

Sarasota County Schools

Booker Middle School



2019-20 Schoolwide Improvement Plan

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Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

Demographics

Principal: Lashawn Frost

Start Date for this Principal: 3/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (56%) 2016-17: C (51%) 2015-16: C (50%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"The Mission of Booker Middle School is simple: High Expectation for All."

Provide the school's vision statement.

The vision of Booker Middle School is: Inspiring Tomorrow's Leaders.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Frost, LaShawn	Principal	Dr. Lashawn Frost provides strategic direction for the staff, students and parents of Booker Middle School. Other key roles involve overseeing standardized curricula, assessing teaching methods, monitoring student achievement, encouraging parent involvement, revising policies and procedures, school budget, hire and evaluate staff and overseeing facilities.
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	
	Instructional Coach	
Carpenter, Isaiah	Instructional Coach	
Ramos, Alba	Administrative Support	
Shaffer, Haley	Teacher, Career/ Technical	
Gross, Cindy	Administrative Support	
Ard, Holly	Instructional Coach	Reading Coach

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	121	107	134	0	0	0	0	362
Attendance below 90 percent	0	0	0	0	0	0	39	52	56	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	21	28	29	0	0	0	0	78
Course failure in ELA or Math	0	0	0	0	0	0	17	43	98	0	0	0	0	158
Level 1 on statewide assessment	0	0	0	0	0	0	121	107	134	0	0	0	0	362
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	65	40	48	0	0	0	0	153	

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	1	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	78	54	61	0	0	0	0	193	

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Wednesday 6/19/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	50	53	52	0	0	0	0	155	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	50	53	52	0	0	0	0	155	

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	64%	54%	43%	62%	52%
ELA Learning Gains	53%	58%	54%	48%	59%	54%
ELA Lowest 25th Percentile	48%	50%	47%	35%	47%	44%
Math Achievement	64%	74%	58%	58%	71%	56%
Math Learning Gains	59%	66%	57%	58%	66%	57%
Math Lowest 25th Percentile	63%	56%	51%	60%	55%	50%
Science Achievement	41%	61%	51%	35%	59%	50%
Social Studies Achievement	67%	85%	72%	0%	91%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	121 (0)	107 (0)	134 (0)	362 (0)
Attendance below 90 percent	39 (59)	52 (64)	56 (88)	147 (211)
One or more suspensions	21 (52)	28 (57)	29 (54)	78 (163)
Course failure in ELA or Math	17 (5)	43 (4)	98 (1)	158 (10)
Level 1 on statewide assessment	121 (95)	107 (82)	134 (75)	362 (252)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	63%	-17%	54%	-8%
	2018	39%	63%	-24%	52%	-13%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	43%	64%	-21%	52%	-9%
	2018	47%	62%	-15%	51%	-4%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
08	2019	45%	66%	-21%	56%	-11%
	2018	44%	70%	-26%	58%	-14%
Same Grade Comparison		1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	55%	67%	-12%	55%	0%
	2018	56%	66%	-10%	52%	4%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	59%	73%	-14%	54%	5%
	2018	59%	73%	-14%	54%	5%
Same Grade Comparison		0%				
Cohort Comparison		3%				
08	2019	50%	65%	-15%	46%	4%
	2018	48%	63%	-15%	45%	3%
Same Grade Comparison		2%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	37%	62%	-25%	48%	-11%
	2018	41%	62%	-21%	50%	-9%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	85%	-20%	71%	-6%
2018	65%	80%	-15%	71%	-6%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	73%	1%	61%	13%
2018	90%	77%	13%	62%	28%
Compare		-16%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	69%	28%	57%	40%
2018	97%	71%	26%	56%	41%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	13	41	43	40	55	49	16	40	43		
ELL	17	48	54	48	67	63	10	23			
ASN	83	58		100	67						
BLK	31	44	46	49	56	62	23	62	56		
HSP	45	52	49	63	59	62	39	61	75		
MUL	59	53		76	59		42	72	75		
WHT	71	66	40	80	64	64	65	79	77		
FRL	40	50	47	60	58	60	34	60	67		

