



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Booker Middle School

2250 MYRTLE ST
Sarasota, FL 34234
941-359-5824

www.sarasotacountyschools.net/bookermiddle

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
81%

Alternative/ESE Center
No

Charter School
No

Minority Rate
75%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Booker Middle School

Principal

Lashawn Houston

School Advisory Council chair

Kay Daniels

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Derek Jenkins	Assistant Principal
Brian Dorn	Assistant Principal

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting Yes or No below.

Involvement of the SAC in the development of the SIP

The September SAC meeting was focused on the development of the SIP. The SAC committee reviewed the school-wide data and provided input regarding the academic needs of the school. This process will allow the SAC committee to provide ongoing feedback to support the Booker Middle School SIP Plan throughout the 2013-2014 school year.

Activities of the SAC for the upcoming school year

SAC will work collaboratively to drive the achievement and fundraising goals for Booker Middle School. Additionally, SAC will work to increase parent involvement.

Projected use of school improvement funds, including the amount allocated to each project

Teacher Professional Development: \$3,000.00

VPA Program Activities: \$1,000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lashawn Houston

Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Bachelor of Science in Philosophy and Philosophy. Master of Arts in Counseling and Educational Leadership.

Performance Record

Principal of Booker Middle School 2012-2013
 Assistant Principal of Booker Middle School 2009-2012
 2012-2013: Grade C, Reading Mastery 48 %; Math Mastery 46%; Writing 42%; Science 34%; AMO= 57%
 2011-2012: Grade C, Grade C, Reading Mastery 48 %; Math Mastery 43%; Writing 65%; Science 39%; AMO= 52%
 2010-2011: Grade B, Reading Mastery 63%; Math Mastery 60%; Writing Mastery 80%; Science Mastery 31%; AYP=69%
 2009-2010: Grade C, Reading Mastery: 61%, Math mastery 61%, Science mastery 31%. AYP: 77%, Only the White subgroup made AYP in reading. Total, White, Hispanic, and Economically Disadvantaged met Proficiency in Math. 53% Lowest 25%tile made Annual
 Learning Gains in Reading; 65% of the Lowest 25%tile made Annual Gains in Math
 Assistant Principal of Venice High School
 2008-2009: Grade C, Reading Mastery: 59%, Math mastery 86%, Science mastery 47%. AYP: 85%, None of the subgroups made AYP in reading. Only white and economically disadvantaged subgroup made AYP in math.
 2007-2008: Grade A. Reading Mastery: 57%, Math mastery 84%, Science mastery 50%. AYP: 87%, None of the subgroups made AYP in reading. Only white and economically disadvantaged subgroup made AYP in math.

Derek Jenkins

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Bachelor of Arts in Elementary Education, Master of Arts in Curriculum and Instruction and Educational Leadership.

Performance Record

Assistant Principal of Booker Middle School 2012-2013
 2012-2013: Grade C, Reading Mastery 48 %; Math Mastery 46%;
 Writing 42%; Science 34%; AMO= 57%
 Assistant Principal of Venice Middle School 2007-2012
 Assistant Principal of Oak Park South in 2007-2012
 Assistant Principal of Venice Middle School in 2011 - 2012
 Grade A, Reading Level 3 and Above: 66% Met High Standards in
 Reading, 68% Made Annual Learning Goal, 67% of Lowest 25%
 Made Annual Learning Goal
 Math Level 3 and Above: 67% Met High Standards in Math , 72%
 Made Annual Learning Goal 61% of Lowest 25% Made L. Goal
 Science Level 3 and Above: 63% Met High Standards in Science
 Writing Level 3 and Above: 91% Met High Standards in Writing
 Oak Park South was a non-graded school 2011 - 2012

Brian Dorn

Asst Principal

Years as Administrator: 1

Years at Current School: 2

Credentials

Bachelor of Arts Political Science and History and Master of Arts
 Educational Leadership.

Performance Record

Administrative Intern Booker Middle School 2012-2013
 2012-2013: Grade C, Reading Mastery 48 %; Math Mastery 46%;
 Writing 42%; Science 34%; AMO= 57%

Classroom Teachers**# of classroom teachers**

68

receiving effective rating or higher

0%

Highly Qualified Teachers

0%

certified in-field

, 0%

ESOL endorsed

18, 26%

reading endorsed

10, 15%

with advanced degrees

48, 71%

National Board Certified

1, 1%

first-year teachers

14, 21%

with 1-5 years of experience

27, 40%

with 6-14 years of experience

18, 26%

with 15 or more years of experience

23, 34%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Mentoring Program (SCIP); SCIP Lead Mentor/Administration
2. Professional Development Opportunities; Administration
3. Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs; Administration
4. Provide additional curriculum resources and materials as needed; Administration
5. Workshop Presentations at Local Colleges to recruit highly effective teachers; Administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Christopher Pauling Tonya Richardson Language Arts Background Sarasota County Induction Program
 JoAnna Fox Carlos Silva Visual Arts Background Sarasota County Induction Program
 Brittany Shurley Dawn Merzak Middle School Background Sarasota County Induction Program
 Liz Ranck Debra Piney Science Background Sarasota County Induction Program
 James Leggett Brett Varga Middle School Background Sarasota County Induction Program

