

Sarasota County Schools

Emma E. Booker Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	23
Budget to Support Goals	25

Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

Demographics

Principal: Cameron Parker

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	95%
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: D (39%) 2017-18: C (43%) 2016-17: B (54%) 2015-16: C (42%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	23
Budget to Support Goals	25

Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">94%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">92%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	B	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.

“High Expectations For All”

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

Provide the school's vision statement.

As a school community we embrace the belief the all children can and will be successful, both socially and academically when school, family and community work together in an environment of mutual respect, acceptance of diversity, and a dedication to a common cause.

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
Oliver, Edwina	Principal	
Henderson, Tia	Assistant Principal	
Fernandez, Debra	Teacher, K-12	ESOL Teacher/Liaison
Major-Harper, Carolyn	SAC Member	
Woods, Phyllis	Teacher, K-12	Primary Academic Intervention Teacher (Title I)
Washington, Dwana	Teacher, K-12	Support small group Tier 2 and 3 intervention groups. Provides support to students in Tier 1 as well. Team Leader Grade 4
Cheaves, Deana	Teacher, K-12	Reading Recovery Teacher
Bonner, Cheraina	SAC Member	SAC Chair
Nero, Rachel	Teacher, K-12	
Mahoney, Megan	Teacher, K-12	Team Leader-3rd Grade
McCauley, Kristina	SAC Member	PTO President and Parent

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	63	79	106	114	70	108	0	0	0	0	0	0	0	540
Attendance below 90 percent	2	16	33	20	11	15	0	0	0	0	0	0	0	97
One or more suspensions	0	4	6	6	2	14	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	18	18	46	0	0	0	0	0	0	0	82

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	0	0	0	0	0	0	0	0

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	15	24	18	28	0	0	0	0	0	0	0	85
Students retained two or more times	0	0	0	1	3	0	0	0	0	0	0	0	0	4

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

76

Date this data was collected or last updated

Saturday 8/10/2019

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	24	25	26	22	20	12	0	0	0	0	0	0	0	129
One or more suspensions	3	4	6	12	17	7	0	0	0	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	48	46	22	0	0	0	0	0	0	0	116

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	2	1	1	18	27	8	0	0	0	0	0	0	0	57

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	24	25	26	22	20	12	0	0	0	0	0	0	0	129
One or more suspensions	3	4	6	12	17	7	0	0	0	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	48	46	22	0	0	0	0	0	0	0	116

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	2	1	1	18	27	8	0	0	0	0	0	0	0	57

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	39%	68%	57%	38%	68%	55%
ELA Learning Gains	47%	62%	58%	55%	63%	57%
ELA Lowest 25th Percentile	48%	53%	53%	65%	54%	52%
Math Achievement	39%	73%	63%	44%	72%	61%
Math Learning Gains	43%	67%	62%	68%	68%	61%
Math Lowest 25th Percentile	32%	53%	51%	62%	57%	51%
Science Achievement	27%	65%	53%	43%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	63 (0)	79 (0)	106 (0)	114 (0)	70 (0)	108 (0)	540 (0)
Attendance below 90 percent	2 (24)	16 (25)	33 (26)	20 (22)	11 (20)	15 (12)	97 (129)
One or more suspensions	0 (3)	4 (4)	6 (6)	6 (12)	2 (17)	14 (7)	32 (49)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (48)	18 (46)	46 (22)	82 (116)

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
03	2019	38%	70%	-32%	58%	-20%
	2018	37%	68%	-31%	57%	-20%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	43%	67%	-24%	58%	-15%
	2018	24%	67%	-43%	56%	-32%
Same Grade Comparison		19%				
Cohort Comparison		6%				
05	2019	29%	68%	-39%	56%	-27%
	2018	29%	66%	-37%	55%	-26%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	73%	-30%	62%	-19%
	2018	39%	72%	-33%	62%	-23%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	40%	72%	-32%	64%	-24%
	2018	30%	71%	-41%	62%	-32%
Same Grade Comparison		10%				
Cohort Comparison		1%				
05	2019	25%	70%	-45%	60%	-35%
	2018	44%	72%	-28%	61%	-17%
Same Grade Comparison		-19%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	65%	-39%	53%	-27%
	2018	43%	67%	-24%	55%	-12%
Same Grade Comparison		-17%				
Cohort Comparison						