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		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance was Science. Some of the contributing factors include limited reading and vocabulary skills. In addition, a long term sub and a new teacher to BMS counted for more than fifty percent of the students who took the FSA Science Assessment. While this has traditionally been one of the components in which students have typically performed the lowest overall, African American students continue to perform the lowest.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior year was the Algebra I EOC. This component dropped sixteen points. A strong contributing factor was a struggling teacher. While we did provide the teacher with support, she continued to struggle throughout the year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component with the greatest gap when compared to the state average was the 8th Grade ELA and Science. Both data components had a gap of -11. Some of the contributing factors were a new teacher and students(s) lack of reading and vocabulary skills. This cohort continued to show trends of scoring below the state and district average. Also, less than fifty percent of students met reading proficiency throughout their middle school career.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was 6th Grade ELA. While there was a long-term sub at this grade level, this group built capacity as a high impact PLC. Collaboration among this PLC was very effective and assisted in helping our students to achieve. The use of i-Ready data and common assessments also helped to drive the academic needs of our students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern are the ELL Subgroup in Science and Social Studies. This subgroup performed lower than the prior year in Science and Social Studies.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD Achievement in ELA
2. SWD Achievement in Math
2. Science Achievement
3. ELA Achievement
4. Lower-Quartile Percentage

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities ELA Achievement
Rationale	Students must have the skills and knowledge necessary to use reading as a tool to learn and understand in every content area. It is also imperative for students to be able to use reading to learn critical academic information. The SWD subgroup will be targeted for improvement in ELA Achievement. Currently thirteen percent of students are proficient in reading.
State the measurable outcome the school plans to achieve	By the year 2020, BMS will increase by ten percentage points to 23% in SWD proficiency, which is the district percent.
Person responsible for monitoring outcome	Cindy Gross (cindy.gross@sarasotacountyschools.net)
Evidence-based Strategy	Booker Middle School will use Rewards and or Language Live as an intervention to give students new skills to unlock grade-level content area text.
Rationale for Evidence-based Strategy	These specialized programs helps to give adolescent students in grades 4-12 who struggle reading long multi-syllabic words and comprehending content area text. With explicit, systemic, teacher-led instruction, this evidence-based strategy will help to improve students' abilities to decode long, multi-syllabic words, yield significant increase in fluency, is effective with all students with reading disabilities. Data from 2019 showed that students enrolled in the Rewards Program made learning gains in one semester.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading Teachers will Implement Rewards and/or Language Live Reading Curriculum 2. Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments and Strategies such as i-Ready and i-Ready Tool Box 3. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction 4. Booker Middle School Teachers will Implement Least Restricted Learning Environments (LRE) Using Standards Based Instruction 5. Small Group Instruction Based on Student Needs will be Facilitated in all Classrooms 6. The Instructional Leadership Team (ILT) will Analyze Reading Data Every Four Weeks 7. Students will be Scheduled According to Their Needs 8. Teachers will Facilitate Standards Mastery Reading Assessments (Formative and Summative) 9. District Curriculum Specialist will Provide Ongoing Support to Improve Student Engagement and Personalized Instruction 10. PLC's will facilitate Quarterly Data Review Meetings 11. Teachers will Implement High Impact Disciplinary Literacy Strategies
Person Responsible	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)

#2	
Title	Students with Disabilities Math Achievement
Rationale	Successful math instruction requires a strong basis in the fundamentals. Since the lack of fluency in foundational math skills is detrimental to the understanding of more challenging concepts, the best method for developing these basic skills is practice. The SWD subgroup will be targeted for improvement in Math Achievement. Currently forty percent of these students are proficient in Math Achievement.
State the measurable outcome the school plans to achieve	By the year 2020, BMS will increase by four percentage points to 44% in Math Achievement.
Person responsible for monitoring outcome	Cindy Gross (cindy.gross@sarasotacountyschools.net)
Evidence-based Strategy	Booker Middle School will use i-Ready and Math Intervention Support to give students new skills to unlock grade-level content area Math.
Rationale for Evidence-based Strategy	The use of i-Ready and Math Intervention Support is designed to deliver the rich insight, powerful instruction, and comprehensive support to help students at all levels, from all backgrounds, achieve their greatest possible gains. Booker Middle's FSA data indicates that teachers who implemented i-Ready and Math Support Intervention with fidelity achieved the highest learning gains and the most success with their students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Booker Middle School Students will use i-Ready as a Tool to Support Math in the Learning Environment. 2. Teachers will use the i-Ready Tool Box and MAFS to support learning for SWD 3. Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments and Strategies, such as i-Ready 4. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction 5. Booker Middle School Teachers will Implement Least Restricted Learning Environments (LRE) Using Standards Based Instruction 6. Small Group Instruction Based on Student Needs will be Facilitated in all Classrooms 7. The Instructional Leadership Team (ILT) will Analyze Math Data Every Four Weeks 8. Students will be Scheduled According to Their Needs 9. Teachers will Facilitate Standards Mastery Math Assessments (Formative and Summative) 10. District Curriculum Specialist will Provide Ongoing Support to Improve Student Engagement and Personalized Instruction 11. PLC's will facilitate Quarterly Data Review Meetings 12. Teachers will Implement High Impact Disciplinary Literacy Strategies
Person Responsible	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)