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based MTSS Leadership team is comprised of general education personnel that facilitate MTSS as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. This team of educators was chosen as a member of the MTSS Leadership Team due to Booker Middle's desire to implement a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. The team also assists the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program. The team meets once a week to provide support to ALL students who are experiencing difficulties that may prevent them from achieving success to the best of their ability. The team engages in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Identify the school-based MTSS leadership team: The School Wide Support Team is comprised of a member of the Administrative staff, school counselors, ESE Liaisons, School Social Worker, School Psychologist, truancy worker, Academic Intervention Teacher, Behavior Intervention Teacher, General and Special Education Teachers.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching. Guidance Counselor: Oversees the scheduling of MTSS meetings with parents; disseminate student MTSS files from year to year to teachers currently involved in the MTSS process; collects and keeps MTSS files of students; maintains documentation log of all students involved in the MTSS process; takes notes for intervention team during meetings for student folder; obtains parent permission for screenings, and provide Tier II interventions for behavior. Reading Instructional Specialist: planning; supports Provides guidance on k-12 reading plan; facilitates and support data collection activities; assist in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

ESE Liaison: Provides guidance related to special needs support and strategies. Assures access to needed interventions, while helping to identify children with disabilities. Assist with providing data about how a child responds to scientifically-based intervention as part of the comprehensive evaluation required for identification of any disability.

School Psychologist: Conducts needs assessments to identify potential obstacles, concerns, and initial training needs. Designs evidence-based models that best fit the school's needs and resources. Plans for and conducts necessary staff training for implementation (e.g., training in evidence-based instructional interventions, evaluating student progress). Develops school norms for academic achievement (e.g., curriculum-based measures and other measures of student progress) and monitoring the reliability and validity of these norms over time. Oversees district level implementation and ongoing evaluation.

Engages in ongoing communication and consultation with administration, school board, teachers, and

parents. Identifies systemic patterns of student need (e.g., persistent difficulties among kindergarten and first grade students in basic phonics skills) and working with district personnel to identify appropriate, evidence-based intervention strategies.

School Social Worker: Maintains accurate data that are relevant to planning, management, and evaluation of school social work service. Conducts assessments that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern. Incorporates assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences. Works collaboratively to mobilize the resources of local education agencies (LEA) and communities to meet the needs of students and families.

Truancy Worker: Addresses truancy concerns and works collaboratively with families to ensure student success. Provides support to school personnel as needed to address attendance issues. Provides training to school personnel as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS leadership team is a vital link to the development and implementation of the SIP. The team engages in a process of using data to improve the learning environment. This continuous improvement process allows the team to provide input and progress monitor their goals throughout the school year.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school uses a variety of reports produced by the District Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AMO subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the district-wide benchmark assessments to summarize data for students at Tier 1, 2, and 3.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS leadership team participated in a Summer Institute during the pre-service week. On-going training and support are being provided as we continue build capacity among the staff members. The MTSS process will be facilitated by a strong system of professional development and support. Continuous coaching from administration will allow for an effective feedback and progress monitoring system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program**Minutes added to school year: 5,760**

The Tornado Transition Program is designed to give rising 6th Grade students a jump-start on the Middle School experience. Unlike any of its kind, the Tornado Transition Program provides students with a strong academic program that helps in closing any achievement gaps prior to starting middle school.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Tornado Transition Teachers uses the Data Works (a type of continuous improvement model) to progress monitor the goals of the program and student achievement. The data collected and analyzed is used to drive instruction and program needs.

Who is responsible for monitoring implementation of this strategy?

The Transition Program PLC and the Administrative Team.

Strategy: Before or After School Program**Minutes added to school year: 1,440**

The 21st Century After-School Program is designed to supplement the educational needs of Booker Middle School students. Students receive additionally support in core academic areas. Enrichment activities are incorporated to allow for a well rounded educational program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is analyzed and collected using the Data Works Continuous Improvement Model. This process is ongoing and used to drive the instructional needs of our students.

Who is responsible for monitoring implementation of this strategy?

