S2 LRE Classrooms for SWD

PD Opportunity 1

LRE Training

Facilitator

Donna Marquis-Cox

Participants

Teachers and Para Professionals

Schedule

Monthly, from 10/24/2016 to 6/2/2017

G3. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.

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

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

PD Opportunity 1

Understanding the I-Engage Lesson Design PD

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 9/6/2016 to 6/2/2017

G3.B3 Level of Rigor on the Florida Standards Assessment

G3.B3.S1 Reading Support Teachers

PD Opportunity 1

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

Facilitator

Administration

Participants

Teachers and Administration

Schedule

Monthly, from 10/20/2016 to 6/2/2017

G3.B3.S3 Secondary Reading Conference

PD Opportunity 1

Secondary Reading Conference

Facilitator

Secondary Reading Facilitators

Participants

Teachers

Schedule

On 10/22/2017

G4. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.

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

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

PD Opportunity 1

Inquiry Based Learning PD, Teaching Vocabulary in Science PD

Facilitator

C2 Collaboration Consultatnt

Participants

Science Teachers

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

G4.B2 Lack of engagement.

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

PD Opportunity 1

Ongoing Training in I-Engage PD

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 9/6/2016 to 6/2/2017

G5. During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

G5.B1 Lack of Student Engagement

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

PD Opportunity 1

"The Art of Teaching and Learning" PD

Facilitator

Curriculum Specialist

Participants

BMS Teachers

Schedule

Every 6 Weeks, from 9/19/2016 to 6/2/2017

G5.B1.S2 Project SUCCESS

PD Opportunity 1

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

Facilitator

Curriculum Support Staff

Participants

Teachers

Schedule

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

G5.B2 Academic Difficulties

G5.B2.S1 Parent University Workshops

PD Opportunity 1

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

Facilitator

Academic Interventionist

Participants

Parents

Schedule

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

VI. Technical Assistance Items

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

G2. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.

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

G2.B1.S2 Instructional/Data Coach

TA Opportunity 1

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

Facilitator

Isaiah Carpenter

Participants

Teachers and Administrators

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

G3. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.

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

G3.B1.S3 Tornado Transition Program

TA Opportunity 1

Tornado Transition Program

Facilitator

Sandra Daniels

Participants

Students

Schedule

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

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

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

Facilitator

Kim Clay

Participants

Teachers

Schedule

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

G4. During the 2017 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.

G4.B2 Lack of engagement.**G4.B2.S2** Effective use of Tech-Active Classrooms**TA Opportunity 1**

Teachers will receive ongoing support for implementation of effective use of the Tech-Active Classroom

Facilitator

Isaiah Carpenter

Participants

Booker Middle School Teachers

Schedule

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

G4.B3 Reading stamina in nonfiction and technical texts

G4.B3.S1 Title I ELA Teacher

TA Opportunity 1

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

Facilitator

Kim Clay

Participants

Booker Middle Science Teachers

Schedule

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

G4.B3.S3 Correlating Reading and Science

TA Opportunity 1

Ongoing instructional Support aligned with Reading Strategies for Success in Science