#3	
Title	Science
Rationale	Inquiry and the scientific method is a critical part of Science and practice. Every decision students make is based on these processes. It also gives students the critical thinking skills they need for every academic subject. This area of focus can enhance learning gains for students who lack the vocabulary skills and background knowledge necessary to build their understanding in Science. In addition, the following subgroups will be targeted for improvement in Science Achievement: SWD currently 16 percent proficiency, ELL currently 10 percent proficiency and Black students currently 23 percent proficiency.
State the measurable outcome the school plans to achieve	By the year 2020, BMS will increase by twelve percentage points to 53% in Science proficiency.
Person responsible for monitoring outcome	Deanna Dubose (deanna.dubose@sarasotacountyschools.net)
Evidence-based Strategy	<p>Booker Middle School will monitor student progress through the use of common assessments and High Impact 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.</p> <p>Interventions will be implemented based on common assessments and other data that supports standards mastery. Teachers will facilitate standards based instruction and participate in professional development lead by district staff and the school-based instructional leadership team, thus allowing them to implement strategies that will support student achievement. Teachers will continue to align and review the strategies during faculty meetings, snacks for strategies and other PD opportunities. Teachers will also participate in professional development sessions that are aligned with our school goals. These session will be ongoing for professional growth and will support our efforts in using data to inform instruction.</p>
Rationale for Evidence-based Strategy	Science is one of the most important subjects a student can learn because of its relevance to our lives and its capacity to apply these life-skills to everyday activities. Booker Middle students must be able to generate ideas, make decisions and use evidence to understand key issues. Students who lack the vocabulary necessary to build their understanding of the content, will need additional support to be successful academically, Whether they receive support during, before or after-school, students can benefit from a variety of opportunities to learn.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will Implement the Use of The Science Discovery Tech Book and Curriculum 2. Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments and Strategies Such as i-Ready and i-Ready Tool Box 3. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction 4. Small Group Instruction Based on Student Needs will be Facilitated in all Classrooms 5. The Instructional Leadership Team (ILT) will Analyze Science Data Every Four Weeks 6. Students will be Scheduled According to Their Needs 7. Teachers will Facilitate Standards Mastery Science Assessments (Formative and

Summative)

8. District Curriculum Specialist will Provide Ongoing Support to Improve Student Engagement and Personalized Instruction

9. PLC's will facilitate Quarterly Data Review Meetings

10. Teachers will Implement High Impact Disciplinary Literacy Strategies

11. STEM Clubs will Provide a Platform to Ignite an Interest in STEM Subjects and to Extend Student

12. A Variety of STEM Activities will be Implemented in Innovative and Inventive Ways Outside the Curriculum

13. Booker Middle School will Facilitate a Science Pop Quiz Show

14. Teachers will Engage in Quarterly Data Review Meetings

15. Booker Middle School will Sponsor a National Society of Black Engineers to Increase the Number of Culturally Responsible Black Engineers Who Excel Academically, Professionally and Positively Impacts the Community.

Person

Responsible

Cameron Parker (cameron.parker@sarasotacountyschools.net)

#4	
Title	ELA Lowest 25th 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. In addition, the following subgroups will be targeted for improvement in ELA Learning Gains in the Lowest 25 Percentile: SWD students currently 38 percent proficiency, White students currently 33 percent proficiency and Black students currently 31 percent proficiency.
State the measurable outcome the school plans to achieve	By the year 2020, BMS will increase by six percentage points to 53% in annual learning gains in the lowest quartile.
Person responsible for monitoring outcome	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)
Evidence-based Strategy	Booker Middle School will monitor student progress through the use of research based assessments and strategies. School Wide Intervention Blocks will be facilitated and students will receive small group interventions designed around their specific academic needs, as identified by I-Ready, common assessments and FSA assessment data.
Rationale for Evidence-based Strategy	Research shows that successful reading instruction requires a strong basis in the fundamentals, as a lack of fluency, decoding, vocabulary, sentence structure and cohesion, reasoning and background knowledge, working memory and attention in reading is detrimental to reading comprehension. 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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading Teachers will Implement Rewards and/or Language Live Reading Curriculum 2. Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments and Strategies such as i-Ready and i-Ready Tool Box 3. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction 4. Small Group Instruction Based on Student Needs will be Facilitated in all Classrooms 5. The Instructional Leadership Team (ILT) will Analyze Lower-Quartile ELA Data Every 4 weeks 6. Students will be Scheduled According to Their Needs 7. Teachers will Facilitate Standards Mastery Reading Assessments (Formative and Summative) 8. District Curriculum Specialist will Provide Ongoing Support to Improve Student Engagement and Personalized Instruction 9. PLC's will facilitate Quarterly Data Review Meetings 10. Teachers will Implement High Impact Disciplinary Literacy Strategies 11. All Lower-Quartile Students will be Evaluated Through the SWST and MTSS Process for Student Progress 12. Book Clubs will be Implemented to Increase a Love for Reading