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	32	44	16	33	29					
ELL	41	55		26	27		20				
BLK	31	38	43	37	44	33	15				
HSP	42	61		40	40	31	40				
MUL	72	70		53	50						
WHT	62			31							
FRL	37	46	46	38	43	32	26				

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	5	42	64	21	38	28	17				
ELL	35	47		35	41						
BLK	29	40	68	35	37	29	37				
HSP	35	52		44	45		54				
MUL	40			60							
WHT	46	36		50	70						
FRL	32	43	66	40	43	34	47				

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	11	44	61	23	66	62	9				
ELL	36	45		39	68						
BLK	31	55	71	37	62	67	31				
HSP	53	61	55	54	76	40	65				
MUL	33	36		40	73						
WHT	54			69							
FRL	37	55	64	43	68	61	42				

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)	CS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	61
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	47
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	42
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.

Science Achievement showed the lowest performance at 27%, a drop from 43% in the previous year. Contributing factors include lack of consistent teachers in science at the 4th grade level, lack of consistent collaboration between the Science Lab and Content Science Teachers and the low reading achievement of the 5th grade cohort.

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

Science Achievement showed the greatest decline at 27%, a drop from 43% in the previous year. We did not maximize opportunities for our Science Lab teacher to connect and collaborate with our intermediate Science content area teachers. We have had teacher turn over in our Science Lab position and in 4th grade for Math/Science. Also, the low reading achievement of the 5th grade cohort.

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.

Science Achievement had the greatest gap when compared to the state. Emma E. Booker is 26 points lower than the state. We did not maximize opportunities for our Science Lab teacher to connect and collaborate with our intermediate Science content area teachers. We have had teacher turn over in our Science Lab position and in 4th grade for Math/Science. Also, the low reading achievement of the 5th grade cohort.

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

ELA Achievement showed the most improvement, increasing 7 points from 32% to 39%. The school implemented a new writing program called Top Score Writing in grades 3-5. Writing scores increased, which contributed to higher ELA scores.

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

Two areas of concern from our EWS data are attendance and referral numbers.

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

1. Small Group Instruction in ELA and Math K-5
2. School-wide Focus on Social/Emotional Learning K-5
3. School, Grade Level, and Individual Teacher Data Analysis K-5
4. Math Focuses of Foundational Skills and Inquiry Experiences K-5
5. Standards-Based Team Planning to Increase Rigor of Instructional and Performance Tasks in Math, ELA, and Science K-5

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ESSA Student Groups: Students With Disabilities (SWD), Black, and English Language Learners (ELL)
Rationale	Our SWDs, ELLs, and our black students all performed below 40% in math. Our SWDs and black students performed below 40% in ELA.
State the measurable outcome the school plans to achieve	<p>Goal: SWD will increase ELA Achievement from 13% to 25% and Math Achievement from 16% to 25%.</p> <p>Goal: ELLs will increase Math Achievement from 26% to 35% and ELA from 41% to 50%.</p> <p>Goal: Black Students will increase ELA Achievement from 31% to 40% and Math Achievement from 37% to 40%.</p>
Person responsible for monitoring outcome	Edwina Oliver (edwina.oliver@sarasotacountyschools.net)
Evidence-based Strategy	<p>Reading Intervention: Leveled Literacy Intervention</p> <p>Math Intervention: Small Group Utilization of MAFS Workbooks and IXL</p> <p>All teachers (with the exception of specials teachers) will provide 30 minutes of instruction daily using Leveled Literacy Intervention. The researched benefits of LLI Include:</p> <ul style="list-style-type: none"> -Advancing the literacy learning of students not meeting grade-level expectations in reading -Deepening and expanding comprehension with close reading -Increasing student engagement with books that build knowledge -Intervening with small groups to maximize growth -Monitoring student progress
Rationale for Evidence-based Strategy	<p>MAFS is a Florida-specific mathematics program that combines rigorous instruction and engaging practice to build strong mathematical habits. MAF</p> <ul style="list-style-type: none"> -Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice -Builds on students' prior knowledge -Incorporates a classroom mathematics routine that promotes conversations -Prepares students for the challenges of the FSA <p>IXL offers personalized skill recommendations. IXL skills are aligned to the Florida Math Standards and allows teachers to track progress of students and make adjustments.</p>