Facilitator

Kim Clay, Ryan Miller, Alex Keel, BMS Adminstrators

Participants

Booker Middle Teachers

Schedule

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

G5. During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

G5.B2 Academic Difficulties

G5.B2.S2 Academic Interventionist

TA Opportunity 1

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

Facilitator

Grace Schaffer

Participants

Teachers

Schedule

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

G5.B3 Home Environment

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

TA Opportunity 1

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

Facilitator

School Counselors

Participants

Students and Parents

Schedule

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

G5.B3.S2 Home visits

TA Opportunity 1

School Social Worker

Facilitator

Anostasia Dilego

Participants

Students and Parents

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Collaborate with teachers weekly during PLC meetings to discuss data and concerns				\$0.00
2	G1.B1.S1.A2	"Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings				\$0.00
3	G1.B1.S2.A1	Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Other		\$5,000.00
Notes: Funds will be raised to ensure the success of the PBS Program.						
4	G1.B1.S2.A2	Quarterly PBS celebrations				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Other		\$5,000.00
Notes: Notes						
5	G1.B1.S3.A1	The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.				\$0.00
6	G1.B2.S1.A1	The administrative team will reinforce school-wide behavior expectations for all students during a quarterly assembly				\$0.00
7	G1.B2.S2.A1	Provide monthly "Time to Teach" tips to teachers				\$0.00
8	G1.B2.S2.A2	Restorative Practices				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			0084 - Booker Middle School	Title I, Part A		\$1,000.00
			<i>Notes: Restorative Practices Conference</i>			
9	G1.B3.S1.A1	Parent University workshops and activities				\$13,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$13,400.00
			<i>Notes: Parent Involvement monthly workshops and activities</i>			
10	G1.B3.S2.A1	Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school suspensions				\$26,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$26,000.00
			<i>Notes: SATOSS Counselor</i>			
11	G1.B4.S1.A1	College and Career Readiness Training				\$0.00
12	G2.B1.S1.A1	i-Ready will be used 45 minutes a week during Math classes				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Other		\$20,000.00
			<i>Notes: Resources will be used in Intensive ELA Classes, ELA and Math Classes.</i>			
13	G2.B1.S2.A1	The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions				\$59,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School			\$0.00
			<i>Notes: Notes</i>			
			0084 - Booker Middle School	Title I, Part A		\$59,700.00
			<i>Notes: This teacher analyzes school-wide data</i>			
14	G2.B1.S3.A1	Collaborative coaching and learning walks to improve instruction.				\$8,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$8,350.00
			<i>Notes: Booker Middle School teachers will engage in monthly learning walks to build capacity within learning environment.</i>			
15	G2.B1.S4.A1	IXL will be used to improve the fluency skills of students				\$8,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$8,000.00
			Notes: IXL will be used in ELA and Math Classes			
16	G2.B2.S1.A1	WoW Word PD, Vocabulary.com				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$1,600.00
			Notes: Vocabulary.com will be used in all classrooms.			
17	G2.B2.S2.A1	College and Career Readiness PD				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$30,000.00
18	G2.B3.S1.A1	Ongoing DOK Training and Support				\$31,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$31,450.00
19	G2.B3.S2.A1	The Title I Math Teacher provides highly effective instructional Math strategies in the learning environment,				\$59,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$59,700.00
20	G2.B3.S3.A1	The Title I ELA/Social Studies Teacher provides highly effective instructional strategies throughout the learning community.				\$57,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$57,600.00
			Notes: Haley Shaffer			
21	G2.B4.S1.A1	Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement				\$0.00
22	G2.B5.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.				\$0.00
23	G2.B5.S2.A1	After-school learning labs with IXL and i-Ready				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			0084 - Booker Middle School	Title I, Part A		\$10,000.00
			Notes: After-School Contract to Facilitate Labs			
24	G2.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				\$0.00
25	G2.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.				\$0.00
26	G2.B6.S2.A2	LRE Training				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$10,000.00
			Notes: Training will be ongoing			
27	G3.B1.S1.A1	Understanding the I-Engage Lesson Design PD				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$10,000.00
			Notes: I-Engage PD			
28	G3.B1.S2.A1	i-Ready program will be used two times a week.				\$0.00
29	G3.B1.S3.A1	Tornado Transition Program				\$78,994.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$78,994.00
			Notes: The Budget includes 15,000.00 for Transortation			
30	G3.B1.S4.A1	Resource Teachers that provide intensive strategies to students				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$50,000.00
			Notes: Resource Teachers for Intensive Instruction			
31	G3.B2.S1.A1	Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com				\$0.00
32	G3.B3.S1.A1	Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment				\$0.00
33	G3.B3.S2.A1	The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum				\$63,457.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$63,457.00

34	G3.B3.S3.A1	Secondary Reading Conference				\$9,688.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$9,688.00
35	G3.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.				\$0.00
36	G3.B4.S2.A1	After-school learning labs				\$0.00
37	G3.B5.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				\$0.00
38	G3.B5.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.				\$0.00
39	G3.B6.S1.A1	Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement				\$0.00
40	G4.B1.S1.A1	Inquiry Based Learning PD, Teaching Vocabulary in Science PD				\$0.00
41	G4.B1.S2.A1	PD on Inquiry Based Learning				\$0.00
42	G4.B1.S3.A1	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum				\$0.00
43	G4.B2.S1.A1	Ongoing Training in I-Engage PD				\$0.00
44	G4.B2.S2.A1	Teachers will receive ongoing support for implementation of effective use of the Tech-Active Classroom				\$0.00
45	G4.B2.S3.A1	Implementation of Inquiry Based Projects and Labs				\$0.00
46	G4.B2.S4.A1	Science Teachers will facilitate real-world experiences for students in an effort to make learning relevant				\$0.00
47	G4.B3.S1.A1	The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum				\$0.00
48	G4.B3.S2.A1	The Title I Science Teacher provides highly effective instructional strategies to increase student achievement in Science				\$64,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School			\$64,800.00
			Notes: Science Curriculum Support and PD Teacher			
49	G4.B3.S3.A1	Ongoing instructional Support aligned with Reading Strategies for Success in Science				\$0.00
50	G4.B4.S1.A1	All parents will be invited to monthly Parent University Workshops				\$8,640.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			0084 - Booker Middle School	Title I, Part A		\$8,640.00
			<i>Notes: This budget will also be used to obtain technology for communicating with parents.</i>			
51	G4.B5.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.				\$0.00
52	G4.B5.S2.A1	After-school learning labs				\$0.00
53	G4.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				\$0.00
54	G4.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.				\$0.00
55	G5.B1.S1.A1	"The Art of Teaching and Learning" PD				\$11,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0084 - Booker Middle School	Title I, Part A		\$11,400.00
			<i>Notes: PD on Engaging Students</i>			
56	G5.B1.S2.A1	Teachers will obtain high impact strategies to support a college and career culture.				\$0.00
57	G5.B2.S1.A1	Parents will receive ongoing workshops that will empower them to support their student and the learning community.				\$0.00
58	G5.B2.S2.A1	Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.				\$58,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0084 - Booker Middle School	Title I, Part A		\$58,000.00
59	G5.B3.S1.A1	The School counselor delivers individual, small group and classroom guidance lessons.				\$0.00
60	G5.B3.S2.A1	School Social Worker				\$0.00
					Total:	\$701,779.00