

Sarasota County Schools

Booker Middle School



2020-21 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: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2019-20 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%)
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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Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

School Board Approval

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SIP Authority

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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.

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" and Engaging Community and Families.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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	Mrs. Parker deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. She coordinates with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Jenkins, Derek	Assistant Principal	Mr. Jenkins deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. He coordinates with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Clark, Tracey	School Counselor	Mrs. Clark oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment, analyzes student performance in class and identify sources of problems, gets to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, host crisis intervention and prevention programs, facilitates communication between parents, Teachers, administrators and students about behavior and academic problems and assist with school programs and events.
Thomas, Cheryl	School Counselor	Mrs. Thomas oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment, analyzes student performance in class and identify sources of problems, gets to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, host crisis intervention and prevention programs, facilitates communication between parents, Teachers, administrators and students about behavior and academic problems and assist with school programs and events.
Schaffer, Grace	Instructional Coach	As the BMS Academic Interventionist, Mrs. Schaffer oversees academic issues and concerns at school. As an academic interventionist, her job duties include monitoring the progress of all the students and identifying those who are having learning issues and/or other academic problems. She collaborates with the ILT and SWST to problem solve and facilitate the continuous improvement process.
Dilego, Anostasia	Attendance/ Social Work	Mrs. Dilego School Social Worker's responsibilities include providing information to students, parents, and school staff, counseling students

Name	Title	Job Duties and Responsibilities
		with personal and psychological issues, and addressing relevant issues in the school, such as school attendance, illegal drugs, teen pregnancy, and social adjustment issues
Campbell, LaTonya	Psychologist	Mrs. Campbell works with the BMS Team to support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. She also facilitates testing for students as needed.
Frazier, Edward	Paraprofessional	The Behavior Technician is responsible for assisting the Behavior Specialists to implement behavior reduction and behavior plans. Mr. Frazier assists students with day to day activities, monitor their behavior, record and collect data on students' progress, and communicates with students and parents.
Dubose, Deanna	Instructional Coach	Mrs. Dubose supports teachers and administrators in using data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.
Scherzer, Jessica	Instructional Coach	Mrs. Scherzer supports teachers and administrators in using data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.
Carpenter, Isaiah	Instructional Coach	Mr. Carpenter supports teachers and administrators in using data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.
Ramos, Alba	Administrative Support	The Gifted/ESE and ELL Liaison provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students. Provides assistance and information to parents of ESE students. Provides Crisis Intervention Services to all ESE staff and students as needed. Provides classroom observation for students being considered for ESE placement. Conducts the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. Provides training for ESE teachers on the computerized IEP system and

Name	Title	Job Duties and Responsibilities
		<p>IEP development including measurable goals. Provides training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students. Provides training for ESE teachers on the use of district selected research based materials. Coordinates articulation between departments, schools and/or agencies for ESE students. Coordinates ESE transportation for the school site. Maintains accurate ESE records for auditing purposes.</p>
Shaffer, Haley	Teacher, Career/ Technical	
Gross, Cindy	Administrative Support	<p>The ESE Liaison provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students. Provides assistance and information to parents of ESE students. Provides Crisis Intervention Services to all ESE staff and students as needed. Provides classroom observation for students being considered for ESE placement. Conducts the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. Provides training for ESE teachers on the computerized IEP system and IEP development including measurable goals. Provides training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students. Provides training for ESE teachers on the use of district selected research based materials. Coordinates articulation between departments, schools and/or agencies for ESE students. Coordinates ESE transportation for the school site. Maintains accurate ESE records for auditing purposes.</p>
Ard, Holly	Instructional Coach	<p>Mrs. Ard supports teachers and administrators in using Reading data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.</p>
Lopez, Erin	Attendance/ Social Work	<p>Ms.Lopez responsibilities include providing information to students, parents, and school staff, counseling students with personal and psychological issues, and addressing relevant issues in the school, such as school attendance and social adjustment issues.</p>
Leal, Daniel	Instructional Coach	<p>An academic interventionist, Mr. Leal oversees behavioral and academic issues at Booker Middle School. As an academic interventionist, his job duties include monitoring the progress of all the students and identifying those who are having learning issues, academic problems and/or behavior problems.</p>

Name	Title	Job Duties and Responsibilities
Cohen, Allison	Instructional Coach	Ms. Cohen supports teachers and administrators in using data to improve instruction. As an Instructional Coach, she assists with the implementation of targeted strategies for small group instruction with students. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.