- 13. Thinking Maps will be Used to Scaffold Instruction for all Learners
- 14. LAFS i-Ready Books will be Used to Support Learning

Person Responsible LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

#5	
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.
State the measurable outcome the school plans to achieve	By the year 2020, BMS will increase by four percentage points to 52% in ELA proficiency.
Person responsible for monitoring outcome	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)
Evidence-based Strategy	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 in 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 and small group instruction as needed. 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 integrate Social/Emotional learning skills in their learning environments, with the mindset that all students are at risk. Targeted intervention groups will be designed and implemented to assist with the increase in SWD proficiency and ELL proficiency.
Rationale for Evidence-based Strategy	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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading Teachers will Implement Rewards and/or Language Live Reading Curriculum 2. Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments and Strategies such as i-Ready and i-Ready Tool Box 3. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction 4. Small Group Instruction Based on Student Needs will be Facilitated in all Classrooms 5. The Instructional Leadership Team (ILT) will Analyze Lower-Quartile ELA Data Every 4 weeks 6. Students will be Scheduled According to Their Needs 7. Teachers will Facilitate Standards Mastery Reading Assessments (Formative and Summative) 8. District Curriculum Specialist will Provide Ongoing Support to Improve Student Engagement and Personalized Instruction 9. PLC's will facilitate Quarterly Data Review Meetings

- 10. Teachers will Implement High Impact Disciplinary Literacy Strategies
- 12. Book Clubs will be Implemented to Increase a Love for Reading
- 13. Thinking Maps will be Used to Scaffold Instruction for all Learners
- 11. Teachers will Implement of High Impact Disciplinary Reading Strategies
- 15. Writing Workshops will be Used to Support Instruction in the Learning Environment

Person Responsible LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

#6	
Title	Social Emotional Learning
Rationale	In order to achieve success students must acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.
State the measurable outcome the school plans to achieve	During the 2020 school year, the school will decrease its discipline referrals/expulsions and mental health referrals by ten percent as a result of SEL Training for staff and students.
Person responsible for monitoring outcome	Chuck Woods (chuck.woods@sarasotacountyschools.net)
Evidence-based Strategy	Booker Middle School will integrate Social Emotional Learning strategies throughout it's Professional Learning Community. This curriculum will be inclusive of our school-wide PBIS plan to build successful, emotionally healthy students. Teachers will obtain the tools and strategies to support SEL in the learning environment.
Rationale for Evidence-based Strategy	If students were equipped with social-emotional skills to help them navigate often-challenging personal lives, students would be in a better position to learn. During the 2019 school year, Booker Middle had an increase in baker-acts and referrals related to mental health issues.
Action Step	
Description	<ol style="list-style-type: none"> 1. Booker Middle School will Facilitate Ongoing SEL Training for Staff, including Kognito, CHAMPS and Book Study 2. Booker Middle School will Implement a Five Hour State Mandated Mental Health Training for Students 3. The PBIS Team will Monitor Student Progress Through the Use of Surveys 4. Teachers will Participate in Highly Effective PLC's to Encourage the Development of SEL Lesson Plans and Data Informed Instruction 5. The Instructional Leadership Team (ILT) will Analyze SEL Data Every Four Weeks 6. The Instructional Leadership Team (ILT) will Refine Mental Health Referral Process 7. Booker Middle School will Infuse SEL throughout the Learning Environment (PBIS) 8. The Instructional Leadership Team (ILT) will Ensure a Sound SWST and MTSS Process for SEL Support
Person Responsible	Derek Jenkins (derek.jenkins@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Booker Middle will address the remaining school-wide improvement priorities:

