Sarasota County Schools

Booker Middle School

2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	82%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Booker Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- 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, Student Led Conferences, Literacy Night, STEM Nights, History Fair Night, Making Math Matters Night, VPA Performances, Parent Conferences, Community Service Projects, College and Career Events, Clubs 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 and Career Readiness Program and Project SUCCESS Program. All students are required to develop a post-secondary educational plan. Once a week, teachers and students explore College and Career 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 PBIS 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 monthly 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 and Career/AT 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, United Way, JFCS, 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Int
ervention 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	58	74	86	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	128	116	103	0	0	0	0	347
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	79	100	111	0	0	0	0	290

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	35	46	48	0	0	0	0	129

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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

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
Clay, Kim	Instructional Coach
Schaffer, Grace	Instructional Coach
Dilego, Anostasia	Other
Campbell, LaTonya	Psychologist
Frazier, Edward	Paraprofessional
Dubose, Deanna	Instructional Coach
Scherzer, Jessica	Instructional Coach
Barber, Melissa	Instructional Coach
Carpenter, Isaiah	Instructional Coach

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 Kennnedy	Business/Community
Gene Wilson	Business/Community
Isaac Pinkney	Business/Community
Debra Alvis-Greenwald	Education Support Employee
Susan Morin	Business/Community
Larisa Lipoff	Parent
Theresa Dwuilit	Teacher
Naquila Gregory	Business/Community
Tiffany Larkins	Business/Community
Wendy Thomas	Business/Community
Roxanne Jorgensen	Parent
Kelli Menke	Business/Community
Olympia Baylou	Business/Community
Hortense Kenton	Parent
Carolyn Major Harper	Business/Community
Anfrea Justiniano	Parent
Sandra Mendoza	Business/Community
Gesner Lormil	Parent
Charlotte Blake	Student
Leah Dubose	Student
Katrena Dubose	Parent
Deidra Ann Newman	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Scherzer, Jessica	Teacher, K-12
Jenkins, Derek	Assistant Principal
Daniels, Sandra	Teacher, K-12
Morrow, GeorgeAnn	Teacher, K-12
Larkins, Tiffany	Paraprofessional
Lee, Stephanie	Teacher, K-12
Dubose, Deanna	Instructional Coach
Carpenter, Isaiah	Instructional Coach
Mills, Carrie	Teacher, K-12
Clark, Tracey	School Counselor
Thomas, Cheryl	School Counselor

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 and Visible Learning. The LLT will 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and ongoing professional development.

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 StrengthenTeacher Skils 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 EffectiveTeachers 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, Standards based 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, Teaching and Learning Workshops and other PD to support instructional programs throughout the learning community. Booker Middle also offers daily Academic Intervention time to assist with mastery of the Florida State Standards.

b. Instructional Strategies

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

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 daily Academic Intervention (AT) Time to support student learning and 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. The School-Wide Support Team (SWST) 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 Academic Interventionist develops an Academic Intervention Plan (AIP) for all lower-quartile students. These plans are mailed to all parents and guardians with an attached letter that explains the process of our school-wide intervention program. 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 Monitorig 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
15. Serving as an AT Teacher and providing academic interventions

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 achievemnt 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: Extended School Day

Minutes added to school year: 21,875

Academic Time (AT) is time allotted outside of the instructional day to provide support for all BMS students. Academic Time is designed to support I-ready standards-based instruction and any other individual academic needs.

Strategy Rationale

This program allows Booker Middle staff to assist in closing the achievemnt gap for all students who have academic needs in any content area.

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

Academic Time (AT) Teachers are actively involved in analyzing the I-Ready data, academic grades, attendance, discipline data, etc., to progress monitor the school-wide goals and student achievement. The data collected and analyzed is used to drive instruction and program needs.

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)
""

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Readiness 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 and Cambridge International Program are designed 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 and Career Readinesst" 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 and are afforded the opportunity to obtain CTE certifications in selected areas.

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 Readiness 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

6. All students developing a post-secondary educational plan

7. Offering scholarship opportunities at the middle school level

8. Allowing students to take advance courses

9. Collage and Career speakers

10. All students taking a career assessment

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

A review of the 2016-2017 FSA data shows that Booker Middle School is currently excelling in the following areas: Math Proficiency- 62%, Math Learning Gains-62%, Math Lower-quartile- 64% and Math Acceleration-73%. Booker Middle also excels in the area of Civics-62%. A review of the data indicates that the areas of need and possibilities are as follows: ELA Proficiency- 43%, ELA Learning Gains-48%, ELA Lower-quartile- 35% and Science-35%.

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"Â? 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.

Some of the root causes for the areas of need identified in the data, will be addressed using the following school-wide strategies: Building Collective Efficacy school-wide, Ongoing progress monitoring for academic achievement, Clear curriculum and academic goals, Frequent assessment and feedback of student progress and multiple opportunities for improvement, Written responses in performance assessments, Building capacity for high impact PLCs and Behavior strategies that work. As a result of implementing these strategies, there will be an increase in student achievement in the areas of need and continuous growth in areas of strength.

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 2018 school year, the school will decrease the number of discipline referrals and out-of-school suspensions by ten percent.

G2. During the 2018 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 2018 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 2018 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 2018 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 2018 school year, the school will decrease the number of discipline referrals and out-of-school suspensions by ten percent. 1a

🔍 G098387

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 Program
- School Counselor
- Restorative Practices
- SATOSS Program
- Engaging Lessons
- Behavior Technician
- SAVE Grant
- Clubs and Activities for Student Involvement

Plan to Monitor Progress Toward G1. 8

Data indicating behavior incident trends(SIRs, Referrals)

Person Responsible
Edward Frazier

Schedule
Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Leadership Team minutes and agenda, data charts

G2. During the 2018 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

🔑 G098388

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Asian	
AMO Math - SWD	
AMO Math - White	
FSA Mathematics Achievement	62.0
AMO Math - All Students	
AMO Math - Hispanic	
Math Gains	62.0
Math Lowest 25% Gains	64.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of Foundational Math Skills: Larger percentage of students who do not have foundational fluency skills

- Vocabulary Deficits

- Teacher Depth of Knowledge of Core Curriculum and the Florida Standards

- 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

- Skills Inventory

- Algebra Nation

- VPA Support (Arts Integration)

- MAFS

- Design to Align

- Visible Learning for Teachers Books

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Derek Jenkins

Schedule
Monthly, from 9/1/2017 to 6/1/2018

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

G3. During the 2018 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

🔑 G098389

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	47.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
ELA/Reading Gains	52.0
AMO Reading - Asian	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
FSAA ELA Achievement	
ELA/Reading Lowest 25% Gains	39.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready
- Interactive Cornell Notebooks
- Spring Board Curriculum and Strategies
- Visible Learning Materials
- GRR Lesson Design
- I-XL
- LAFS
- HMH ELA Books
- WOW Words
- Learning Progressions

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 6/4/2018 to 8/2/2018

Evidence of Completion
Sample Student Work, Lesson Plans, Learning Walks Data Sheets, Data Charts

G4. During the 2018 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

🔑 G098390

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

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

- Large percentage of ELL students

- Low achievement for SWD

- Lack of data to inform instruction

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

- Common Assessments

- Science Title I Resource Teacher

Plan to Monitor Progress Toward G4. 8

Benchmark testing, Common Assessments, Internal progress monitoring

Person Responsible
LaShawn Frost

Schedule
Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Data Analysis Sheets, Charts,

G5. During the 2018 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1a

🔍 G098391

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	90.0
Attendance Below 90% Grade 07	90.0
Attendance Below 90% Grade 08	90.0

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

- SAVE Grant

- After-School Program

Plan to Monitor Progress Toward G5. 8

Review and analyze attendance data

Person Responsible
LaShawn Frost

Schedule
Weekly, from 8/14/2017 to 6/1/2018

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. During the 2018 school year, the school will decrease the number of discipline referrals and out-of-school suspensions by ten percent. [1]

🔑 G098387

G1.B1 High Number of Behavioral Referrals [2]

🔑 B264660

G1.B1.S1 Develop a culture of Collective Efficacy. Support staff meeting with teachers to discuss concerns, offer support, and brainstorm restorative opportunities. [4]

🔑 S280400

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

Edward Frazier

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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

Edward Frazier

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, Copies of Presentations

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

Leadership Team will review data and cocerns

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 8/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Observation notes, behavior data, parent contact sheets

G1.B1.S2 PBS Interventions/Preventative Strategies 4

S280401

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

Edward Frazier

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation

Action Step 2 5

Quarterly PBS celebrations

Person Responsible

Edward Frazier

Schedule

Quarterly, from 10/6/2017 to 6/1/2018

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 10/6/2017 to 6/1/2018

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 10/6/2017 to 6/1/2018

Evidence of Completion

SIS discipline data, PBS celebrations

G1.B1.S3 Behavior Specialist and Behavior Technician [4]

S280402

Strategy Rationale

The Behavior Specialist and Behavior Technician works with ESE and Non ESE students on developing appropriate peer interactions and following school expectations. They 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

Edward Frazier

Schedule

Daily, from 8/14/2017 to 6/1/2018

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

Edward Frazier

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Data indicating behavior incident trends

G1.B1.S4 Impact Mentor Program for students of concern `4`

🔑 S280403

Strategy Rationale

Collectively supporting students with the greatest needs will ensure success throughout the learning environment.

Action Step 1 `5`

Implementation of Impact Mentoring Program

Person Responsible

Derek Jenkins

Schedule

On 6/1/2018

Evidence of Completion

Impact Mentor List, Assign Mentors to Students, Develop Strategies to Support Students

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Turn in Weekly Data Chat Sheets with Impact Mentee at ILT Meetings

Person Responsible

Derek Jenkins

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Weekly Data Chats Sheets, Data collected on Assigned Student

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Data on Impact Mentor Students SWST and ILT Meetings

Person Responsible

Derek Jenkins

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

The ILT and SWST teams will collect the data on Impact Students and review at ILT, SWST and Staff Meetings

G1.B1.S5 Parent University/Engagement 4

S280404

Strategy Rationale

Providing parents with meaningful strategies to support students will assist in developing assessment capable learners.