Demographic Information

Principal start date

Wednesday 7/1/2020, Lashawn Frost

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

60

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2019-20 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%)
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 .	

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	281	252	258	0	0	0	0	791
Attendance below 90 percent	0	0	0	0	0	0	23	32	38	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	41	50	50	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	3	0	1	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	4	0	1	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	58	60	58	0	0	0	0	176
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	68	68	52	0	0	0	0	188

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	74	76	65	0	0	0	0	215

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	4	0	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	10	5	5	0	0	0	0	20

Date this data was collected or last updated

Monday 10/12/2020

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	
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

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

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	
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

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	

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	
	(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.

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						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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						

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
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 developing teacher 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 of assessment 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. As a learning community, we have addressed some of these issues through effective scheduling and ongoing PD for all Math Teachers.

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 developing teachers and students(s) lack of reading and vocabulary skills. This year's 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 target group of teachers continued to build 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?

Two potential areas of concern are the ELL target group in Science and Social Studies. This target group performed lower than the prior year in Science and Social Studies. Additional areas of concern are the SWD students in Reading and Math.

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
3. Science Achievement

4. ELA Achievement
5. Attendance for Face to Face and Remote Learners

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: For Students with Disabilities, ELA and Math Achievement continues to be an area of focus for Booker Middle School. When students lack the foundational skills to successfully achieve targeted academic goals, this can lead to learning loss. As a result, they often fall behind their grade level peers. Students must have the skills and knowledge necessary to use Reading and Math as a tool to learn and understand in every content area. It is also imperative for students to be able to use Reading and Math to learn critical academic information. The SWD target group will be monitored for improvement in ELA and Math learning growth. Currently thirteen percent of students are proficient in Reading and forty percent in Math.

Measurable Outcome: By the year 2021, BMS will increase by ten percentage points to 23% in SWD ELA proficiency, which is the district percent and increase by ten percentage points to 50% in SWD Math proficiency.

Person responsible for monitoring outcome: Derek Jenkins (derek.jenkins@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. 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: 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. Reading Rewards is a specialized program to help give adolescents who struggle reading long multi-syllabic words and comprehending content area text additional support. 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, and be effective with all students with reading disabilities. Data from 2019 showed that students enrolled in the Rewards Program made learning gains in one semester. 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 Steps to Implement

1. Reading Teachers will Implement Rewards and/or Language Live Reading Curriculum.

Person Responsible Stephanie Lee (stephanie.lee@sarasotacountyschools.net)

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 in Reading and Math.

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

3. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction

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

4. Teachers will Use High Quality Text from Newsela across all Content Areas to Support Literacy.

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

5. Teachers will Implement High Impact Disciplinary Literacy Strategies in Reading and Math.

Person

Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

6. Teachers will Facilitate Small Group Instruction Based on Student Needs.

Person

Responsible Allison Cohen (allison.cohen@sarasotacountyschools.net)

7. Booker Middle School will Monitor Student Progress Through the Use of Research Based Assessments and Strategies.

Person

Responsible [no one identified]

8. Staff will Focus on Teacher Clarity and Effective Feedback to Students to Enhance the Quality of Students Receive and their Ability to Mastery Grade Level Standards.

Person

Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and 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 target groups will be monitored for improvement in Science Achievement: SWD currently 16 percent proficiency, ELL currently 10 percent proficiency and Black students currently 23 percent proficiency.

Measurable Outcome: By the year 2021, BMS will increase by twelve percentage points to 53% in Science proficiency.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: 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.

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 Steps to Implement

1. Teachers will Facilitate Small Group Instruction Based on Student Needs.

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

2. Teachers will Use the Science Discovery Tech Book and Implement Hands on Labs for Face to Face and Remote Learner. In Addition to These Resources, Teachers will Use Multiple High Quality Text, Including Newsela to Help Students Integrate their Knowledge of Scientific Concepts.