Action Step

Description	<ol style="list-style-type: none"> 1. Assess all students to identify current performance level 2. Train teachers in delivering the intervention 3. Group students according to their ability 4. Purchase Florida LAFS and MAFS to be taught in small groups. 5. Daily Monitoring of student progress 6. Weekly grade level reflection to monitor and modify interventions as needed 7. Computer-aided instruction and practice: IXL, Flowcabulary, iReady 8. Professional Development for Leveled Literacy Intervention, Top Score, Inner Explorer, CHAMPS, Math in Practice, Fountas and Pinnell Minilessons, Interactive Read Alouds, Guided Reading Libraries, and Independent Reading Libraries. 9. Parent and Family Engagement Nights: Literacy Night, Math Make It Take It, Science Night
--------------------	--

10. Individualized Focus Parent Meetings: Parents of Students Needing Math Practice, Reading Practice

11. Supplemental Materials Purchased: Math in Practice, Top Score, Inner Explorer, CHAMPS, Fountas and Pinnell Minilessons, Interactive Read Alouds, Guided Reading Libraries, and Independent Reading Libraries.

**Person
Responsible**

Tia Henderson (tia.henderson@sarasotacountyschools.net)

#2	
Title	English Language Arts (ELA)
Rationale	Our school-wide ELA Achievement and Learning Gains have increased, but remain at 39% and 47% respectively. The Lowest Quartile Learning Gains dropped 18 points to 48%.

State the measurable outcome the school plans to achieve	<p>Goal: ELA Achievement will increase from 39% to 60%</p> <p>Goal: ELA Learning Gains will increase from 47% to 60%</p> <p>Goal: ELA Learning Gains of the Lowest Quartile will increase from 48% to 60%</p>
Person responsible for monitoring outcome	Tia Henderson (tia.henderson@sarasotacountyschools.net)
Evidence-based Strategy	<p>Small Group Instruction within the Reading Workshop Model. Leveled Literacy Intervention (LLI)</p> <p>Small group, guided reading gives teachers the opportunity to provide all students with individualized instructional support. Other benefits include:</p> <ul style="list-style-type: none"> -Daily experience reading a text at a level that supports accuracy and comprehension, as well as exposure to grade level texts for our lowest readers -Experience with a wide variety of genres so that students can develop favorite types of texts -Encouragement to read at their independent level as part of the reading workshop -Opportunity to talk and write about texts -Opportunity to observe and offer guidance to their students as they read aloud in a small group setting
Rationale for Evidence-based Strategy	

Action Step

Description	<ol style="list-style-type: none"> 1. Implement a school wide framework for ELA Blocks to include guided and small group instruction. 2. Set clear expectations/norms for Collaborative Planning Times (CPTs) before, during and after planning for all grade levels. 3. Ensure ELA Content for Board Configuration is more intentional and student friendly 4. Implement structures for Student Collaboration and ELA Common Assessments 5. Leveled Library is purchased to included all levels A-Z, with enough sets to support school-wide implementation of small group instruction. 6. Class lists are designed around reading levels of students to ensure the teachers' ability to pull three groups a day and to see all students at the reading table at a minimum of 3 times a week. 7. Instructional Facilitators support teachers in planning the ELA block utilizing the Reading Workshop Framework. 8. Expectation of teachers pulling three groups a day is set and monitored by administration 9. Monthly Half Day Standards Based Training facilitated by district ELA Program Specialist and EEB Instructional Facilitator K-5 grade levels 10. Computer-aided instruction and practice Flocabulary, Reading A-Z, and iReady 11. Professional Development for Leveled Literacy Intervention, Top Score, Inner Explorer, CHAMPS, Math in Practice, Fountas and Pinnell Minilessons, Interactive
--------------------	---

- Read Alouds, Guided Reading Libraries, and Independent Reading Libraries.
12. Parent and Family Engagement Nights: Literacy Night and ELA Curriculum Information
 13. Individualized Focus Parent Meetings: Parents of Students in Bottom Quartile and Profile 1 or 2 based on iReady for Reading
 14. Supplemental Materials Purchased: Top Score, Fountas and Pinnell Minilessons, Interactive Read Alouds, Guided Reading Libraries, and Independent Reading Libraries.
 15. Reading Intervention: Leveled Literacy Intervention, supported by Tier 1 resources of guided reading and independent reading libraries.