Action Step 1 5

A PD calendar and training focus will be developed for Parent University

Person Responsible

LaShawn Frost

Schedule

Monthly, from 7/31/2017 to 6/1/2018

Evidence of Completion

PD Calendar, Agendas, Sign-in Sheets, Presentations

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Implementation of Parent University Workshops

Person Responsible

Cameron Parker

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Parent University Agendas, Sign-in Sheets, Newsletters and Flyers

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Parent Surveys will be distributed and collected after each Parent University

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Parent surveys, Agendas and Sign-in sheets will be used to monitor the implementation of Parent University

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

🔑 B264661

G1.B2.S1 Monthly Grade Level Assemblies `4`

🔑 S280405

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 monthly assembly

Person Responsible

Derek Jenkins

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Data indicating behavior incident trends

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

S280406

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

Edward Frazier

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting agendas, documented tips, feedback forms

Action Step 2 5

Restorative Practices

Person Responsible

LaShawn Frost

Schedule

Daily, from 9/11/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 10/18/2017 to 6/1/2018

Evidence of Completion

data indicating behavior incident trends

G1.B3 Home Environment 2

🔑 B264662

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

🔑 S280408

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 9/21/2017 to 6/1/2018
>
> ***Evidence of Completion***
>
> Evaluation survey data, evaluation sheets

G1.B3.S2 SATOSS Program `4`

🔑 S280409

> **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 8/14/2017 to 6/1/2018
>
> ***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 9/1/2017 to 6/1/2018

Evidence of Completion

Walk-through notes

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

SATOSS counselor will meet with administration weekly to discuss program and progress

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/1/2017 to 6/1/2018

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

Derek Jenkins

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

SIS referral data

G1.B4 Classroom Engagement 2

🔑 B264663

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

🔑 S280410

Strategy Rationale

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

Action Step 1 5

Visible Learning Workshops

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

PowerPoint Presentations, Agendas, Attendance Rosters, Surveys

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 8/7/2017 to 6/1/2018

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 10/9/2017 to 6/1/2018

Evidence of Completion

Classroom Observation Data

G2. During the 2018 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`

🔑 G098388

G2.B1 Lack of Foundational Math Skills: Larger percentage of students who do not have foundational fluency skills `2`

🔑 B264664

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

🔑 S280411

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 Academic Time (AT)

Person Responsible

Grace Schaffer

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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

Cameron Parker

Schedule

Weekly, from 9/1/2017 to 6/1/2018

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 Facilited. Coaching will be Provided as Necessary.

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Observation Data, Learning Walks Data Sheets and Lesson Plans

G2.B1.S2 Instructional/Data Coach 4

🔑 S280412

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

Person Responsible

Isaiah Carpenter

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership Team Meeting, Data Charts

G2.B1.S3 Turning Teachers into Coaches: Coaching through Instructional Rounds and Visible Learning Strategies. 4

🔑 S280413

Strategy Rationale

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

Action Step 1 5

Collaborative coaching and learning walks to improve instruction. Developing High Impact PLC's.

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/18/2017 to 6/1/2018

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 10/18/2017 to 6/1/2018

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 10/18/2017 to 6/1/2018

Evidence of Completion

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

G2.B1.S4 Use of Learning Progressions in Math 4

S280414

Strategy Rationale

Use of Learning Progression are more likely to develop and acquire more complex skills to excel in math and support the mastery of standards.

Action Step 1 5

Use of Learning Progressions will be used to improve the Math and fluency skills of students

Person Responsible

Derek Jenkins

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

IXL Reports, PLC minutes, Progress monitoring Sheet, I-Ready Data

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

Progress Monitoring Sheets will be reviewed at the Leadership Team Meetings

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Leadership Team Meeting Notes, PLC Meeting Notes, Progress Monitoring Sheets, I-Ready Data

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

Leadership Team Meetings and PLC Meetings

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Leadership Team Minutes and Agendas, PLC Minutes and Agendas, IXL Reports, I-Ready Data

G2.B2 Vocabulary Deficits `2`

🔍 B264665

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`

🔍 S280415

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 10/16/2017 to 6/1/2018

Evidence of Completion

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

G2.B2.S2 Visible Learning PD 4

🔑 S280416

Strategy Rationale

This PD allows teachers to explore what it means to create a Visible Learning environment. In addition, teachers will examine the implications of their instructional practices and understand how to develop Assessment Capable Learners.

Action Step 1 5

Visible Learning PD

Person Responsible

LaShawn Frost

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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

Derek Jenkins

Schedule

On 6/1/2018

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

🔑 B264666

G2.B3.S1 Ongoing Visible Learning training and support during PLCs, After-School and Snacks for Strats. These trainings will take students from surface, deep and transfer learning. 4

🔑 S280417

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 Visible Training and Support

Person Responsible

Cameron Parker

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

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, Instructional Rounds

Person Responsible

LaShawn Frost

Schedule

Daily, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G2.B3.S2 Title I Math Teacher 4

S280418

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G2.B4 Larger Percentage of ELL students `2`

🔍 B264667

G2.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`

🔍 S280422

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Cameron Parker

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Administration will review the effectiveness of the ESOL Liaison.

Person Responsible

Cameron Parker

Schedule

Quarterly, from 8/1/2017 to 6/1/2018

Evidence of Completion

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

G2.B4.S2 After-school learning labs [4]

🔑 S280423

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B4.S2 [6]

Weekly data chats with students, Monthly Data Meetings with Teachers and progress monitoring reports

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lab observations and student performance data

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

lab observations, review of student performance data

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Progress monitoring, i-Ready data, IXL data

G2.B5 Low achievement levels for SWD students `2`

`B264668`

G2.B5.S1 Booker Middle School ESE Liaisons `4`

`S280424`

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 SWD students and teachers in the classroom.

Person Responsible

Cindy Lowrey

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

student work samples, lesson plans, grades and I-Ready Data

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

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

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Cameron Parker

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G2.B5.S2 LRE Classrooms for SWD 4

S280425

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 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, Learning Walks

Action Step 2 5

LRE Training

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/31/2017 to 6/1/2018

Evidence of Completion

Agendas, Powerpoint Presentation, Attendance Sheets

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

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

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Review of student progress

Person Responsible

Cindy Lowrey

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G3. During the 2018 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

🔑 G098389

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

🔑 B264669

G3.B1.S1 GRR and Visible Learning Strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task 4

🔑 S280426

Strategy Rationale

The GRR and Visible Learning Lesson Design will allow teachers to facilitate a student centered learning environment, resulting in higher student achievement.

Action Step 1 5

The Art of Teaching

Person Responsible

Cameron Parker

Schedule

Monthly, from 10/16/2017 to 6/1/2018

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 10/16/2017 to 6/1/2018

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 10/16/2017 to 6/1/2018

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`

🔑 S280427

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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, Purple Tests, other common assessments)

Person Responsible

Melissa Barber

Schedule

Every 3 Weeks, from 10/16/2017 to 6/1/2018

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G3.B1.S3 Tornado Transition Program 4

S280428

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 6/4/2018 to 8/2/2018

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 6/4/2018 to 8/2/2018

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 6/4/2018 to 8/2/2018

Evidence of Completion

Progress monitoring, formative and summative assessments, spiral notebooks

G3.B1.S4 Resource Teachers `4`

🔑 S280429

Strategy Rationale

These teachers will implement a prescriptive istructional 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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, Leadership Team Minutes and Lesson Plans

G3.B2 Vocabulary and Writing Deficits 2

🔑 B264670

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

🔑 S280430

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Composition Notebooks, Interactive Notebooks

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

🔑 B264671

G3.B3.S1 Turning Teachers into Coaches: Coaching through Instructional Rounds and Visible Learning. `4`

🔑 S280431

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 Particpate in PD and Coaching Regarding How to implement Visible Learning strategies in the Learning Environment

Person Responsible

Cameron Parker

Schedule

Monthly, from 10/19/2017 to 6/1/2018

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 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G3.B3.S2 Title I Reading Teacher 4

S280432

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G3.B3.S3 Learning Progressions `4`

🔑 S280433

Strategy Rationale

The use of learning progressions will provide support for mastery and best practices to increase student achievement.

Action Step 1 `5`

Use of Learning Progressions in ELA

Person Responsible

LaShawn Frost

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

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

Attendees will work collaboratively to become proficient at the use of learning progressions in the learning environment.

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/18/2017 to 6/1/2018

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 6/1/2018

Evidence of Completion

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

G3.B3.S4 Title I Social Studies Teacher 4

🔑 S280434

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

Teacher will coach and monitor progress in Civics classes, while prepare students for the EOC

Person Responsible

Jessica Scherzer

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S4 6

PLCs, Classroom Walkthroughs, Instructional Rounds

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, PLC Minutes, Classroom Walkthrough Data

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 `7`

Classroom Walkthroughs, PLCs, Leadership Team Meetings

Person Responsible

LaShawn Frost

Schedule

On 6/1/2018

Evidence of Completion

PLC Minutes, Leadership Team Meeting Notes, Classroom Walkthrough Data

G3.B4 Larger Percentage of ELL students `2`

🔑 B264672

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`

🔑 S280435

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

Alba Ramos

Schedule

Daily, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 10/16/2017 to 6/1/2018

Evidence of Completion

I-Ready Data, Students Grades, LEP plans

G3.B4.S2 After-school learning labs [4]

🔑 S280436

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 8/14/2017 to 6/1/2018
>
> ***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 10/16/2017 to 6/1/2018
>
> ***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 9/18/2017 to 6/1/2018

Evidence of Completion

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

G3.B5 Low achievement levels for SWD students `2`

🔑 B264673

G3.B5.S1 Booker Middle School ESE Liaisons will implement a continuum of services for SWD. `4`

🔑 S280437

Strategy Rationale

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

Action Step 1 `5`

We will utilize our ESE liaisons to help support SWD, thus providing a continuum of services.

