Booker Middle School

2018-19 Schoolwide Improvement Plan

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Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	79%

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	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Schaffer, Grace	Instructional Coach
Dilego, Anostasia	Attendance/Social Work
Campbell, LaTonya	Psychologist
Frazier, Edward	Paraprofessional
Dubose, Deanna	Instructional Coach
Scherzer, Jessica	Instructional Coach
Barber, Melissa	Instructional Coach
Carpenter, Isaiah	Instructional Coach
Ramos, Alba	Administrative Support
Shaffer, Haley	Teacher, Career/Technical
Gross, Cindy	Administrative Support
Leal, Daniel	Instructional Coach
Bogart, LeAnn	Instructional Coach

Duties

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

The Instructional Leadership Team is comprised of members 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 Counselors: 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: Provides guidance on k-12 reading plan; facilitates and support data collection activities; assist in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Academic Interventionist: Provides expertise and intentional support to students who demonstrate behavioral, social and educational challenges. Depending upon the size of the school, intervention teachers may be generalists, or assigned to content-specific support roles.

ESE Liaison: Provides guidance related to special needs support and strategies. Assures access to needed interventions, while helping to identify children with disabilities.

Behavior Specialist: Assist with providing data about how a child responds to scientifically-based intervention as part of the comprehensive behavior program.

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.

Home School Liaison: The Home School Liaison(HSL) collaborates with school personnel and parents to develop an awareness of the outcomes of negative effects on students' social-emotional and cognitive development. The HSL will help parents find available community resources to meet their needs. The HSL will plan and implement programs that increase parent involvement with their school. With the assistance of support staff, the HSL will be required to find ways to improve student attendance and move toward fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. The HSL will also be responsible for the following:
• make home visits during assessment and follow-up to address specific needs
• provide counseling services to parents of students who are having difficulties
• assist in the referral process of students or parents to appropriate agencies

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.

Early Warning Systems

Year 2017-18

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	59	64	88	0	0	0	0	211
One or more suspensions	0	0	0	0	0	0	52	57	54	0	0	0	0	163
Course failure in ELA or Math	0	0	0	0	0	0	5	4	1	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	95	82	75	0	0	0	0	252

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	50	53	52	0	0	0	0	155

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	3	1	0	0	0	0	6

Date this data was collected
Thursday 9/20/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component performed the lowest is the lowest 25 percent in reading. This has been one of the components in which students have typically performed the lowest in, thus making it a trend at Booker Middle School.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was the lowest 25 percent in Math.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap when compared to the state average is Science. There is a 9 point gap with this data component.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Science. This is not a trend and was the first year that BMS has had an increase of 8 points in Science.

Describe the actions or changes that led to the improvement in this area.

The Science Department worked collaboratively to ensure that students were engaged in additional labs, games and discovery activities that would make Science relevant to students. In addition, students were pulled for resource support based on data obtained from common assessments.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	63%	53%	41%	61%	52%
ELA Learning Gains	47%	57%	54%	44%	52%	53%
ELA Lowest 25th Percentile	40%	48%	47%	36%	43%	45%
Math Achievement	64%	74%	58%	54%	70%	55%
Math Learning Gains	62%	67%	57%	57%	65%	55%
Math Lowest 25th Percentile	54%	61%	51%	51%	53%	47%
Science Achievement	43%	62%	52%	33%	57%	50%
Social Studies Achievement	66%	78%	72%	62%	78%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	59 (58)	64 (74)	88 (86)	211 (218)
One or more suspensions	52 (128)	57 (116)	54 (103)	163 (347)
Course failure in ELA or Math	5 (0)	4 (2)	1 (2)	10 (4)
Level 1 on statewide assessment	95 (79)	82 (100)	75 (111)	252 (290)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	39%	63%	-24%	52%	-13%
	2017	44%	65%	-21%	52%	-8%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	47%	62%	-15%	51%	-4%
	2017	38%	64%	-26%	52%	-14%
Same Grade Comparison		9%				
Cohort Comparison		3%				
08	2018	44%	70%	-26%	58%	-14%
	2017	42%	65%	-23%	55%	-13%
Same Grade Comparison		2%				
Cohort Comparison		6%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	56%	66%	-10%	52%	4%
	2017	57%	66%	-9%	51%	6%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	59%	73%	-14%	54%	5%
	2017	22%	54%	-32%	53%	-31%
Same Grade Comparison		37%				
Cohort Comparison		2%				
08	2018	48%	63%	-15%	45%	3%
	2017	60%	75%	-15%	46%	14%
Same Grade Comparison		-12%				
Cohort Comparison		26%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	41%	62%	-21%	50%	-9%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017	100%	69%	31%	63%	37%