**Person
Responsible**

Tia Henderson (tia.henderson@sarasotacountyschools.net)

#3	
Title	Mathematics
Rationale	Our school-wide Math Achievement and Learning Gains have remained stagnant this year, at 39% and 43% respectively. The Lowest Quartile Learning Gains dropped 2 points to 32%.

State the measurable outcome the school plans to achieve	<p>Goal: Math Achievement will increase from 39% to 60%</p> <p>Goal: Math Learning Gains will increase from 43% to 60%</p> <p>Goal: Math Learning Gains of the Lowest Quartile will increase from 32% to 60%</p>
Person responsible for monitoring outcome	Edwina Oliver (edwina.oliver@sarasotacountyschools.net)
Evidence-based Strategy	<p>Math in Practice</p> <p>Math in Practice is a comprehensive, grade-by-grade professional learning resource designed to fit with any math program. It identifies the big ideas of both math content and math teaching, unpacking important instructional strategies and exploring why those strategies are powerful. It supports teachers, administrators, and entire school communities in:</p> <ul style="list-style-type: none"> -Guiding students into deeper math understanding -Providing teachers with inquiry-based lessons, as well as remedial and enrichment lessons -Responding to the challenges of their math curriculum -Supporting students who are struggling, excelling, and anywhere in between
Rationale for Evidence-based Strategy	

Action Step

Description	<ol style="list-style-type: none"> 1. Implement a school wide framework for Math Block to include small group instruction. 2. Set clear expectations/norms for Collaborative Planning Times (CPTs) before, during and after planning for all grade levels. 3. Ensure Math Content for Board Configuration is more intentional and student friendly 4. Implement structures for Student Collaboration and Use of district's Math Common Assessments aligned to our Math Curriculum 5. Purchase Math in Practice K-5 to supplement our district's Math Curriculum 6. District Elem Math Program Specialist and EEB's Math Instructional Facilitator will have monthly standards based planning for Math 7. Math Instructional Facilitator for Primary and Intermediate will work with grade level teams to plan Math 8. Administration and Instructional Facilitators monitor instruction to plan for needed PD and/or modeling experiences for teachers 9. Teachers collect and analyze math data weekly to plan for instruction. Utilization of Math GPS Common Assessments monthly. 10. Computer-aided instruction and practice: IXL, Prodigy, and iReady 11. Professional Development for Math GPS and Math in Practice 12. Parent and Family Engagement Nights: focused on Math 13. Individualized Focus Parent Meetings: 14. Supplemental Materials Purchased: Math in Practice
--------------------	---

15. Implementation of core and supplemental math: Maximizing Math Mentality and Math in Practice.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

#4

Title Science
Rationale Science Achievement showed the greatest decline at 27%, a drop from 43% in the previous year. We must increase our Science Achievement to a minimum of 41% to increase our overall school grade.

State the measurable outcome the school plans to achieve By the year 2020, our Science Achievement will increase from 27% to 50%

Person responsible for monitoring outcome Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Evidence-based Strategy This year we will focus more on science inquiry and evidence-based reasoning.

Rationale for Evidence-based Strategy With the adoption of the district's new Science Curriculum from Pearson, it will allow our teachers in grades K-5 along with our Science Lab teacher to focus on science inquiry and evidence-based reasoning.

Action Step

1. Implement school wide framework for Science Block for grade levels K-5 which will include an end product at the end of weekly lessons.
2. Set clear expectations/norms for Collaborative Planning Times (CPTs) before, during and after planning for all grade levels.
3. Ensure Science Content for Board Configuration is more intentional and student friendly
4. Implement structures for Student Collaboration and use of Benchmark Science Assessments
5. Provide training to all K-5 teachers with new Pearson Curriculum and Resources by District Science Program Specialist
6. Ensure grade level science standards are supported through labs in the Science Lab for each grade level
7. Continue to use Study Island as an instructional resource for students in Grade 5
8. Plan for all 5th grade students to participate in a Science Boot Camp prior to FSA
9. Snack and Strats--Our District Science Program Specialist will meet with our Science Lab Teacher and Content Teachers on a monthly basis to plan science lessons after-school.