Person Responsible

Cindy Lowrey

Schedule

Daily, from 8/14/2017 to 6/1/2018

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 Instructional Leadership Team Meetings

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 Instructional Leadership Team meeting

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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]

S280438

Strategy Rationale

Implementation of LRE classrooms will provide our SWD 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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

PD agendas and presentations, classroom observations, student performance data

G4. During the 2018 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`

🔑 G098390

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

🔑 B264674

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

🔑 S280439

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

Monthly, from 8/14/2017 to 6/1/2018

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 10/16/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G4.B1.S2 Ongoing Visible Learning Training for increased knowledge of implementation of best practices in the classroom 4

🔑 S280440

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 Visible Learning

Person Responsible

LaShawn Frost

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation Feedback Forms Lesson Plans

Action Step 2 5

Develop High Impact PLCs

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Notes, Classroom Walkthrough Data, Lesson Plans

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

Classroom Walkthroughs, Snacks for Strats, PLC's and Know Thy Impact Days

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom Walkthrough Data, Snacks for Strats Artifacts, Videos, Student Achievement Data

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

Classroom Walkthroughs and PLC's

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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

🔑 S280441

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 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom Walkthroughs, Lesson Plans and Science Benchmark Assessments

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

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 9/18/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Minutes and Notes from Data Chats

G4.B1.S4 Facilitate Ongoing Common Assessment and Analyze Data `4`

🔑 S280442

Strategy Rationale

Using data to inform instruction is an effective practice for standards based mastery.

Action Step 1 `5`

Facilitate Common Assessments Every 3 Weeks

Person Responsible

Deanna Dubose

Schedule

Every 3 Weeks, from 9/18/2017 to 6/1/2018

Evidence of Completion

Common Assessments, Data Results and Re-Teach Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S4 `6`

"Know Thy Impact" Days

Person Responsible

Deanna Dubose

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Data Results, "Know Thy Impact" Days Agenda

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 `7`

Monthly "Know Thy Impact" Days

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Data Results and "Know Thy Impact" Days Agenda

G4.B2 Lack of engagement. 2

🔑 B264675

G4.B2.S1 Ongoing Training in Visible Learning 4

🔑 S280443

Strategy Rationale

The Visible Learning will engage all students through rigorous tasks, while providing a student centered classroom.

Action Step 1 5

Ongoing Training in Visible Learning PD

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/18/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

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 2/18/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Walkthrough Data

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

S280444

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 9/14/2017 to 6/1/2018

Evidence of Completion

Leadership Agendas, Lesson Plans, Classroom Walkthrough Data

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

🔑 S280445

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

Deanna Dubose

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

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`

🔧 S280446

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

Deanna Dubose

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 9/14/2017 to 6/1/2018

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 meet to review progress of the Science Department

Person Responsible

Cameron Parker

Schedule

Weekly, from 9/14/2017 to 6/1/2018

Evidence of Completion

ILT Agendas and Minutes, Lesson Plans, Classroom Walkthrough Data

G4.B3 Reading stamina in nonfiction and technical texts 2

🔑 B264676

G4.B3.S1 Title I ELA and Teacher 4

🔑 S280447

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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/visists to support the effectiveness of implementation.

Person Responsible

Cameron Parker

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G4.B3.S2 Title I Science Teacher `4`

🔍 S280448

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

Deanna Dubose

Schedule

Daily, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G4.B3.S3 Correlating Reading and Science 4

🔑 S280449

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G4.B4 Large percentage of ELL students `2`

🔑 B264677

G4.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`

🔑 S280450

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Cameron Parker

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Administration will review the effectiveness of the ESOL support services

Person Responsible

Cameron Parker

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G4.B4.S2 After-school learning labs 4

S280451

Strategy Rationale

Intensive instruction for ELL students

Action Step 1 5

After-school learning labs

Person Responsible

LaShawn Frost

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B4.S2 6

Administration will review the effectiveness of the program

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of Implementation of G4.B4.S2 `7`

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

Person Responsible

LaShawn Frost

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Student Performance Data

G4.B5 Low achievement for SWD `2`

🔍 B264678

G4.B5.S1 Booker Middle ESE Liaisons `4`

🔍 S280452

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 8/14/2017 to 6/1/2018

Evidence of Completion

ILT Agendas, Parent Conference Notes, IEP Meetings

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

Collaborate with Case Managers to Progress Monitor SWD

Person Responsible

Cindy Lowrey

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

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

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

Liaison will collaborate with Admin Team to ensure Progress of SWD

Person Responsible

Cameron Parker

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G4.B5.S2 LRE Classrooms for SWD 4

 S280453

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 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, student performance data, classroom walk-throughs

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

Classroom walk-throughs, lesson plans

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk-throughs, lesson plans, student performance data

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

Classroom walk-throughs, lesson plans

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk-throughs, lesson plans, student performance data

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

Classroom observations, lesson plans

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation notes, student performance data, lesson plans

G4.B6 Lack of data to inform instruction 2

🔑 B264679

G4.B6.S1 Common Assessments will be facilitated every 3 weeks to determine standards mastery. 4

🔑 S280454

Strategy Rationale

Using data to inform instruction will allow teachers to know their impact and increase student achievement.

Action Step 1 5

Facilitation of Common Assessments

Person Responsible

Deanna Dubose

Schedule

Every 3 Weeks, from 10/9/2017 to 6/1/2018

Evidence of Completion

Data from Common Assessments, Benchmark Assessments

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

SWST, ILT Meetings, PLC Meetings and Curriculum Leaders Meeting

Person Responsible

Cameron Parker

Schedule

Monthly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Common Assessment Data, Benchmark Data, Meeting Agendas

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

Review of Data at ILT and Resource Meetings

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/16/2017 to 6/1/2018

Evidence of Completion

ILT Meeting Agendas Notes and Curriculum Meeting Agendas and Notes

G5. During the 2018 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. `1`

🔑 G098391

G5.B1 Lack of Student Engagement `2`

🔑 B264680

G5.B1.S1 Teachers will receive ongoing Visible Learning Training. `4`

🔑 S280455

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" Visible Learning PD

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/16/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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

Melissa Barber

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

SIS attendance reports, data charts

G5.B1.S2 College and Career Readiness/CFES 4

🔑 S280456

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 9/18/2017 to 6/1/2018

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 meetigs about the use of high impact strategies

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk-through notes, lesson plans

G5.B2 Academic Difficulties `2`

🔑 B264681

G5.B2.S1 Parent University Workshops `4`

🔑 S280457

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 9/18/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

Evidence of Completion

Workshop attendance Data, feedback from surveys

G5.B2.S2 Academic Interventionist 4

S280458

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 8/14/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G5.B3 Home Environment 2

🔑 B264682

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

🔑 S280459

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Data Collections Sheets, Students Survey Data

G5.B3.S2 Home visits by School Social Worker, Project Prevent Staff and other staff as needed. 4

S280460

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G5.B3.S3 PBS Prevention Strategies `4`

🔑 S280461

Strategy Rationale

These strategies will allow BMS to take preventative measures in motivating students to attend school on a regular basis.