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	65%	80%	-15%	71%	-6%
2017	0%	97%	-97%	69%	-69%
Compare		65%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	90%	77%	13%	62%	28%
2017	91%	71%	20%	60%	31%
Compare		-1%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	97%	71%	26%	56%	41%
2017	95%	70%	25%	53%	42%
Compare		2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	35	38	37	46	35	15	34			
ELL	20	40	48	58	56	62	18	55			
ASN	86	58		86	77						
BLK	30	39	31	47	53	47	20	49	71		
HSP	41	46	51	68	61	60	43	73	91		
MUL	53	49		80	81						
WHT	74	63	33	81	73	65	77	80	88		
FRL	40	45	40	59	58	50	35	62	82		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	25	27	29	58	58	3				
ELL	22	38	35	45	72	66	12				
ASN	83	75		100	69						
BLK	23	35	34	37	48	53	14		63		
HSP	41	45	30	61	65	65	27		63		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	48	49		63	60		41		60		
WHT	70	68	50	76	60	60	65		80		
FRL	35	43	34	52	57	59	26		60		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Achievement
Rationale	Students must have the reading skills and knowledge necessary to use reading as a tool to learn and understand content across the instructional areas. It is also imperative for students to be able to use reading to learn critical academic content. In addition, the following subgroups will be targeted for improvement in ELA Achievement: SWD currently 15 percent proficiency and ELL currently 20 percent proficiency.
Intended Outcome	By the year 2019, BMS will increase by four percentage points to 50% in ELA proficiency.
Point Person	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Action Step	
Description	Booker Middle School will track student progress through the use of research based assessments and strategies. Students who are on or above grade level will receive extension activities. Students who are below grade level will be placed in intervention groups that are designed around their areas of need. School Wide Intervention Blocks will be facilitated and students will receive 30 minutes of interventions designed around their specific academic needs identified by I-Ready and FSA assessment data. These strategies will be monitored using common and formative assessments 3-5 days a week depending on grade level. Align Curriculum 6-8 to standards - Teachers will complete professional development lead by district staff and school-based instructional leadership team to create school wide instructional strategies based on strands of standards and Visible Learning. Writing across the curriculum will be a major component to daily teaching and learning outcomes. The staff will continue to align and review the strategies during faculty meetings, snacks for strategies and other PD opportunities. Instructional staff will also participate in professional development sessions that are aligned with our school goals. Sessions will take place throughout the school year. Follow-up sessions will be offered to continue the professional growth of teachers. Teachers will develop trauma sensitive learning environments, with the mindset that all students are at risk. According to the BMS BPIE, a LRE will be implemented to serve SWDs. Targeted intervention groups will be designed and implemented to assist with the increase in SWD proficiency and ELL proficiency.
Person Responsible	LeAnn Bogart (leann.bogart@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Student data will be analyzed throughout the year to monitor student progress toward proficiency using the i-Ready Program. The effectiveness of the PD will be monitored through the analysis of student growth data, evaluations, walkthroughs, and team meetings. Student data will be gathered through the use of common/ formative assessments, both those written by classroom teachers.
Person Responsible	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Activity #2	
Title	ELA Learning Gains
Rationale	Students must have the reading skills and knowledge necessary to use reading as a tool to learn and understand content across the instructional areas. It is also imperative for students to be able to use reading to learn critical academic content. In addition, the following subgroups will be targeted for improvement in ELA Learning Gains: SWD currently 35 percent proficiency and Black students currently 39 percent proficiency.
Intended Outcome	By the year 2019, BMS will increase by four percentage points to 51% in annual learning gains.
Point Person	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Action Step	