Person Responsible Deanna Dubose (deanna.dubose@sarasotacountyschools.net)

3. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction.

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

4. Teachers will Implement High Impact Disciplinary Literacy Strategies.

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

5. 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 Haley Shaffer (haley.shaffer@sarasotacountyschools.net)

6. Teachers will Facilitate Standards Mastery Science Assessments (Formative and Summative).

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

7. Staff will focus on Teacher Clarity and Effective Feedback to Students to Enhance the Quality of Students Receive and their ability to Mastery Grade Level Standards.

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus	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.
Description and Rationale:	

Measurable Outcome: By the year 2021, 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 target groups will be monitored for improvement in ELA Achievement: SWD currently 15 percent proficiency and ELL currently 20 percent proficiency

Action Steps to Implement

1. Reading Teachers will Implement Rewards and/or Language Live Reading Curriculum.

Person Responsible Stephanie Lee (stephanie.lee@sarasotacountyschools.net)

2. Teachers will Develop Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction.

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

3. Teachers will Facilitate Small Group Instruction Based on Student Needs.

Person Responsible [no one identified]

4. Teachers will Implement High Impact Transfer Literacy Strategies (Focus Strategies).

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

5. Writing Workshops and Thinking Maps will be Used to Support Instruction in the Learning Environment.

Person Responsible Stephanie Lee (stephanie.lee@sarasotacountyschools.net)

6. Staff will focus on Teacher Clarity and Effective Feedback to Students to Enhance the Quality of Students Receive and their Ability to Mastery Grade Level Standards.

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Small group instruction is critical for students who struggle academically. Our goal is to close the achievement gap through the use of small group instruction. We also want to ensure that our students will be successful in all content area courses. This strategy will allow 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 target groups will be monitored for improvement.

Measurable Outcome: By the year 2021, BMS will increase by six percentage points to 53% in annual learning gains in the lowest quartile as a result of small group instruction.

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. After analyzing classroom data, School Wide Intervention Blocks will be facilitated and students will receive small group interventions designed around their specific academic needs.

Rationale for Evidence-based Strategy: Providing small group instruction gives teachers an opportunity to differentiate and support students to maximize learning.

Action Steps to Implement

1. Teachers will be Trained in Best Practices for Small Group Instruction. The Teams Platform will be Used to Provide Small Group Instruction for Remote Learners.

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

2. Thinking Maps will be Used to Scaffold Instruction for all Learner.

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

3. Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments, Standard Aligned Tasks and Academic Strategies.

Person Responsible [no one identified]

4. High Impact Strategies will be used to Scaffold Skills.

Person Responsible [no one identified]

5. Staff will focus on Teacher Clarity and Effective Feedback to Students to Enhance the Quality of Students Receive and their Ability to Mastery Grade Level Standards.

Person Responsible Holly Ard (holly.ard@sarasotacountyschools.net)

#5. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Becoming aware of early warning signs and developing systems in a proactive manner will provide greater opportunities to support students and teachers.
Measurable Outcome:	By the year 2021, BMS will increase by four percentage points to 57% in annual learning gains.
Person responsible for monitoring outcome:	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)
Evidence-based Strategy:	Booker Middle School will monitor early warning signs and student progress through the use of research based assessments, intervention strategies and school-wide data.
Rationale for Evidence-based Strategy:	Research shows that the implementation of a successful progress monitoring system, increases the likelihood of students succeeding, despite adverse circumstances.