> Action Step(s) Missing for Goal #5, Barrier #3, Strategy #3
> Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M409470	Data indicating behavior incident trends(SIRs, Referrals)	Frazier, Edward	8/14/2017	Leadership Team minutes and agenda, data charts	6/1/2018 monthly
G2.MA1 M409495	i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory	Jenkins, Derek	9/1/2017	i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory	6/1/2018 monthly
G4.MA1 M409556	Benchmark testing, Common Assessments, Internal progress monitoring	Frost, LaShawn	8/14/2017	Data Analysis Sheets, Charts,	6/1/2018 biweekly
G5.MA1 M409569	Review and analyze attendance data	Frost, LaShawn	8/14/2017	SIS attendance reports, SWST Notes	6/1/2018 weekly
G1.B1.S1.MA1 M409448	Administrative observations, review of behavior and parent contact data	Frost, LaShawn	8/14/2017	Observation notes, behavior data, parent contact sheets	6/1/2018 weekly
G1.B1.S1.MA1 M409449	Leadership Team will review data and cocerns	Frost, LaShawn	8/14/2017	Leadership Team Agenda and Minutes	6/1/2018 weekly
G1.B1.S1.A1 A378095	Collaborate with teachers weekly during PLC meetings to discuss data and concerns	Frazier, Edward	8/14/2017	PLC minutes, agendas	6/1/2018 weekly
G1.B1.S1.A2 A378096	"Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings	Frazier, Edward	8/14/2017	Agendas, Copies of Presentations	6/1/2018 monthly
G1.B2.S1.MA1 M409459	Review of behavior data and lesson plans	Frost, LaShawn	8/14/2017	Data indicating behavior incident trends	6/1/2018 monthly
G1.B2.S1.MA1 M409460	Meet with support staff to review data	Jenkins, Derek	8/14/2017	Leadership team meeting agendas, leadership team minutes, discipline data	6/1/2018 weekly
G1.B2.S1.A1 A378102	The administrative team will reinforce school-wide behavior expectations for all students during a...	Jenkins, Derek	8/14/2017	School Calendar, Powerpoint Presentation	6/1/2018 quarterly
G1.B3.S1.MA1 M409463	The support staff will survey parents, staff and students	Frost, LaShawn	9/21/2017	Evaluation survey data, evaluation sheets	6/1/2018 monthly
G1.B3.S1.MA1 M409464	Leadership Team will meet weekly to discuss monthly Parent University topics and goals	Frost, LaShawn	8/14/2017	Leadership meeting agendas, minutes	6/1/2018 weekly
G1.B3.S1.A1 A378105	Parent University workshops and activities	Frost, LaShawn	8/14/2017	Agendas, sign-in sheets, powerpoint presentations	6/1/2018 monthly
G1.B4.S1.MA1 M409468	Classroom Observations	Frost, LaShawn	10/9/2017	Classroom Observation Data	6/1/2018 monthly
G1.B4.S1.MA1 M409469	The Leadership Team will meet once a week to ensure the successful implementation of PD to support...	Frost, LaShawn	8/7/2017	Leadership Team Agendas, Minutes	6/1/2018 weekly
G1.B4.S1.A1 A378107	Visible Learning Workshops	Frost, LaShawn	8/7/2017	PowerPoint Presentations, Agendas, Attendance Rosters, Surveys	6/1/2018 quarterly
G2.B1.S1.MA1 M409471	Classroom Walkthroughs and Learning Walks will be Facilited. Coaching will be Provided as Necessary.	Frost, LaShawn	8/21/2017	Observation Data, Learning Walks Data Sheets and Lesson Plans	6/1/2018 weekly
G2.B1.S1.MA1 M409472	The administrative team will review and analyze i-Ready reports	Parker, Cameron	9/1/2017	Classroom walkthroughs, lesson plans, i-Ready reports	6/1/2018 weekly
G2.B1.S1.A1 A378108	i-Ready will be used 45 minutes a week during Academic Time (AT)	Schaffer, Grace	8/14/2017	Class and Individual i-Ready reports	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M409479	This Process will be Monitored by Classroom Walkthroughs and Learning Walks	Jenkins, Derek	10/16/2017	Lesson Plans, Learning Walks Data, Observation Data, WoW Notebooks	6/1/2018 weekly
G2.B2.S1.MA1 M409480	The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks	Jenkins, Derek	8/14/2017	Notesbooks, Observation Data and Learning Walks Data	6/1/2018 daily
G2.B2.S1.A1 A378112	WoW Word PD, Vocabulary.com	Jenkins, Derek	8/14/2017	Agendas, Notebooks/Student Samples, Sign-In Sheets and other Resources	6/1/2018 quarterly
G2.B3.S1.MA1 M409483	Classroom observations, review of student performance data	Frost, LaShawn	8/14/2017	Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks	6/1/2018 weekly
G2.B3.S1.MA1 M409484	Classroom Walk-thrus, PLC discussion, Learning Walks, Instructional Rounds	Frost, LaShawn	8/14/2017	Lesson plans, classroom observations, student performance	6/1/2018 daily
G2.B3.S1.A1 A378114	Ongoing Visible Training and Support	Parker, Cameron	9/18/2017	Agendas, sign-in sheets, powerpoint presentations, learning walks	6/1/2018 biweekly
G2.B4.S1.MA1 M409487	Administration will review the effectiveness of the ESOL Liaison.	Parker, Cameron	8/1/2017	Student work samples, notes home, lesson plans, PLC notes and Progress Monitoring notes, assessment results	6/1/2018 quarterly
G2.B4.S1.MA1 M409488	The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.	Parker, Cameron	8/14/2017	Student work samples, notes home, lesson plans, PLC notes and Progress Monitoring notes, assessment results	6/1/2018 weekly
G2.B4.S1.A1 A378116	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Parker, Cameron	8/14/2017	Student work samples, student performance data, formative and summative assessments, lesson plans	6/1/2018 daily
G2.B5.S1.MA1 M409491	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Parker, Cameron	8/14/2017	Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals	6/1/2018 weekly
G2.B5.S1.MA1 M409492	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Lowrey, Cindy	8/14/2017	Student work samples, lesson plans, assessment results, PLC and Progress Monitoring notes	6/1/2018 weekly
G2.B5.S1.A1 A378118	We will utilize our ESE liaisons to help support SWD students and teachers in the classroom.	Lowrey, Cindy	8/14/2017	student work samples, lesson plans, grades and I-Ready Data	6/1/2018 daily
G3.B1.S1.MA1 M409496	Lesson Plans and Classroom Walkthroughs	Parker, Cameron	10/16/2017	Classroom Walkthrough Data, Learning Walks Data and Indicators for Success	6/1/2018 weekly
G3.B1.S1.MA1 M409497	Classroom Walkthroughs and Learning Walks	Parker, Cameron	10/16/2017	Highly Effective Indicators for Success, Learning Walks Data and Observation Data	6/1/2018 monthly
G3.B1.S1.A1 A378121	The Art of Teaching	Parker, Cameron	10/16/2017	Agendas, Sign-In Sheets, Resources	6/1/2018 monthly
G3.B2.S1.MA1 M409504	Classroom Walk-thrus and Lesson Plans	Parker, Cameron	8/14/2017	Composition Notebooks, Interactive Notebooks	6/1/2018 weekly
G3.B2.S1.MA1 M409505	Wow Word Initiative	Parker, Cameron	8/14/2017	Composition Books, Interactive Cornell Notebooks, Language Purpose	6/1/2018 weekly
G3.B2.S1.A1 A378125	Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com	Parker, Cameron	8/14/2017	Agendas, Sign-In Sheets, Composition Notebooks, Flip Charts	6/1/2018 daily
G3.B3.S1.MA1 M409506	Classroom Walkthroughs and Collaborative Coaching	Frost, LaShawn	8/14/2017	Classroom and Learning Walk Data, Indicators for Success Data/Feedback	6/1/2018 weekly
G3.B3.S1.MA1 M409507	Classroom Walkthroughs, Lesson Plans, PLC's	Frost, LaShawn	9/18/2017	PLC Notes and Student Work, Lesson Plans	6/1/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1 A378126	Teachers will Particpate in PD and Coaching Regarding How to implement Visible Learning strategies...	Parker, Cameron	10/19/2017	Agendas, Sign-In Sheets and Resources	6/1/2018 monthly
G3.B4.S1.MA1 M409514	Review of ELL Data	Parker, Cameron	10/16/2017	I-Ready Data, Students Grades, LEP plans	6/1/2018 monthly
G3.B4.S1.MA1 M409515	Leadership Team Meetings, PLC Meetings	Parker, Cameron	8/14/2017	Agendas, Leadership Team Minutes, PLC Agendas, PLC Minutes	6/1/2018 daily
G3.B4.S1.A1 A378130	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Ramos, Alba	8/14/2017	Student work samples, student performance data, formative and summative assessments, lesson plans	6/1/2018 daily
G3.B5.S1.MA1 M409518	The ESE Liaison will provide updates at the Instructional Leadership Team meeting	Lowrey, Cindy	8/14/2017	Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals	6/1/2018 weekly
G3.B5.S1.MA1 M409519	The ESE Liaisons will report ESE data during weekly Instructional Leadership Team Meetings	Lowrey, Cindy	8/14/2017	Leadership agendas, minutes, students work samples, student data	6/1/2018 weekly
G3.B5.S1.A1 A378132	We will utilize our ESE liaisons to help support SWD, thus providing a continuum of services.	Lowrey, Cindy	8/14/2017	Student work samples, lesson plans	6/1/2018 daily
G4.B1.S1.MA1 M409523	Classroom Walkthroughs and Lesson Plans	Frost, LaShawn	8/14/2017	Benchmark Assessments, i-Ready Data, Common Assessments, I-XL Data	6/1/2018 weekly
G4.B1.S1.MA1 M409524	Classroom Walkthroughs, Lesson Plans and Student Work	Frost, LaShawn	10/16/2017	Highly Effective Indicators for Success Data	6/1/2018 weekly
G4.B1.S1.A1 A378134	Inquiry Based Learning PD, Teaching Vocabulary in Science PD	Frost, LaShawn	8/14/2017	PD Agenda, Sign-In Sheet and Resources	6/1/2018 monthly
G4.B2.S1.MA1 M409531	Ongoing Classroom Walkthroughs	Frost, LaShawn	2/18/2017	Lesson Plans, Walkthrough Data	6/1/2018 weekly
G4.B2.S1.MA1 M409532	Ongoing Classroom Walkthroughs	Frost, LaShawn	9/18/2017	Agendas, Learning Walks, Indicators for Success	6/1/2018 weekly
G4.B2.S1.A1 A378139	Ongoing Training in Visible Learning PD	Frost, LaShawn	9/18/2017	Agendas, Lesson Plans, Learning Walks	6/1/2018 monthly
G4.B3.S1.MA1 M409539	Student progress will be monitored as well as classroom observations/visists to support the...	Parker, Cameron	8/14/2017	student work samples, assessment results, lesson plans, PLC notes, progress monitoring meetings	6/1/2018 monthly
G4.B3.S1.MA1 M409540	The Title I ELA teacher will be monitored through data meetings with administration regarding...	Frost, LaShawn	8/14/2017	Progress monitoring data of the science students, encompassing multiple pieces of data, student work samples, assessment results	6/1/2018 weekly
G4.B3.S1.A1 A378143	The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy...	Clay, Kim	8/14/2017	Lesson plans, classroom walkthroughs, instructional support sheets	6/1/2018 daily
G4.B4.S1.MA1 M409545	Administration will review the effectiveness of the ESOL support services	Parker, Cameron	8/14/2017	students work samples, parent conference notes, PLC notes, lesson plans, assessment results	6/1/2018 daily
G4.B4.S1.MA1 M409546	The ESOL Liaison will report ESOL data during the weekly Leadership Team meetings	Parker, Cameron	8/14/2017	Student work samples, lesson plans, assessment results, PLC notes,	6/1/2018 weekly
G4.B4.S1.A1 A378146	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Parker, Cameron	8/14/2017	Student work samples, student performance data, formative and summative assessments, lesson plans	6/1/2018 daily
G4.B5.S1.MA1 M409549	Liaison will collaborate with Admin Team to ensure Progress of SWD	Parker, Cameron	8/14/2017	ILT Minutes, I-Ready Data, SWD Progress Monitoring Sheet	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B5.S1.MA1 M409550	Collaborate with Case Managers to Progress Monitor SWD	Lowrey, Cindy	9/18/2017	Progress Monitoring Sheet for SWD, I-Ready Data, IXL Data	6/1/2018 weekly