Description	All 6-8 grade students will participate in an hour long ELA and/or ELA and ILA each school day. The students will obtain specific skills in a Visible Learning environment. This environment will assist students with becoming assessment capable learners. Teachers will facilitate data chats and implement standards mastery tools from i-Ready. The skills will consist of: Written Language, Technical and academic Vocabulary, Guided Reading, and standards based instruction. Students will be grouped according to data from the following assessments. I-Ready, IXL, WIDA, FSA and additional data. Data from the assessments will be analyzed to monitor student progress towards proficiency and plan next steps. When appropriate for those students obtaining skills through resource pull outs, Social Studies and Science text will be integrated into the resource pull out groups. Teachers will develop trauma sensitive learning environments, with the mindset that all students are at risk. According to the BMS BPIE, a LRE will be implemented to serve SWDs. Targeted intervention groups will be designed and implemented to assist with the increase in Learning Gains for SWD and Black students. Graphic Organizers will be used to support student learning with these targeted subgroups.
Person Responsible	LeAnn Bogart (leann.bogart@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	The effectiveness of the PD will be monitored through the analysis of student growth data, evaluations, walkthroughs, and PLC meetings. Student data will be gathered through the use of common formative assessments, both those written by classroom teachers (e.g, pre- and post-tests), those acquired from the district. During the professional development, teachers will determine the specific feedback to relay to students in a timely manner to move student progress toward proficiency. i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory, MTSS Committee-weekly, ILT: weekly, I-Ready diagnostic- 3 times a year, Formal/Informal observations of, teachers/classrooms by administrative team. Meeting times will be utilized for common teacher planning, as well as analysis of student data.
Person Responsible	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Activity #3	
Title	ELA Lowest 25 Percentile
Rationale	The lowest 25 percent, are students who really struggle. Our goal is to close the achievement gap. We also want to ensure that our students will be successful in all content area courses. This program allows Booker Middle staff to assist in closing the achievement gap for all students who have academic needs in any content area. Research shows that successful reading 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. In addition, the following subgroups will be targeted for improvement in ELA Learning Gains in the Lowest 25 Percentile: White students currently 33 percent proficiency and Black students currently 31 percent proficiency.
Intended Outcome	By the year 2019, BMS will increase by four percentage points to 44% in annual learning gains in the lowest quartile.
Point Person	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)
Action Step	
Description	Booker Middle School will track student progress through the use of research based assessments and strategies. School Wide Intervention Blocks will be facilitated and students will receive 30 minutes of interventions designed around their specific academic needs identified by I-Ready and FSA assessment data. These strategies will be monitored using common and formative assessments 3-5 days a week depending on grade level. Align Curriculum 6-8 - Teachers will facilitate standards based instruction. Teachers will complete professional development lead by district staff and school-based instructional leadership team to create school wide instructional strategies based on strands of standards. The staff will continue to align and review the strategies during faculty meetings, snacks for strategies and other PD opportunities. Teachers will develop trauma sensitive learning environments, with the mindset that all students are at risk. According to the BMS BPIE, a LRE will be implemented to serve SWDs. Instructional staff will also participate in professional development sessions that are aligned with our school goals. Sessions will take place throughout the school year. Follow-up sessions will be offered to continue the professional growth of teachers. Additional strategies for student success: • Mentors • College for Every Student • Engaging Lessons • Book Clubs • Resource Pull out • Writing Workshops • Check-in Before the Lesson • Thinking Maps • LAFS Books • Writing Club • Scholars for Dollars • Small Group Counseling • Guided Groups
Person Responsible	Cheryl Thomas (cheryl.thomas@sarasotacountyschools.net)
Plan to Monitor Effectiveness	