Description

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

#5	
Title	Attendance
Rationale	The number of students with chronic absences and tardies at grade levels 2-5 have increased. We have to continue to encourage on time and daily attendance to increase student achievement.
State the measurable outcome the school plans to achieve	By the end of 2020, we will decrease the number of chronic absences per grade level by 4%.
Person responsible for monitoring outcome	Edwina Oliver (edwina.oliver@sarasotacountyschools.net)
Evidence-based Strategy	Adopting a school wide program that focuses on positive reinforcement of attendance/or tardies.
Rationale for Evidence-based Strategy	Students who see school as a positive place to be are more apt to attend regularly and be on time.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a school wide Attendance Bingo 2. Provide bi-weekly incentives for parents/guardian to ensure students arrive on time 3. Identify At-Risk Students for tardies/or attendance 4. Involve Families 5. Involve our Teachers, Home School Liaison, District Social Worker and Administration. <p>Teachers will provide motivators, goal calendars, and positive reinforcement of good attendance. HSL and School Social Worker will stay in constant contact with the students with chronic attendance issues to keep abreast of ways we can assist families from school. Admin will design a school-wide plan (Morning BINGO) to positively reinforce good attendance and being on-time for school.</p> <ol style="list-style-type: none"> 6. Hire attendance aide to help monitor student attendance and make parent connections.
Person Responsible	Tia Henderson (tia.henderson@sarasotacountyschools.net)

#6	
Title	Social-Emotional Learning
Rationale	Based upon data collected by our Behavior Specialist and District Discipline Coordinator there was an increase in the number of incidents resulted in the loss of instructional minutes.

State the measurable outcome the school plans to achieve	By the end of 2019, there will be a 4% decrease in the number of incidents that result in the loss of instructional time.
Person responsible for monitoring outcome	Edwina Oliver (edwina.oliver@sarasotacountyschools.net)
Evidence-based Strategy	Emotional Health Hygiene Program Second Step-Curriculum
Rationale for Evidence-based Strategy	Using Second Step Curriculum promotes elementary school aged students social, emotional, and academic success. Adding the Emotional Health Hygiene Program by Dr. Godfrey will support our staff with working with difficult behaviors and students with emotional deficits.

Action Step	
Description	<ol style="list-style-type: none"> 1. Provide PD for Staff during Pre-Planning Week, Fall and Winter -Emotional Health Hygiene 2. Identify Tier 2 & 3 students (using 2018-2019 data) with behavior concerns in grades 3-5 to work with Dr. Godfrey once per week Emotional Health Hygiene 3. Provide PD for our Families of the Tier 2/3 students the Fall and Winter -Parenting STRESS University 4. Review our Tier 2 and 3 supports for students of concerns to ensure they receive what they need for overall success. 5. Continue to use Second Step Curriculum in Primary Grades for Guidance on the Wheel 6. Professional Development for Inner Explorer, CHAMPS
Person Responsible	Edwina Oliver (edwina.oliver@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).

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.

During the 2019-2020 school year we have identified a Parent Engagement Coordinator who will work with a small committee of teachers each month to plan activities that will engage our parents in strategies and resources they can use at home for ELA, Math, and Science to support our student's academic growth. We will strategically invite families based upon student data at each grade level for these monthly events.

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.

We have partnerships with outside agencies such as Jewish Family and Children Services (JFCS), and Florida Center-which are located on our campus. We collaborate with RISE (formerly Take Stock in Children), Rockin Readers, ASALAH, and Volunteer Counts to provide mentoring to our students social and academic needs. This year we have contracted with Dr. Godfrey to provide school wide support to our staff and identified families/students who are in need of additional support.