G4.B5.S1.A1 A378148	We will utilize our ESE liaisons to help support ESE students in the classroom.	Lowrey, Cindy	8/14/2017	ILT Agendas, Parent Conference Notes, IEP Meetings	6/1/2018 daily
G4.B6.S1.MA1 M409554	Review of Data at ILT and Resource Meetings	Frost, LaShawn	10/16/2017	ILT Meeting Agendas Notes and Curriculum Meeting Agendas and Notes	6/1/2018 monthly
G4.B6.S1.MA1 M409555	SWST, ILT Meetings, PLC Meetings and Curriculum Leaders Meeting	Parker, Cameron	10/16/2017	Common Assessment Data, Benchmark Data, Meeting Agendas	6/1/2018 monthly
G4.B6.S1.A1 A378150	Facilitation of Common Assessments	Dubose, Deanna	10/9/2017	Data from Common Assessments, Benchmark Assessments	6/1/2018 every-3-weeks
G5.B1.S1.MA1 M409557	The Data Coach will analyze the attendance reports and walk-through data trends	Barber, Melissa	9/18/2017	SIS attendance reports, data charts	6/1/2018 weekly
G5.B1.S1.MA1 M409558	Classroom walk-throughs	Frost, LaShawn	8/14/2017	Walk-through notes, lesson plans	6/1/2018 weekly
G5.B1.S1.A1 A378151	"The Art of Teaching and Learning" Visible Learning PD	Frost, LaShawn	10/16/2017	Agenda Meetings, Sign-In Sheets and Resouces	6/1/2018 monthly
G5.B2.S1.MA1 M409561	Parent Surveys	Schaffer, Grace	9/18/2017	Workshop attendance Data, feedback from surveys	6/1/2018 monthly
G5.B2.S1.MA1 M409562	Parent Surveys and Parent Participation	Schaffer, Grace	9/18/2017	Parent Feedback Forms	6/1/2018 monthly
G5.B2.S1.A1 A378153	Parents will receive ongoing workshops that will empower them to support their student and the...	Schaffer, Grace	9/18/2017	Agendas, sign-in sheets, copies of presentations	6/1/2018 monthly
G5.B3.S1.MA1 M409565	Counselors will review data and Progress Monitor students.	Clark, Tracey	8/14/2017	Data Collections Sheets, Students Survey Data	6/1/2018 weekly
G5.B3.S1.MA1 M409566	Counselors will maintain a log of services provided to students	Thomas, Cheryl	8/14/2017	Log of Services, Agendas of groups facilitated	6/1/2018 weekly
G5.B3.S1.A1 A378155	The School counselor delivers individual, small group and classroom guidance lessons.	Thomas, Cheryl	8/14/2017		6/1/2018 daily
G1.B1.S2.MA1 M409451	Administration will analyze the discipline reports in correlation with the PBS initiatives to...	Jenkins, Derek	10/6/2017	SIS discipline data, PBS celebrations	6/1/2018 quarterly
G1.B1.S2.MA1 M409452	Administration will review discipline data and SIRS	Jenkins, Derek	10/6/2017	SIS discipline data, caught being good count	6/1/2018 quarterly
G1.B1.S2.A1 A378097	Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards	Frazier, Edward	8/14/2017	Observation	6/1/2018 daily
G1.B1.S2.A2 A378098	Quarterly PBS celebrations	Frazier, Edward	10/6/2017	pictures, participation list, caught being good observation	6/1/2018 quarterly
G1.B2.S2.MA1 M409461	Review of behavior data and lesson plans	Frost, LaShawn	10/18/2017	data indicating behavior incident trends	6/1/2018 monthly
G1.B2.S2.MA1 M409462	Classroom walk-thrus, lesson plans,	Frost, LaShawn	8/14/2017	classroom walk-thru data, lesson plans, discipline data	6/1/2018 daily
G1.B2.S2.A1 A378103	Provide monthly "Time to Teach" tips to teachers	Frazier, Edward	8/14/2017	Meeting agendas, documented tips, feedback forms	6/1/2018 monthly
G1.B2.S2.A2 A378104	Restorative Practices	Frost, LaShawn	9/11/2017	Restorative practices notes, teacher feedback forms	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1 M409465	Administration will review and analyze referral data and identify trends	Jenkins, Derek	9/1/2017	SIS referral data	6/1/2018 monthly
G1.B3.S2.MA1 M409466	Administration will conduct walk-throughs of SATOSS program	Frost, LaShawn	9/1/2017	Walk-through notes	6/1/2018 weekly
G1.B3.S2.MA2 M409467	SATOSS counselor will meet with administration weekly to discuss program and progress	Frost, LaShawn	8/1/2017	Discussion notes, walk-through notes	6/1/2018 weekly
G1.B3.S2.A1 A378106	Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school...	Frost, LaShawn	8/14/2017	SATOSS referral data, sign-in sheets, discipline referrals	6/1/2018 daily
G2.B1.S2.MA1 M409473	The leadership team will meet weekly to review the progress monitoring notes	Frost, LaShawn	8/14/2017	Leadership Team Meeting, Data Charts	6/1/2018 weekly
G2.B1.S2.MA1 M409474	The leadership team will meet weekly with the Data Coach to review and analyze data.	Frost, LaShawn	8/14/2017	Data from all departments and assessments, data reports, agendas, leadership team minutes	6/1/2018 weekly
G2.B1.S2.A1 A378109	The Math Coach analyzes school-wide data to ensure that the learning community makes appropriate...	Carpenter, Isaiah	8/14/2017	i-Ready data, benchmark assessments, IXL data, Skills Inventory	6/1/2018 every-3-weeks
G2.B2.S2.MA1 M409481	Classroom observations, review of student performance data	Jenkins, Derek	9/1/2017	Progress monitoring, formative and summative assessments, spiral notebooks	6/1/2018 one-time
G2.B2.S2.MA1 M409482	Classroom walk-throughs, PLC discussion	Frost, LaShawn	8/14/2017	Lesson plans, classroom walk-throughs, student performance	6/1/2018 weekly
G2.B2.S2.A1 A378113	Visible Learning PD	Frost, LaShawn	8/7/2017	PD agendas, sign-in sheets, presentations	6/1/2018 quarterly
G2.B3.S2.MA1 M409485	classroom observations, review of student performance data	Jenkins, Derek	8/14/2017	Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks	6/1/2018 monthly
G2.B3.S2.MA1 M409486	Classroom walk-throughs, PLC minutes	Jenkins, Derek	8/14/2017	Lesson plans, classroom observations, student performance	6/1/2018 weekly
G2.B3.S2.A1 A378115	The Title I Math Teacher provides highly effective instructional Math strategies in the learning...	Carpenter, Isaiah	8/14/2017	Lesson plans, classroom walkthroughs	6/1/2018 daily
G2.B4.S2.MA1 M409489	lab observations, review of student performance data	Frost, LaShawn	10/16/2017	Progress monitoring, i-Ready data, IXL data	6/1/2018 weekly
G2.B4.S2.MA1 M409490	Weekly data chats with students, Monthly Data Meetings with Teachers and progress monitoring reports	Frost, LaShawn	8/14/2017	lab observations and student performance data	6/1/2018 weekly
G2.B4.S2.A1 A378117	After-school learning labs with IXL and i-Ready	Frost, LaShawn	8/14/2017	i-Ready data, IXL data, Sign-in sheets,	6/1/2018 daily
G2.B5.S2.MA1 M409493	Review of student progress	Lowrey, Cindy	8/14/2017	student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments	6/1/2018 monthly
G2.B5.S2.MA1 M409494	Review of lesson plans, classroom walk-thrus, Progress monitoring and PLC discussion about...	Frost, LaShawn	8/14/2017	lesson plans, observation notes, PLC minutes, Progress Monitoring minutes	6/1/2018 weekly
G2.B5.S2.A1 A378119	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...	Lowrey, Cindy	8/14/2017	lesson plans, Learning Walks	6/1/2018 daily
G2.B5.S2.A2 A378120	LRE Training	Frost, LaShawn	10/31/2017	Agendas, Powerpoint Presentation, Attendance Sheets	6/1/2018 monthly
G3.B1.S2.MA1 M409498	Student assessment results will be analyzed to determine effectiveness of the program (iReady,...	Barber, Melissa	10/16/2017	Comparative analysis of iReady data and additional indicator(s)	6/1/2018 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1 M409499	Administrator access of the program is provided to a point person to monitor teacher usage and...	Clay, Kim	8/14/2017	Computer generated progress monitoring reports from the i-Ready Program	6/1/2018 biweekly
G3.B1.S2.A1 A378122	i-Ready program will be used two times a week.	Frost, LaShawn	8/14/2017	Class and Individual i-Ready Reports	6/1/2018 weekly
G3.B3.S2.MA1 M409508	Classroom observations, review of student performance data	Clay, Kim	8/14/2017	Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks	6/1/2018 weekly
G3.B3.S2.MA1 M409509	The Title I reading teacher will provide weekly updates to the leadership team regarding the...	Clay, Kim	8/14/2017	Leadership team minutes, agendas, teacher support log	6/1/2018 weekly
G3.B3.S2.A1 A378127	The Title I Reading Teacher provides researched-based strategies that are proven to increase...	Clay, Kim	8/14/2017	Teacher support logs, classroom walkthroughs	6/1/2018 daily
G3.B4.S2.MA1 M409516	Lab observations, review of student performance data	Frost, LaShawn	9/18/2017	Progress monitoring, district benchmarks, formative and summative assessments, FSA and interactive notebooks	6/1/2018 weekly
G3.B4.S2.MA1 M409517	Teachers will meet with Principal to provide weekly progress monitoring updates	Frost, LaShawn	10/16/2017	i-Ready and IXL data reports	6/1/2018 weekly
G3.B4.S2.A1 A378131	After-school learning labs	Frost, LaShawn	8/14/2017	Attendance sheets, class roster, student performance data	6/1/2018 daily
G3.B5.S2.MA1 M409520	Ongoing PD, classroom observations	Lowrey, Cindy	8/14/2017	PD agendas and presentations, classroom observations, student performance data	6/1/2018 weekly
G3.B5.S2.MA1 M409521	ESE Liaison will meet with teachers and provide update to Leadership Team	Lowrey, Cindy	8/14/2017	Meeting agendas, minutes, student performance data	6/1/2018 monthly
G3.B5.S2.A1 A378133	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...	Lowrey, Cindy	8/14/2017	Lesson plans, PLC notes, student performance data	6/1/2018 daily
G4.B1.S2.MA1 M409525	Classroom Walkthroughs and PLC's	Frost, LaShawn	8/14/2017	Classroom Walkthrough Data and PLC Artifacts	6/1/2018 weekly
G4.B1.S2.MA1 M409526	Classroom Walkthroughs, Snacks for Strats, PLC's and Know Thy Impact Days	Frost, LaShawn	8/14/2017	Classroom Walkthrough Data, Snacks for Strats Artifacts, Videos, Student Achievement Data	6/1/2018 weekly
G4.B1.S2.A1 A378135	PD on Visible Learning	Frost, LaShawn	8/14/2017	Observation Feedback Forms Lesson Plans	6/1/2018 monthly
G4.B1.S2.A2 A378136	Develop High Impact PLCs	Frost, LaShawn	8/14/2017	PLC Notes, Classroom Walkthrough Data, Lesson Plans	6/1/2018 weekly
G4.B2.S2.MA1 M409533	The Leadership Team will meet weekly to review data from Science Department	Frost, LaShawn	9/14/2017	Leadership Agendas, Lesson Plans, Classroom Walkthrough Data	6/1/2018 weekly
G4.B2.S2.MA1 M409534	Classroom Walkthroughs, Lesson Plans	Parker, Cameron	8/14/2017	Classroom Walkthrough Data, Lesson Plans	6/1/2018 weekly
G4.B2.S2.A1 A378140	Teachers will receive ongoing support for implementation of effective use of the Tech-Active...	Parker, Cameron	8/14/2017	Agendas, PLC Minutes, Lesson Plans,	6/1/2018 monthly
G4.B3.S2.MA1 M409541	Student progress will be monitored as well as classroom observations/visits to support the...	Parker, Cameron	8/14/2017	Assessments results, student work samples, lesson plans, PLC notes and progress monitoring meetings	6/1/2018 every-3-weeks
G4.B3.S2.MA1 M409542	The Title I Science teacher is monitored through data meetings with administration to student work...	Parker, Cameron	8/14/2017	Progressing monitoring, student work, assessment results	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S2.A1 A378144	The Title I Science Teacher provides highly effective instructional strategies to increase student...	Dubose, Deanna	8/14/2017	Lesson plans, classroom walkthroughs	6/1/2018 daily