Description
Student data will be analyzed throughout the year to monitor student progress toward proficiency using the i-Ready Program. The effectiveness of teacher PD will be monitored through the analysis of student growth data, evaluations, MTSS, walkthroughs, and PLC meetings. Student data will be gathered through the use of common/ formative assessments.

Person Responsible
Derek Jenkins (derek.jenkins@sarasotacountyschools.net)

Activity #4	
Title	Math Lowest 25 Percentile
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, during and after school opportunities to learn. This program allows Booker Middle staff to assist in closing the achievemnt gap for all students who have academic needs in any content area. Research shows that successful 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. According to the BMS BPIE, a LRE will be implemented to serve SWDs. In addition, the following subgroups will be targeted for improvement in Math Learning Gains in the Lowest 25 Percentile: SWD currently 35 percent proficiency and Black students currently 47 percent proficiency.
Intended Outcome	By the year 2019, BMS will increase by four percentage points to 62% in annual learning gains in the lowest quartile.
Point Person	Cameron Parker (cameron.parker@sarasotacountyschools.net)
Action Step	
Description	Booker Middle School will track student progress through the use of research based assessments and strategies. School Wide Intervention Blocks will be facilitated and students will receive 30 minutes of interventions designed around their specific academic needs identified by I-Ready and FSA assessment data. These strategies will be monitored using common and formative assessments 3-5 days a week depending on grade level. Align Curriculum 6-8 - Teachers will facilitate standards based instruction. Teachers will complete professional development lead by district staff and school-based instructional leadership team to create school wide instructional strategies based on strands of standards. Teachers will develop trauma sensitive learning environments, with the mindset that all students are at risk. The staff will continue to align and review the strategies during faculty meetings, snacks for strategies and other PD opportunities. Instructional staff will also participate in professional development sessions that are aligned with our school goals. Sessions will take place throughout the school year. Follow-up sessions will be offered to continue the professional growth of teachers. • I-XL • Interactive Notebooks • Tech-Active Classrooms • Data Coach • Academic Interventionist/Math Coach • Skills Inventory • Algebra Nation • VPA Support (Arts Integration) • Use MAFS • Design to Align Additional Strategies for students: • Mentors • College for Every Student • Engaging Lessons

• MAFS Books
• Resource Pull out
• Math Club
• Check-in Before the Lesson
• Thinking Maps
• Scholars for Dollars
• Small Group Counseling
• Guided Groups

Person Responsible Isaiah Carpenter (isaiah.carpenter@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Student data will be analyzed throughout the year to monitor student progress toward proficiency using the i-Ready Program. The effectiveness of the PD will be monitored through the analysis of student growth data, evaluations, walkthroughs, MTSS and PLC meetings. Student data will be gathered through the use of common/ formative assessments. Teachers will facilitate student data chats and standards mastery.

Person Responsible Cameron Parker (cameron.parker@sarasotacountyschools.net)

Activity #5	
Title	Science
Rationale	This program allows Booker Middle staff to assist in closing the achievement gap for all students who have academic needs in Science. 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. Students lack the vocabulary necessary to build their understanding of the content. According to the BMS BPIE, a LRE will be implemented to serve SWDs. In addition, the following subgroups will be targeted for improvement in Science Achievement: SWD currently 15 percent proficiency, ELL currently 18 percent proficiency and Black students currently 20 percent proficiency.
Intended Outcome	By the year 2019, BMS will increase by four percentage points to 47% in Science proficiency.
Point Person	Cameron Parker (cameron.parker@sarasotacountyschools.net)
Action Step	
Description	Booker Middle School will track student progress through the use of research based assessments and strategies. Students who are on or above grade level will be receive extension activities. Students who are below grade level will be placed in intervention groups that are designed around their areas of need. School Wide Interventions implemented based on common assessments. Align Curriculum 6-8 - Teachers will facilitate standards based instruction. Teachers will complete professional development lead by district staff and school-based instructional leadership team to create school wide instructional strategies based on strands of standards. The staff will continue to align and review the strategies during faculty meetings, snacks for strategies and other PD opportunities. Instructional staff will also participate in professional development sessions that are aligned with our school goals. Sessions will take place throughout the school year. Follow-up sessions will be offered to continue the professional growth of teachers. Students will be engaged in real-world opportunities such as : • STEM Club • STEM Activities • Speakers • College for Every Student • Engaging Lessons • National Society of Black Engineers • Discovery Tech Book
Person Responsible	Deanna Dubose (deanna.dubose@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Student data will be analyzed throughout the year to monitor student progress toward proficiency using the Blackboard mini assesssments. The effectiveness of the PD will be monitored through the analysis of student growth data, evaluations, walkthroughs, and PLC meetings. Student data will be gathered through the use of common/ formative assessments, both those written by classroom teachers.
Person Responsible	Cameron Parker (cameron.parker@sarasotacountyschools.net)

Activity #6	
Title	Attendance
Rationale	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. The early warning indicators at Booker Middle School shows that attendance is an important factor in student achievement. Students are more likely to succeed in academics when they obtain the skills necessary to become College and Career Ready.
Intended Outcome	During the 2019 school year, the school will improve student attendance for the total population and all subgroups as measured by ten percent.
Point Person	Erin Lopez (erin.lopez@sarasotacountyschools.net)