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

Through a partnership with Bay Haven Elementary and USF-Sarasota/Manatee Campus, EEB 5th graders participate in the "What I can be with a College Degree" program. The program includes an in depth discussion about potential careers and careers of interest. The capstone event includes a field trip to USF with their Bay Haven counterparts as students learn more about the possibilities of college in their future.

In addition, the 4th and 5th graders participate in the annual Career Day on the EEB campus. Local professionals, businesses and other partners share their experiences and knowledge. Students are able to ask questions, interact, and learn more about the pathway to college and careers.

This year through collaboration, Booker Middle will provide an Academic/Behavior Teacher to work with a specific group of EEB students who will transition to BMS. This staff member will work with specific grade level students/teachers to provide additional support for increasing student achievement.

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

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

EEB's MTSS team meets weekly and looks at each grade level progress monitoring data. Administration meets with grade level teams after each of 3 benchmark assessments to plan for and implement Tier II and Tier III interventions and progress monitoring. All students reading below grade level are in a daily Leveled Literacy Intervention group for 30 minutes, based on their individual reading levels. Student growth is monitored weekly to advance students through levels until the grade level gap is closed. Students moving to Tier 3 receive an additional 15 minutes of intervention 3 days a week in the form of SRA. There are 2 Title I teachers and three Instructional Facilitators (ELA/Math) that support classroom teachers with providing additional support to below level students through intervention blocks to look at frequent data points of each student and tailor instruction around their needs. Lowest quartile students in math meet with an intervention teacher 3 times a week during the specials rotation. Lowest quartile in reading are in a specialized writing group during the writing block, facilitated by the intervention teacher.

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

As a part of our Booker News Network (BNN) every morning we highlight specific careers including what it takes to prepare for the career and related fields. Each week the "Career in Focus" segment plays on the newscast. Individuals from the Career in Focus around the community will be invited to discuss their field bringing a tangible and authentic feel for students.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Student Groups: Students With Disabilities (SWD), Black, and English Language Learners (ELL)				\$434,946.55
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6300	130-Other Certified Instructional Personnel	0501 - Emma E. Booker Elementary School	UniSIG		\$63,225.77	
<i>Notes: Instructional Facilitator - Salary for Tami Taylor</i>						
6300	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$5,355.22	
<i>Notes: Instructional Facilitator - Retirement (8.47%)</i>						
6300	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$4,836.77	
<i>Notes: Instructional Facilitator - Social Security (6.20%) and Medicare (1.45%)</i>						
6300	230-Group Insurance	0501 - Emma E. Booker Elementary School	UniSIG		\$6,989.04	
<i>Notes: Instructional Facilitator - Group Health</i>						
6300	234-Cafeteria Plan	0501 - Emma E. Booker Elementary School	UniSIG		\$413.27	
<i>Notes: Instructional Facilitator - Cafe Plan</i>						
6300	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$63.23	
<i>Notes: Instructional Facilitator - Workers Comp (1%)</i>						