G4.B4.S2.MA1 M409547	Administration will review the program expectations with teachers and make changes as necessary	Frost, LaShawn	9/18/2017	Student Performance Data	6/1/2018 weekly
G4.B4.S2.MA1 M409548	Administration will review the effectiveness of the program	Frost, LaShawn	9/18/2017	Student performance data	6/1/2018 weekly
G4.B4.S2.A1 A378147	After-school learning labs	Frost, LaShawn	9/18/2017	i-Ready and IXL data, attendance sheets and class roster	6/1/2018 daily
G4.B5.S2.MA1 M409551	Classroom observations, lesson plans	Frost, LaShawn	8/14/2017	Observation notes, student performance data, lesson plans	6/1/2018 weekly
G4.B5.S2.MA1 M409552	Classroom walk-throughs, lesson plans	Frost, LaShawn	8/14/2017	Classroom walk-throughs, lesson plans, student performance data	6/1/2018 weekly
G4.B5.S2.MA1 M409553	Classroom walk-throughs, lesson plans	Frost, LaShawn	8/14/2017	Classroom walk-throughs, lesson plans, student performance data	6/1/2018 weekly
G4.B5.S2.A1 A378149	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...		8/14/2017	Lesson Plans, student performance data, classroom walk-throughs	6/1/2018 daily
G5.B1.S2.MA1 M409559	Classroom walk-throughs will be facilitated	Frost, LaShawn	8/14/2017	Classroom walk-through notes, lesson plans	6/1/2018 weekly
G5.B1.S2.MA1 M409560	Teachers will collaborate during their PLC meetigs about the use of high impact strategies	Frost, LaShawn	8/14/2017	PLC notes ad agenda	6/1/2018 weekly
G5.B1.S2.A1 A378152	Teachers will obtain high impact strategies to support a college and career culture.	Frost, LaShawn	9/18/2017	Agendas, Classroom Walkthrough Data, Lesson plans	6/1/2018 quarterly
G5.B2.S2.MA1 M409563	Administrative observation, review of data	Jenkins, Derek	8/14/2017	Observation notes and forms, grades, SWST data, parent contact, AIPs	6/1/2018 monthly
G5.B2.S2.MA1 M409564	Meet with SWST to review data and parents conferences	Schaffer, Grace	9/18/2017	SWST notes, parent conference notes, AIPs	6/1/2018 weekly
G5.B2.S2.A1 A378154	Booker Middle School has an Academic Interventionist who works with students who are struggling...	Schaffer, Grace	8/14/2017	MTSS data, grades, classroom observations	6/1/2018 daily
G5.B3.S2.MA1 M409567	Review of service referral data, evaluation of services	Frost, LaShawn	8/14/2017	Data from service referrals, data from home visits, evaluation data	6/1/2018 weekly
G5.B3.S2.MA1 M409568	The School Social Worker with work with families to implement services as needed	Dilego, Anostasia	8/14/2017	SWST notes, referral notes, family service referrals	6/1/2018 daily
G5.B3.S2.A1 A378156	School Social Worker	Dilego, Anostasia	8/14/2017	Referrals, referral notes	6/1/2018 weekly
G1.B1.S3.MA1 M409453	Review and analyze behavior data and lesson plans	Jenkins, Derek	8/14/2017	Data indicating behavior incident trends	6/1/2018 monthly
G1.B1.S3.MA1 M409454	Meet with support staff to review data	Frazier, Edward	8/14/2017	Meeting minutes, behavior incident data	6/1/2018 weekly
G1.B1.S3.A1 A378099	The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.	Frazier, Edward	8/14/2017	Lesson Plans, Behavior Point Sheets	6/1/2018 daily
G2.B1.S3.MA1 M409475	Administration will review of data at staff meetings and leadership team meetings	Frost, LaShawn	10/18/2017	Classroom walk-through data, progress monitoring logs, agendas, staff meeting minutes and leadership team minutes	6/1/2018 monthly
G2.B1.S3.MA1 M409476	The administrative team and curriculum leaders will facilitate Classroom learning walks, classroom...	Frost, LaShawn	10/18/2017	learning walks data, classroom walk-through data	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.A1 🔍 A378110	Collaborative coaching and learning walks to improve instruction. Developing High Impact PLC's.	Frost, LaShawn	10/18/2017	Learning walks notes, coaching notes, PD agenda	6/1/2018 monthly
G3.B3.S3.MA1 🔍 M409510	Classroom Walkthroughs, Learning Walks, Student Data	Frost, LaShawn	10/18/2017	Classroom Walkthrough Data, Learning Walks Data, I-Ready Reports	6/1/2018 one-time
G3.B3.S3.MA1 🔍 M409511	Attendees will work collaboratively to become proficient at the use of learning progressions in the...	Frost, LaShawn	10/18/2017	PD Agendas, PowerPoints, Classroom Walkthrough Data	6/1/2018 monthly
G3.B3.S3.A1 🔍 A378128	Use of Learning Progressions in ELA	Frost, LaShawn	9/18/2017		6/1/2018 daily
G4.B1.S3.MA1 🔍 M409527	Data chats/Project review during PLC or Progress Monitoring meetings.	Frost, LaShawn	8/14/2017	PLC Minutes and Notes from Data Chats	6/1/2018 every-6-weeks
G4.B1.S3.MA1 🔍 M409528	Teams will meet for collaborative planning and develop lessons/projects/units that integrate...	Frost, LaShawn	9/18/2017	PLC minutes, lesson/project plans	6/1/2018 weekly
G4.B1.S3.A1 🔍 A378137	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the...	Frost, LaShawn	8/14/2017	Classroom Walkthroughs, Lesson Plans and Science Benchmark Assessments	6/1/2018 weekly
G4.B2.S3.MA1 🔍 M409535	Review of Classroom Walkthrough Data and Lesson Plans by the Leadership Team, PLC Meetings	Parker, Cameron	9/18/2017	Classroom Walkthrough Data, Lesson Plans, PLC Minutes and Agendas	6/1/2018 weekly
G4.B2.S3.MA1 🔍 M409536	Classroom Walkthroughs, PLC Meetings and Review of Lesson Plans by Administration	Parker, Cameron	9/18/2017	Classroom Walkthrough Data, PLC Minutes and Agendas and Lesson Plans	6/1/2018 weekly
G4.B2.S3.A1 🔍 A378141	Implementation of Inquiry Based Projects and Labs	Dubose, Deanna	8/14/2017	Lesson Plans, PLC Minutes and Agendas	6/1/2018 weekly
G4.B3.S3.MA1 🔍 M409543	Classroom Walkthroughs, ILT Meetings, I-Ready Data	Parker, Cameron	8/14/2017	Classroom Walkthrough Data, Lesson Plans, I-Ready Reports, ILT Minutes	6/1/2018 weekly
G4.B3.S3.MA1 🔍 M409544	Classroom Walkthroughs, PLC Meetings, Lesson Plans	Parker, Cameron	8/14/2017	Classroom Walkthrough Data, PLC Minutes and Agendas, Lesson Plans	6/1/2018 weekly
G4.B3.S3.A1 🔍 A378145	Ongoing instructional Support aligned with Reading Strategies for Success in Science	Clay, Kim	8/14/2017	Snacks for Strats Agendas, Instructional Support Log, PD Workshop Agendas	6/1/2018 monthly
G1.B1.S4.MA1 🔍 M409455	Data on Impact Mentor Students SWST and ILT Meetings	Jenkins, Derek	9/18/2017	The ILT and SWST teams will collect the data on Impact Students and review at ILT, SWST and Staff Meetings	6/1/2018 weekly
G1.B1.S4.MA1 🔍 M409456	Turn in Weekly Data Chat Sheets with Impact Mentee at ILT Meetings	Jenkins, Derek	9/4/2017	Weekly Data Chats Sheets, Data collected on Assigned Student	6/1/2018 weekly
G1.B1.S4.A1 🔍 A378100	Implementation of Impact Mentoring Program	Jenkins, Derek	9/1/2017	Impact Mentor List, Assign Mentors to Students, Develop Strategies to Support Students	6/1/2018 one-time
G2.B1.S4.MA1 🔍 M409477	Leadership Team Meetings and PLC Meetings	Frost, LaShawn	10/16/2017	Leadership Team Minutes and Agendas, PLC Minutes and Agendas, IXL Reports, I-Ready Data	6/1/2018 weekly
G2.B1.S4.MA1 🔍 M409478	Progress Monitoring Sheets will be reviewed at the Leadership Team Meetings	Frost, LaShawn	10/16/2017	Leadership Team Meeting Notes, PLC Meeting Notes, Progress Monitoring Sheets, I-Ready Data	6/1/2018 weekly
G2.B1.S4.A1 🔍 A378111	Use of Learning Progressions will be used to improve the Math and fluency skills of students	Jenkins, Derek	8/14/2017	IXL Reports, PLC minutes, Progress monitoring Sheet, I-Ready Data	6/1/2018 weekly
G3.B1.S4.MA1 🔍 M409502	Administration will review and discuss the Progress Monitoring sheets from resource teachers	Schaffer, Grace	8/14/2017	Agendas, Leadership Team Minutes and Lesson Plans	6/1/2018 weekly
G3.B1.S4.MA1 🔍 M409503	Classroom Walkthroughs, Learning Walks	Parker, Cameron	8/14/2017	Lesson Plans, Classroom Walkthrough Data	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S4.A1 A378124	Resource Teachers that provide intensive strategies to students	Schaffer, Grace	8/14/2017		6/1/2018 biweekly
G3.B3.S4.MA1 M409512	Classroom Walkthroughs, PLCs, Leadership Team Meetings	Frost, LaShawn	8/14/2017	PLC Minutes, Leadership Team Meeting Notes, Classroom Walkthrough Data	6/1/2018 one-time
G3.B3.S4.MA1 M409513	PLCs, Classroom Walkthroughs, Instructional Rounds	Frost, LaShawn	8/14/2017	Lesson Plans, PLC Minutes, Classroom Walkthrough Data	6/1/2018 weekly
G3.B3.S4.A1 A378129	Teacher will coach and monitor progress in Civics classes, while prepare students for the EOC	Scherzer, Jessica	8/14/2017		6/1/2018 weekly
G4.B1.S4.MA1 M409529	Monthly "Know Thy Impact" Days	Frost, LaShawn	10/16/2017	Data Results and "Know Thy Impact" Days Agenda	6/1/2018 monthly
G4.B1.S4.MA1 M409530	"Know Thy Impact" Days	Dubose, Deanna	9/18/2017	Data Results, "Know Thy Impact" Days Agenda	6/1/2018 monthly
G4.B1.S4.A1 A378138	Facilitate Common Assessments Every 3 Weeks	Dubose, Deanna	9/18/2017	Common Assessments, Data Results and Re-Teach Lesson Plans	6/1/2018 every-3-weeks
G4.B2.S4.MA1 M409537	ILT will meet to review progress of the Science Department	Parker, Cameron	9/14/2017	ILT Agendas and Minutes, Lesson Plans, Classroom Walkthrough Data	6/1/2018 weekly
G4.B2.S4.MA1 M409538	Classroom Walkthroughs, Lesson Plans, PLC Meetings	Parker, Cameron	9/14/2017	Classroom walkthrough data, Lesson Plans, PLC Minutes and Agendas	6/1/2018 weekly
G4.B2.S4.A1 A378142	Science Teachers will facilitate real-world experiences for students in an effort to make learning...	Dubose, Deanna	8/14/2017	Lesson Plans, PLC Minutes and Agendas	6/1/2018 weekly
G1.B1.S5.MA1 M409457	Parent Surveys will be distributed and collected after each Parent University	Frost, LaShawn	9/1/2017	Parent surveys, Agendas and Sign-in sheets will be used to monitor the implementation of Parent University	6/1/2018 monthly
G1.B1.S5.MA1 M409458	Implementation of Parent University Workshops	Parker, Cameron	9/1/2017	Parent University Agendas, Sign-in Sheets, Newsletters and Flyers	6/1/2018 monthly
G1.B1.S5.A1 A378101	A PD calendar and training focus will be developed for Parent University	Frost, LaShawn	7/31/2017	PD Calendar, Agendas, Sign-in Sheets, Presentations	6/1/2018 monthly
G1.B1.S1.MA3 M409450	Administrative Team will review monthly staff meeting agendas	Frost, LaShawn	8/14/2017	Staff Meeting Agendas and Minutes	8/1/2018 monthly
G3.MA1 M409522	Classroom Observations, Interactive Notebooks, i-Ready, IXL, Common Assessments, Skills Inventory	Frost, LaShawn	6/4/2018	Sample Student Work, Lesson Plans, Learning Walks Data Sheets, Data Charts	8/2/2018 weekly
G3.B1.S3.MA1 M409500	Classroom observations, review of student performance data	Frost, LaShawn	6/4/2018	Progress monitoring, formative and summative assessments, spiral notebooks	8/2/2018 weekly
G3.B1.S3.MA1 M409501	The Transition Program staff will meet with Principal to discuss program progress	Frost, LaShawn	6/4/2018	Meeting agendas and minutes, students performance reports and dats	8/2/2018 weekly
G3.B1.S3.A1 A378123	Tornado Transition Program	Daniels, Sandra	6/4/2018	Class rosters, lesson plans, attendance sheets, grades,	8/2/2018 daily