Action Step	
Description	School attendance has three main goals: (1) ensure academic success, (2) increase student engagement, and (3) high school graduation. Students at Booker Middle School will be provided the educational foundation through our school-wide PBIS plan to build successful, independent lives. Teachers will obtain the tools and strategies from the Make-A-Way Curriculum and Visible Learning that will provide the tools to effectively engage students in the learning environment. All students will be encouraged to participate in an afterschool program and/or activity. Students with chronic absenteeism will receive strategies to meet their specific needs. PBIS intervention groups will be designed around their areas of need. These strategies will be monitored using daily attendance, SWST and PBIS reports. Daily attendance reports and SIRS will be used as an information source to provide an indicator of the status of school-wide attendance goal and to improve the precision with which Booker Middle School can manage, monitor, and modify their universal interventions for all students and the targeted interventions for students who exhibit the most severe absenteeism. The PBIS Team will continue to align and review the strategies during PLC/faculty meetings, snacks for strategies and other PD opportunities. Below are additional resources to support the above noted action steps. • Home School Liaison • Positive Behavior Support Program • School Counselors • College for Every Student • SATOSS Program • Engaging Lessons • Attendance Contracts • SAVE Grant • Clubs and Activities for Student Involvement • Increase Parent Involvement • Scholar Dollars
Person Responsible	Cheryl Thomas (cheryl.thomas@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	School-wide attendance will be analyzed throughout the year to monitor the progress toward meeting the 2019 attendance goal. The effectiveness of the PBIS Plan related to attendance will be monitored through the analysis of daily attendance, SIRS, service referrals to Home School Liaison and PLC meeting notes and data discussions.
Person Responsible	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)

Activity #7	
Title	Discipline
Rationale	Discipline at Booker Middle School is very important aspect of a student's success. Without learning and following the PBIS discipline plan in a school culture, students may lack the tools to become a productive citizen, thus impacting their ability to be College and Career Ready.
Intended Outcome	During the 2019 school year, the school will decrease the number of discipline referrals and out-of-school suspensions by ten percent.
Point Person	Chuck Woods (chuck.woods@sarasotacountyschools.net)

Action Step	
Description	School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Students at Booker Middle School will be provided the educational foundation through our school-wide PBIS plan to build successful, independent lives. Teachers will obtain the tools and strategies from the CHAMPS and Make-A-Way Curriculum to assist with classroom disruptions that interfere with teaching and learning. Teachers and administrators will create and maintain an effective school culture that will allow all students to be successful. Students who require additional support will receive strategies to meet their specific needs. PBIS intervention groups will designed around their areas of need. Restorative practices will be facilitated throughout the learning environment. These strategies will be monitored using discipline referrals, BIPS and PBIS reports. Discipline referrals and SIRS will be used as an information source to provide an indicator of the status of school-wide discipline and to improve the precision with which Booker Middle School can manage, monitor, and modify their universal interventions for all students. Targeted interventions will be implemented for students who exhibit the most severe problem behaviors. The PBIS Team will continue to align and review the strategies during faculty/PLC meetings, snacks for strategies and other PD opportunities. Instructional staff will also participate in professional development sessions that are aligned with our school discipline goals. Sessions will take place throughout the school year. Follow-up sessions will be offered to continue the professional growth of teachers. Below are additional resources to support the above noted action steps. • Behavior Specialist • Positive Behavior Support Program • School Counselors • Restorative Practices • SATOSS Program • Engaging Lessons • Behavior Technician • SAVE Grant • Clubs and Activities for Student Involvement • Increase Parent Involvement • Scholar Dollars • Trauma Informed Care Training • Make-A-Way Curriculum
Person Responsible	Daniel Leal (daniel.leal@sarasotacountyschools.net)

Plan to Monitor Effectiveness	

Description	Student data will be analyzed throughout the year to monitor student progress toward meeting the school-wide discipline goal. The effectiveness of the PBIS Plan will be monitored through the analysis of discipline referrals, SIRS, classroom walkthroughs, and PLC meeting notes and data discussions.
Person Responsible	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

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

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 School Counseling 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.

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.

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. The MTSS Teams team facilitates a systematic method for evaluating the needs of all students and for fostering positive outcomes through carefully selected and implemented interventions. The team assists the school in identifying students who may require more intensive instructional services. The team meets once a week to provide support to ALL students who are experiencing difficulties that may prevent them from achieving success. The team will review summative and formative data to identify school the needs of students. 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 to determine progress and need for 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 II A 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. 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 Civility helps to foster a safe, drug-free learning environment that supports student achievement.

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. School 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.

Part V: Budget

Total:	$652,275.00