	5100	310-Professional and Technical Services	0501 - Emma E. Booker Elementary School	UniSIG		\$30,000.00
			<i>Notes: Professional Services Contract for data-driven analysis for curriculum planning and evidence-based strategy selection to impact the educational program for Student Group: Students with Disabilities (Planning and Instruction)</i>			
	5100	510-Supplies	0501 - Emma E. Booker Elementary School	Other Federal		\$86,011.20
			<i>Notes: (Restart Funds) Instructional Supplies to include Books (other than textbooks) to include Guided Reading Classroom Libraries, Read Aloud Collections, Mini-lesson Books, Ready Florida ELA (LAFS) and Math (MAFS) Instruction Books</i>			
	5100	510-Supplies	0501 - Emma E. Booker Elementary School	Title, I Part A		\$18,598.46
			<i>Notes: Instructional Materials for Supplemental Direct Instruction</i>			
	5100	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A		\$60,000.00
			<i>Notes: Contracted Services provided by current school board appointed employees and non-school board appointed employees to deliver supplemental instructional services (intervention) before, during, and after student hours (extended day and extended year programs)</i>			
	6150	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A		\$7,000.00
			<i>Notes: Contracted Services provided by current school board appointed employees and non-school board appointed employees to provide Parent and Family Engagement Training to help parents and families help their child meet grade-level standards (ELA, Math, Science, SEL)</i>			
	6150	500-Materials and Supplies	0501 - Emma E. Booker Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Materials and Supplies for Parent and Family Engagement Training</i>			
	6400	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: Contracted Services provided by current school board appointed employees and non-school board appointed employees to participate in Professional Development activities aligned with Schoolwide Improvement Plan goals</i>			
	5100	310-Professional and Technical Services	0501 - Emma E. Booker Elementary School	General Fund		\$79,569.00
			<i>Notes: Professional Services Contract for Supplemental Assistant Principal for Curriculum and Instruction (focus: 3-5 ESSA Student Groups in grades 3-5)</i>			
	6400	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	UniSIG		\$41,184.00
			<i>Notes: Stipends for participation in Professional Development activity outside duty day/year to include before and after school and Saturdays (\$15.60/hour rate) 40 participants x 6 hours/month x 11 months (September 2019 - July 2020) = 2,640 Hours</i>			
	6400	150-Aides	0501 - Emma E. Booker Elementary School	UniSIG		\$5,148.00
			<i>Notes: Stipends for participation in Professional Development activity outside duty day/year to include before and after school and Saturdays (\$15.60/hour rate) 5 Paraprofessionals x 6 hours/month x 11 months (September 2019 - July 2020) = 330 Hours</i>			
	6400	110-Administrators	0501 - Emma E. Booker Elementary School	UniSIG		\$3,088.80
			<i>Notes: Stipends for participation in Professional Development activity outside duty day/year to include before and after school and Saturdays (\$15.60/hour rate) 3 Administrators x 6 hours/month x 11 months (September 2019 - July 2020) = 198 Hours</i>			

	6400	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$3,780.69
			<i>Notes: Social Security (6.2%) and Medicare (1.45%) for PD Stipends (Classroom Teachers/ Instructional, Paraprofessionals, Administrators)</i>			
	6400	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$494.21
			<i>Notes: Worker's Compensation (1%) for PD Stipends (Classroom Teachers/Instructional, Paraprofessionals, Administrators)</i>			
	6300	140-Substitute Teachers	0501 - Emma E. Booker Elementary School	UniSIG		\$1,160.46
			<i>Notes: Substitute Teacher for Instructional Facilitator Tami Taylor due to Sick or Personal Leave (1 day x 9 months September - May = 9 days) to be charged to position funding source (UniSIG)</i>			
	6300	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$16.83
			<i>Notes: Medicare (1.45%) for Substitute Teacher benefits for Instructional Facilitator Tami Taylor Sick or Personal Leave</i>			
	6300	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$11.60
			<i>Notes: Workers Comp (1%) for Substitute Teacher benefits for Instructional Facilitator Tami Taylor Sick or Personal Leave</i>			
2	III.A.	Areas of Focus: English Language Arts (ELA)				\$283,055.52
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	0501 - Emma E. Booker Elementary School	UniSIG		\$19,620.72
			<i>Notes: Substitute Teachers for Monthly Supplemental Collaborative Planning Team Meetings - 1/2 day 17 substitutes monthly x 9 months (September - May) 153 Substitute Days \$128.24 Daily Rate (Masters) x 153 sub days Facilitated by Instructional Facilitators (Tami Taylor and Gina Cirillo) with support from Dr. Lucinda Thompson (FDOE BSI) and Samantha Hawk (LEA ELA Program Specialist): data analysis, progress monitoring, standards-based curriculum design, instructional strategy planning, selection of evidence-based programs, practices, and materials based on data, intervention</i>			
	5100	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$284.50
			<i>Notes: Medicare 1.45%</i>			
	5100	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$196.21
			<i>Notes: Workers Compensation 1%</i>			
	5100	510-Supplies	0501 - Emma E. Booker Elementary School	UniSIG		\$5,871.88
			<i>Notes: Consumable Materials and Instructional Supplies to support Academic Achievement in ELA</i>			
	5000	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A	1.0	\$75,757.99
			<i>Notes: Academic Intervention Teacher (Salary + Benefits)</i>			
	5100	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A	1.0	\$108,509.36
			<i>Notes: Supplemental Reading Recovery Teacher (Salary + Benefits)</i>			