V. Professional Development Opportunities

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

G1. During the 2018 school year, the school will decrease the number of discipline referrals and out-of-school suspensions by ten percent.

G1.B1 High Number of Behavioral Referrals

G1.B1.S1 Develop a culture of Collective Efficacy. Support staff meeting with teachers to discuss concerns, offer support, and brainstorm restorative opportunities.

PD Opportunity 1

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

Facilitator

Cindy Gross

Participants

Booker Middle Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

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

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

PD Opportunity 1

Restorative Practices

Facilitator

Jewish Family Counseling Center

Participants

Teachers

Schedule

Daily, from 9/11/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

G1.B4 Classroom Engagement

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

PD Opportunity 1

Visible Learning Workshops

Facilitator

Corwin Consultants. Admin Team, District Specialists

Participants

Booker Middle Teachers

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

G2. During the 2018 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 who do not have foundational fluency skills

G2.B1.S3 Turning Teachers into Coaches: Coaching through Instructional Rounds and Visible Learning Strategies.

PD Opportunity 1

Collaborative coaching and learning walks to improve instruction. Developing High Impact PLC's.

Facilitator

LaShawn Frost

Participants

Teachers, Administrators

Schedule

Monthly, from 10/18/2017 to 6/1/2018

G2.B2 Vocabulary Deficits

G2.B2.S2 Visible Learning PD

PD Opportunity 1

Visible Learning PD

Facilitator

Corwin Consultants, Dr. LaShawn Frost and Admin Team

Participants

Teachers and administrators

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

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

G2.B3.S1 Ongoing Visible Learning training and support during PLCs, After-School and Snacks for Strats. These trainings will take students from surface, deep and transfer learning.

PD Opportunity 1

Ongoing Visible Training and Support

Facilitator

Administrative Team

Participants

Teachers

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

G2.B5 Low achievement levels for SWD students

G2.B5.S2 LRE Classrooms for SWD

PD Opportunity 1

LRE Training

Facilitator

Tammy Cassel

Participants

Teachers and Para Professionals

Schedule

Monthly, from 10/31/2017 to 6/1/2018

G3. During the 2018 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 GRR and Visible Learning Strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

PD Opportunity 1

The Art of Teaching

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 10/16/2017 to 6/1/2018

G3.B3 Level of Rigor on the Florida Standards Assessment

G3.B3.S1 Turning Teachers into Coaches: Coaching through Instructional Rounds and Visible Learning.