Math Acceleration- Student data will be analyzed throughout the year to monitor student progress toward proficiency using the Algebra Nation and Geometry Nation Program. Student data will be gathered through the use of common/ formative assessments. Teachers will facilitate student data chats and standards mastery. The effectiveness of the teaching strategies will be monitored through the analysis of student growth data, evaluations, observations, MTSS and PLC meetings. Teachers will facilitate standards based instruction. Teachers will complete professional development lead by district staff and school-based instructional leadership team to implement instructional strategies based on strands of standards. Teachers will continue to review and align the strategies. Students will be engaged in real-world opportunities.

Civics- Student data will be analyzed throughout the year to monitor student progress toward proficiency using the common assessments. The effectiveness of teaching strategies will be monitored through the analysis of student growth data, evaluations, observations, and PLC meetings. 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. Teachers will facilitate standards based instruction. Teachers will complete professional development lead by district staff and school-based instructional leadership team to support teaching and learning in the classroom. 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.

Discipline- 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 observations, and PLC meeting notes and data discussions. 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. Staff will participate in CHAMPS Training. Sessions will take place throughout the school year. Follow-up sessions will be offered to continue the professional growth of teachers

Attendance- School-wide attendance will be analyzed throughout the year to monitor the progress toward meeting the 2020 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. 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.

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 Schoolwide Improvement Plan 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.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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 facilitates 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 and meets once a week to identify strategies that will impact students outcomes.

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. Title IV 21st Century Community grants provide after school programs.

Title I, Part C- Migrant: The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families.

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.

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.

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 post-secondary 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 Readiness" 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students with Disabilities ELA Achievement				\$57,355.90
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0084 - Booker Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Cambridge International Program</i>			
			0084 - Booker Middle School	Title, I Part A		\$9,000.00

			<i>Notes: WriteScore</i>			
			0084 - Booker Middle School	Title, I Part A		\$3,000.00
			<i>Notes: Rewards Plus</i>			
			0084 - Booker Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Summer Transition Program Rising 6th Grade Students</i>			
			0084 - Booker Middle School			\$3,300.00
			<i>Notes: After School Instruction</i>			
			0084 - Booker Middle School	Title, I Part A		\$17,465.40
			<i>Notes: Contracted Services</i>			
			0084 - Booker Middle School	Title, I Part A		\$9,590.50
			<i>Notes: Transportation for After-School</i>			
2	III.A.	Areas of Focus: Students with Disabilities Math Achievement				\$22,730.40
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0084 - Booker Middle School	Title, I Part A		\$1,965.00
			<i>Notes: Gizmo</i>			
			0084 - Booker Middle School	Title, I Part A		\$3,300.00
			<i>Notes: After School Instruction</i>			
			0084 - Booker Middle School	Title, I Part A		\$17,465.40
			<i>Notes: Contracted Services</i>			
3	III.A.	Areas of Focus: Science				\$20,465.40
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0084 - Booker Middle School	Title, I Part A		\$3,000.00
			<i>Notes: Teaching and Learning Through Creative Science PD</i>			
			0084 - Booker Middle School	Title, I Part A		\$17,465.40
			<i>Notes: Contracted Services</i>			
4	III.A.	Areas of Focus: ELA Lowest 25th Percentile				\$24,465.40
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0084 - Booker Middle School	Title, I Part A		\$17,465.40
			<i>Notes: Contracted Services</i>			
			0084 - Booker Middle School	Title, I Part A		\$7,000.00
			<i>Notes: Closing the Achievement Gap PD</i>			
5	III.A.	Areas of Focus: ELA Achievement				\$33,465.40
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0084 - Booker Middle School	Title, I Part A		\$10,000.00
			<i>Notes: SpringBoard Curriculum</i>			
			0084 - Booker Middle School	Title, I Part A		\$3,000.00
			<i>Notes: Using Coaching to Build a Learning Community PD</i>			

			0084 - Booker Middle School	Title, I Part A		\$3,000.00
			<i>Notes: Arts Integration: Exploring an Approach to Teaching PD</i>			
			0084 - Booker Middle School	Title, I Part A		\$17,465.40
			<i>Notes: Contracted Services</i>			
6	III.A.	Areas of Focus: Social Emotional Learning				\$26,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0084 - Booker Middle School	Title, I Part A		\$26,000.00
			<i>Notes: Jewish Family Counseling</i>			
Total:						\$749,512.50