	5100	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A	1.0	\$72,814.86
			<i>Notes: ELA Instructional Facilitator (Salary + Benefits)</i>			
3	III.A.	Areas of Focus: Mathematics				\$167,150.35
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	130-Other Certified Instructional Personnel	0501 - Emma E. Booker Elementary School	UniSIG		\$39,689.12
			<i>Notes: Instructional Facilitator - Salary (including Educational Supplement) - Gina Cirello</i>			
	6300	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG	1.0	\$3,361.67
			<i>Notes: Instructional Facilitator - Retirement (8.47%)</i>			
	6300	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$3,036.22
			<i>Notes: Instructional Facilitator - Social Security (6.20%) and Medicare (1.45%)</i>			
	6300	230-Group Insurance	0501 - Emma E. Booker Elementary School	UniSIG		\$5,626.15
			<i>Notes: Instructional Facilitator - Group Insurance</i>			
	6300	234-Cafeteria Plan	0501 - Emma E. Booker Elementary School	UniSIG		\$362.10
			<i>Notes: Instructional Facilitator - Cafe Plan</i>			
	6300	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$39.69
			<i>Notes: Instructional Facilitator - Workers Comp 1%</i>			
	5100	510-Supplies	0501 - Emma E. Booker Elementary School	UniSIG		\$5,871.87
			<i>Notes: Consumable Supplies and Instructional Materials to support Academic Achievement in Mathematics</i>			
	5100	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A	1.0	\$107,974.64
			<i>Notes: Academic Intervention Teacher (Salary + Benefits)</i>			
	6300	140-Substitute Teachers	0501 - Emma E. Booker Elementary School	UniSIG		\$1,160.46
			<i>Notes: Substitute teacher for Instructional Facilitator Gina Cirello due to Sick or Personal Leave (1 day per month x 9 months September - May = 9 days) charged to position funding source (UniSIG)</i>			
	6300	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$16.83
			<i>Notes: Medicare 1.45% for Substitute teacher benefits for Instructional Facilitator Gina Cirello due to Sick or Personal Leave</i>			
	6300	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$11.60
			<i>Notes: Workers Comp (1%) for Substitute teacher benefits for Instructional Facilitator Gina Cirello due to Sick or Personal Leave</i>			
4	III.A.	Areas of Focus: Science				\$108,279.98

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0501 - Emma E. Booker Elementary School	UniSIG		\$5,871.88
			<i>Notes: Consumable Supplies and Instructional Materials to support Academic Achievement in Science</i>			
	5000	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	Title, I Part A	1.0	\$102,408.10
			<i>Notes: Science, Technology, Engineering, and Math (STEM) and Coding Wheel Teacher (Salary + Benefits)</i>			
5	III.A.	Areas of Focus: Attendance				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	150-Aides	0501 - Emma E. Booker Elementary School	UniSIG		\$6,399.00
			<i>Notes: Hourly Rate - Classified Staff 120 days between 9/1/2019 – 5/29/2020 2.5 hours/day (duty day 8:00 am – 4:00 pm, Contracted Times 7:00 – 8:00 am and 4:00 – 5:30 pm) 300 hours of Overtime</i>			
	6100	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$543.00
			<i>Notes: Contracted Services - Retirement (8.47%)</i>			
	6100	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$492.00
			<i>Notes: Contracted Services - Social Security (6.20% - \$621.02) and Medicare (1.45% - 145.24)</i>			
	6100	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$66.00
			<i>Notes: Contracted Services - Workers Comp (1%)</i>			
6	III.A.	Areas of Focus: Social-Emotional Learning				\$115,195.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	310-Professional and Technical Services	0501 - Emma E. Booker Elementary School	Other		\$45,000.00
			<i>Notes: (SAVE Grant funded) Professional and Technical Services Contract with Dr. Godfrey to provide Social-Emotional Learning training and support with Emma E. Booker's students, teachers, and parents and families</i>			
	6100	160-Other Support Personnel	0501 - Emma E. Booker Elementary School	Title, I Part A	1.0	\$70,195.00
			<i>Notes: Home-School Liaison (Salary + Benefits)</i>			
					Total:	\$1,124,348.49