PD Opportunity 1

Teachers will Particpate in PD and Coaching Regarding How to implement Visible Learning strategies in the Learning Environment

Facilitator

Administration

Participants

Teachers and Administration

Schedule

Monthly, from 10/19/2017 to 6/1/2018

G3.B3.S3 Learning Progressions

PD Opportunity 1

Use of Learning Progressions in ELA

Facilitator

Middle School PD Specialists

Participants

Teachers

Schedule

Daily, from 9/18/2017 to 6/1/2018

G4. During the 2018 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

Corwin Consultant, Admin Team, Title I Science Teacher or District Specialist

Participants

Science Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G4.B1.S2 Ongoing Visible Learning Training for increased knowledge of implementation of best practices in the classroom

PD Opportunity 1

PD on Visible Learning

Facilitator

Corwin Consultants, Administrators and Title I Resource Teachers

Participants

Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Develop High Impact PLCs

Facilitator

LaShawn Frost and Title I Resource Teachers

Participants

Teachers and Paraprofessionals

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G4.B1.S4 Facilitate Ongoing Common Assessment and Analyze Data

PD Opportunity 1

Facilitate Common Assessments Every 3 Weeks

Facilitator

Deanna Dubose

Participants

Science Teachers

Schedule

Every 3 Weeks, from 9/18/2017 to 6/1/2018

G4.B2 Lack of engagement.

G4.B2.S1 Ongoing Training in Visible Learning

PD Opportunity 1

Ongoing Training in Visible Learning PD

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 9/18/2017 to 6/1/2018

G5. During the 2018 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 ongoing Visible Learning Training.

PD Opportunity 1

"The Art of Teaching and Learning" Visible Learning PD

Facilitator

Curriculum Specialist, Administrative Team, Coach "D"

Participants

BMS Teachers

Schedule

Monthly, from 10/16/2017 to 6/1/2018

G5.B1.S2 College and Career Readiness/CFES

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 9/18/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

VI. Technical Assistance Items

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

G2. During the 2018 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 who do not have foundational fluency skills

G2.B1.S2 Instructional/Data Coach

TA Opportunity 1

The Math 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 8/14/2017 to 6/1/2018

G3. During the 2018 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 6/4/2018 to 8/2/2018

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 8/14/2017 to 6/1/2018

G4. During the 2018 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 8/14/2017 to 6/1/2018

G4.B3 Reading stamina in nonfiction and technical texts

G4.B3.S1 Title I ELA and 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 8/14/2017 to 6/1/2018

G4.B3.S3 Correlating Reading and Science

TA Opportunity 1

Ongoing instructional Support aligned with Reading Strategies for Success in Science

Facilitator

Kim Clay, Deanna Dubose, BMS Adinstrators

Participants

Booker Middle Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G4.B6 Lack of data to inform instruction

G4.B6.S1 Common Assessments will be facilitated every 3 weeks to determine standards mastery.

TA Opportunity 1

Facilitation of Common Assessments

Facilitator

Deanna Dubose, District Specialist and Administrative Team

Participants

Science Teachers

Schedule

Every 3 Weeks, from 10/9/2017 to 6/1/2018

G5. During the 2018 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 8/14/2017 to 6/1/2018

G5.B3 Home Environment

G5.B3.S1 School Counselors work with the Project Prevent Staff, 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 8/14/2017 to 6/1/2018

G5.B3.S2 Home visits by School Social Worker, Project Prevent Staff and other staff as needed.

TA Opportunity 1

School Social Worker

Facilitator

Anostasia Dilego

Participants

Students and Parents

Schedule

Weekly, from 8/14/2017 to 6/1/2018

		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	2017-18
			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	2017-18
			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.B1.S4.A1	**Implementation of Impact Mentoring Program**			**$0.00**
7	G1.B1.S5.A1	**A PD calendar and training focus will be developed for Parent University**			**$0.00**
8	G1.B2.S1.A1	**The administrative team will reinforce school-wide behavior expectations for all students during a monthly assembly**			**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Note: The column structure above uses merged header rows. The "VII. Budget" is the section title.

			0084 - Booker Middle School	Other		$5,000.00

Notes: The Administrative Team will give out awards during each assembly to celebrate students.

9	G1.B2.S2.A1	**Provide monthly "Time to Teach" tips to teachers**				**$0.00**

10	G1.B2.S2.A2	**Restorative Practices**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$10,000.00

Notes: OngoingRestorative Practices Workshops for Teachers

11	G1.B3.S1.A1	**Parent University workshops and activities**				**$13,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$13,400.00

Notes: Parent Involvement monthly workshops and activities

12	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	2017-18
			0084 - Booker Middle School	Title I, Part A		$26,000.00

Notes: SATOSS Counselor

13	G1.B4.S1.A1	**Visible Learning Workshops**				**$40,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title, I Part A		$40,000.00

Notes: Booker Middle will provide ongoing Visible Learning PD for teachers. This training will also include learning walks.

14	G2.B1.S1.A1	**i-Ready will be used 45 minutes a week during Academic Time (AT)**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Other		$15,000.00

Notes: Resources will be used in Intensive ELA Classes and Math Classes (LAFS and MAFS Books).

15	G2.B1.S2.A1	**The Math Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions**				**$0.00**

16	G2.B1.S3.A1	**Collaborative coaching and learning walks to improve instruction. Developing High Impact PLC's.**				**$14,753.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0084 - Booker Middle School	Title I, Part A		$14,753.00
		Notes: Booker Middle School teachers will engage in monthly learning walks to build capacity within learning environment.			

17	G2.B1.S4.A1	**Use of Learning Progressions will be used to improve the Math and fluency skills of students**			**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$8,000.00
		Notes: IXL will be used in ELA and Math Classes				

18	G2.B2.S1.A1	**WoW Word PD, Vocabulary.com**			**$1,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$1,600.00
		Notes: Vocabulary.com will be used in all classrooms.				

19	G2.B2.S2.A1	**Visible Learning PD**			**$30,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$30,000.00

20	G2.B3.S1.A1	**Ongoing Visible Training and Support**			**$0.00**

21	G2.B3.S2.A1	**The Title I Math Teacher provides highly effective instructional Math strategies in the learning environment,**			**$64,828.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$64,828.00

22	G2.B4.S1.A1	**We will utilize our ESOL Liaison to help support ELL students in the classroom.**			**$0.00**

23	G2.B4.S2.A1	**After-school learning labs with IXL and i-Ready**			**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$10,000.00
		Notes: After-School Contract to Facilitate Labs				

24	G2.B5.S1.A1	**We will utilize our ESE liaisons to help support SWD students and teachers in the classroom.**			**$0.00**

25	G2.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
26	G2.B5.S2.A2	LRE Training				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$10,000.00
			Notes: Training will be ongoing			
27	G3.B1.S1.A1	The Art of Teaching				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School			$10,000.00
			Notes: GRR and Visible Learning 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				$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$50,000.00
			Notes: The Budget includes 15,000.00 for Transportation			
30	G3.B1.S4.A1	Resource Teachers that provide intensive strategies to students				$143,536.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$143,536.00
			Notes: Resource Teachers for Intensive Instruction In Social Studies and Science			
31	G3.B2.S1.A1	Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com				$0.00
32	G3.B3.S1.A1	Teachers will Particpate in PD and Coaching Regarding How to implement Visible Learning strategies 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	2017-18
			0084 - Booker Middle School	Title I, Part A		$63,457.00
34	G3.B3.S3.A1	Use of Learning Progressions in ELA				$9,688.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$9,688.00

35	G3.B3.S4.A1	Teacher will coach and monitor progress in Civics classes, while prepare students for the EOC	$0.00
36	G3.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.	$0.00
37	G3.B4.S2.A1	After-school learning labs	$0.00
38	G3.B5.S1.A1	We will utilize our ESE liaisons to help support SWD, thus providing a continuum of services.	$0.00
39	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
40	G4.B1.S1.A1	Inquiry Based Learning PD, Teaching Vocabulary in Science PD	$0.00
41	G4.B1.S2.A1	PD on Visible Learning	$0.00
42	G4.B1.S2.A2	Develop High Impact PLCs	$0.00
43	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
44	G4.B1.S4.A1	Facilitate Common Assessments Every 3 Weeks	$0.00
45	G4.B2.S1.A1	Ongoing Training in Visible Learning PD	$0.00
46	G4.B2.S2.A1	Teachers will receive ongoing support for implementation of effective use of the Tech-Active Classroom	$0.00
47	G4.B2.S3.A1	Implementation of Inquiry Based Projects and Labs	$0.00
48	G4.B2.S4.A1	Science Teachers will facilitate real-world experiences for students in an effort to make learning relevant	$0.00
49	G4.B3.S1.A1	The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum	$0.00
50	G4.B3.S2.A1	The Title I Science Teacher provides highly effective instructional strategies to increase student achievement in Science	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School			$0.00
			Notes: Science Curriculum Support and PD Teacher			

51	G4.B3.S3.A1	Ongoing instructional Support aligned with Reading Strategies for Success in Science	$0.00
52	G4.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.	$0.00
53	G4.B4.S2.A1	After-school learning labs	$0.00
54	G4.B5.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.	$0.00

55	G4.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
56	G4.B6.S1.A1	Facilitation of Common Assessments	$0.00
57	G5.B1.S1.A1	"The Art of Teaching and Learning" Visible Learning PD	$11,400.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0084 - Booker Middle School	Title I, Part A		$11,400.00
			Notes: PD on Engaging Students			

58	G5.B1.S2.A1	Teachers will obtain high impact strategies to support a college and career culture.	$0.00
59	G5.B2.S1.A1	Parents will receive ongoing workshops that will empower them to support their student and the learning community.	$0.00
60	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	2017-18
		120-Classroom Teachers	0084 - Booker Middle School	Title I, Part A		$58,000.00

61	G5.B3.S1.A1	The School counselor delivers individual, small group and classroom guidance lessons.	$0.00
62	G5.B3.S2.A1	School Social Worker	$0.00
		Total:	$604,662.00