After-School teachers and the administrative team are responsible for collecting and analyzing data.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
LaShawn Houston	Principal
Brain Dorn	AP
Vivian Heggs	Title I Reading Teacher
Artrice Clark	Academic Interventionist
Al Weger	ESOL Liaison
Chris Pauling	Curriculum Leader
Stephanie Lee	Curriculum Leader
Kathy Ansley	Curriculum Leader
Noemi Ramirez	Media Aide

How the school-based LLT functions

The LLT team meets monthly to develop and review the implementation of campus wide literacy initiatives, agendas are created and shared with all stakeholders and all information from the Literacy Leadership Team meetings are shared with the staff of the school. It is the responsibility of the LLT to ensure that all stakeholders understand and support the

Major initiatives of the LLT

Literacy Leadership Team will contribute to increase student achievement and create a culture of literacy learners. The committee will ensure that the focus, goals, and initiatives of the committee are developed based on student and teacher data and are aligned with the Reading SIP goals. The LLT will create a culture of engaging in effective Lesson Study, modeling in classrooms, using data to analyze the effectiveness of instruction and redesigning instruction and resources to meet student learning and intervention needs. The LLT will monitor and support the implementation of the reading program initiatives on campus and continue to research scientifically based reading instruction and strategies for continuous growth. Finally, the LLT will creating and share school-wide initiatives and activities (be specific) promote literacy throughout the learning community.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Through monthly staff meetings and weekly Collaborative Planning Team meetings facilitated by Curriculum Leaders, all instructional staff will be directly involved in the design, deployment , and delivery of literacy learning for all students through the implementation of reading strategies focused on comprehension, fluency, vocabulary, and decoding non-fictional text.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Booker Middle School has incorporated a "College for Every Student Program" designed to introduce students to STEM related courses and activities. Students are afforded many opportunities to experience college and career readiness programs.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance Counselors work collaboratively with content area teachers to promote academic and career planning. Students are invited to participate in the "College for Every Student" program. This program helps to bring the college experience alive to students.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	48%	No	61%
American Indian				
Asian	88%	50%	No	89%
Black/African American	45%	34%	No	51%
Hispanic	52%	44%	No	57%
White	78%	73%	No	80%
English language learners	46%	17%	No	51%
Students with disabilities	36%	13%	No	42%
Economically disadvantaged	52%	42%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	224	28%	32%
Students scoring at or above Achievement Level 4	156	20%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	10	100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	514	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	144	73%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	47	57%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	35%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	32%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	102	41%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	43%	No	58%
American Indian				
Asian	88%		No	89%
Black/African American	43%	27%	No	48%
Hispanic	48%	40%	No	54%
White	72%	65%	No	75%
English language learners	45%	22%	No	51%
Students with disabilities	36%	14%	No	42%
Economically disadvantaged	48%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	227	29%	31%
Students scoring at or above Achievement Level 4	115	15%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	483	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	133	67%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	86	10%	11%
Middle school performance on high school EOC and industry certifications	83	10%	10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	69%	69%
Students scoring at or above Achievement Level 4	16	18%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		50%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	23%	27%
Students scoring at or above Achievement Level 4	34	14%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	260	33%	33%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	47	6%	0%
Students who fail a mathematics course	25	4%	1%
Students who fail an English Language Arts course	20	3%	1%
Students who fail two or more courses in any subject	10	1%	0%
Students who receive two or more behavior referrals	206	25%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	320	39%	34%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Presentation of materials that address Title I component. Distribution supplemental materials to assist parents in their student's achievement.	150	20%	30%
Increase Interactive session on ways to increase student achievement.	400	50%	60%
Increase attendance at Quarterly Report Card Nights	400	50%	60%
Informational event to support Literacy in the classroom and home.	200	25%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 90% are currently demonstrating proficiency on EOC Exams.
- G2.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all students in Science.
- G3.** By the year 2014, there will be a minimum of a 10 percentage point increase in Writing.
- G4.** By the year 2014, there will be a minimum of a ten percentage increase in parent involvement at Booker Middle School.
- G5.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency in Reading and Math.

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 90% are currently demonstrating proficiency on EOC Exams.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- Civics EOC

Resources Available to Support the Goal

- Success Maker
- Green Test

Targeted Barriers to Achieving the Goal

- Deficiency in mathematics skills and their application
- Vocabulary Deficits

Plan to Monitor Progress Toward the Goal

PD Opportunities

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Agendas, Lesson Plans

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all students in Science.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interactive Science Notebooks and Inquiry Based Science Lessons

Targeted Barriers to Achieving the Goal

- Vocabulary Deficits Reading stamina in nonfiction and technical texts
- Instructional delivery lack active engagement.

Plan to Monitor Progress Toward the Goal

Benchmark testing Common Assessments Internal progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data Analysis

G3. By the year 2014, there will be a minimum of a 10 percentage point increase in Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Collins Writing Program and District-wide Writing PD.