Action Steps to Implement

1. The ILT will Analyze the Early Warning Data for BMS Students Weekly during the ILT PLC.
Person Responsible LaShawn Frost (lashawn.frost@sarasotacountyschools.net)
2. The ILT will Develop an Intentional Plan for Wrap Around Support to Meet Student Needs.
Person Responsible LaShawn Frost (lashawn.frost@sarasotacountyschools.net)
3. The ILT will Reevaluate the Effectiveness of the Strategies Used to Address the Needs of Students with Early Warning Signs.
Person Responsible LaShawn Frost (lashawn.frost@sarasotacountyschools.net)
4. The MTSS Process will be Used to Facilitate the Continuous Improvement Model for BMS Scholars.
Person Responsible Cheryl Thomas (cheryl.thomas@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

- 1. 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.
- 2. 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. 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.
- 3. Lower-Quartile Percentage Points -** 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. School-wide professional development will have a focus on small group instruction. Sessions will take place throughout the school year. Fo
- 4. Discipline-** 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. 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. In addition, BMS will implement strategies to specifically target our African America males. While BMS is a Bronze level PBIS school, in order to improve its status, we must address the the needs of this target population.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$123,704.25
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	529-Technology-Related Textbooks	0084 - Booker Middle School	Title, I Part A		\$13,992.80
			<i>Notes: Language Live and Rewards</i>			
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		\$75,475.85
			<i>Notes: Academic Interventionist</i>			
	3374	310-Professional and Technical Services	0084 - Booker Middle School	Title, I Part A		\$34,235.60
			<i>Notes: Contracted Reading Support</i>			

2	III.A.	Areas of Focus: Instructional Practice: Science				\$94,553.61
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	319-Technology-Related Professional and Technical Services	0084 - Booker Middle School	Title, I Part A		\$3,600.00
			<i>Notes: IXL Science</i>			
	3377	120-Classroom Teachers	0084 - Booker Middle School	Title, I Part A		\$2,828.40
			<i>Notes: Summer Transition Program</i>			
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$86,577.93
			<i>Notes: Science Coach</i>			
	6400	140-Substitute Teachers	0084 - Booker Middle School	Title, I Part A		\$1,547.28
			<i>Notes: Professional Development</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$191,647.11
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	520-Textbooks	0084 - Booker Middle School	Title, I Part A		\$9,621.00
			<i>Notes: Spring Board Textbooks</i>			
	3336	239-Other	0084 - Booker Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Write Score</i>			
	6500	399-Other Technology-Related Purchased Services	0084 - Booker Middle School	Title, I Part A		\$14,400.00
			<i>Notes: IXL</i>			
	6300	590-Other Materials and Supplies	0084 - Booker Middle School	Title, I Part A		\$5,173.34
			<i>Notes: Cambridge Curriculum</i>			
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$68,754.88
			<i>Notes: Reading Resource Teacher</i>			
	3336	500-Materials and Supplies	0084 - Booker Middle School	Title, I Part A		\$9,621.00
			<i>Notes: Spring Board Workbooks</i>			
	3336	529-Technology-Related Textbooks	0084 - Booker Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Write Score</i>			
	3374	590-Other Materials and Supplies	0084 - Booker Middle School	Title, I Part A		\$5,173.34
			<i>Notes: Cambridge Curriculum</i>			
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$68,903.55
			<i>Notes: Resource Teacher 6th Grade</i>			
4	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$202,642.93
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$48,365.64

			<i>Notes: Contracted Services Small Group Instruction</i>			
	6400	140-Substitute Teachers	0084 - Booker Middle School	Title, I Part A		\$1,547.28
			<i>Notes: Professional Development</i>			
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$78,292.76
			<i>Notes: Resource Teacher Small Group Instruction and Coaching</i>			
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$74,437.25
			<i>Notes: Resource Teacher Small Group Instruction and Coaching</i>			
5	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$182,400.49
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2230	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$115,000.00
			<i>Notes: First Step: SAP and Mental Health Counselor for Early Warning Support. Social Emotional Learning.</i>			
	6110	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		\$54,779.00
			<i>Notes: Home School Liaison</i>			
	5000	120-Classroom Teachers	0084 - Booker Middle School	Title, I Part A		\$2,121.60
			<i>Notes: Summer Transition STEM Teachers</i>			
	3374	120-Classroom Teachers	0084 - Booker Middle School	Title, I Part A		\$5,833.03
			<i>Notes: After-School Program SWD</i>			
	3374	120-Classroom Teachers	0084 - Booker Middle School	Title, I Part A		\$4,666.86
			<i>Notes: After-School Program Lower-Quartile</i>			
Total:						\$803,695.86