Targeted Barriers to Achieving the Goal

- Deficit in Writing
- Writing Stamina

Plan to Monitor Progress Toward the Goal

Analysis of student writings. Administrative lesson plan review Classroom Walk Through

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Benchmark results

G4. By the year 2014, there will be a minimum of a ten percentage increase in parent involvement at Booker Middle School.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent University Workshops
- Parent Resource Room
- Parent Involvement Committee

Targeted Barriers to Achieving the Goal

- Parents ability to attend Workshops, Meetings and other events.
- Parents lack of knowledge regarding the educational system

Plan to Monitor Progress Toward the Goal

Meeting agendas

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Activity sign-in sheets

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency in Reading and Math.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

Resources Available to Support the Goal

- I-Engage Lesson Design

Targeted Barriers to Achieving the Goal

- Deficit in Reading and Math Skills
- Level of rigor on FCAT 2.0
- Deficiency in foundational mathematics and reading skills and their application.

Plan to Monitor Progress Toward the Goal

Classroom Walkthroughs Lesson Plan Checks Lesson Studies

Person or Persons Responsible

Admin/District PD Department

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Benchmark Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 90% are currently demonstrating proficiency on EOC Exams.

G1.B1 Deficiency in mathematics skills and their application

G1.B1.S1 I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

Action Step 1

Understanding the I-Engage Lesson Design

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Classroom Walkthroughs

Facilitator:

Administration

Participants:

Teachers

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Highly Effective Indicators for Success

Plan to Monitor Effectiveness of G1.B1.S1

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs

G1.B2 Vocabulary Deficits

G1.B2.S1 Participation in school-wide vocabulary initiative

Action Step 1

Participation in School-wide Vocabulary Initiative

Person or Persons Responsible

Students and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Composition Notebooks, Flip Charts

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Wow Word Initiative

Person or Persons Responsible

Students and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Composition Books

Plan to Monitor Effectiveness of G1.B2.S1

Wow Words Initiative

Person or Persons Responsible

Adminsitartion

Target Dates or Schedule

Weekly

Evidence of Completion

Composition Notebooks

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all students in Science.

G2.B1 Vocabulary Deficits Reading stamina in nonfiction and technical texts

G2.B1.S1 Participate in school wide vocabulary initiative. Emphasize common science vocabulary
Collaboration with LA teachers

Action Step 1

Collaborative planning Student data Classroom walk through

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark assessments FOCUS testing

Facilitator:

Science Department Chair

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Highly Effective Indicators for Success

Plan to Monitor Effectiveness of G2.B1.S1

I-Engage Implementation

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Assessments

G2.B1.S2 Ongoing I-Engage Training for increased knowledge of implementation of best practices in the classroom

Action Step 1

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation Feedback Forms Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Instructional delivery lack active engagement.

G2.B2.S1 Ongoing Training in I-Engage instructional Strategies

Action Step 1

Ongoing Training in I-Engage instructional Strategies

Person or Persons Responsible

Adminsitartion

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Ongoing Training in I-Engage instructional Strategies

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas

Plan to Monitor Effectiveness of G2.B2.S1

Ongoing Training in I-Engage instructional Strategies

Person or Persons Responsible

Adminsitartion

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

G3. By the year 2014, there will be a minimum of a 10 percentage point increase in Writing.

G3.B1 Deficit in Writing

G3.B1.S1 Implementation of writing instruction for all students aligned with district Instructional Focus Calendar and Collins Writing Program. Train teachers using the rubric outlined in the comprehensive school-wide writing plan.

Action Step 1

Train all teachers in Collins Writing Program and District Writing

Person or Persons Responsible

Administration, LA Department Chair, District Trainer

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas and PLC Minutes

Facilitator:

Chris Pauling, Patti Brustad

Participants:

All Booker Middle Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Collins Writing Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Collins Writing Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Samples, Lesson Plans

G3.B2 Writing Stamina

G3.B2.S1 Increase opportunities for students to do demand writing across contents.

Action Step 1

Increase opportunities for students to do demand writing across contents.

Person or Persons Responsible

Administration, PLC Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1

PLC collaboration

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Minutes

Plan to Monitor Effectiveness of G3.B2.S1

Check Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan Samples

G4. By the year 2014, there will be a minimum of a ten percentage increase in parent involvement at Booker Middle School.

G4.B1 Parents ability to attend Workshops, Meetings and other events.

G4.B1.S1 Training on the importance of being an active participant in the learning environment

Action Step 1

Various opportunities to participate and flexible meeting times.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda Meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Workshops

Person or Persons Responsible

Teachers and Parents

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and Sign-in Sheets

Plan to Monitor Effectiveness of G4.B1.S1

Parent Workshops

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas

G4.B2 Parents lack of knowledge regarding the educational system

G4.B2.S1 Parent University Workshops

Action Step 1

Implementation of Parent University

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Workshop Agendas

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda Samples

Plan to Monitor Effectiveness of G4.B2.S1

Parent Surveys

Person or Persons Responsible

Parents, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Surveys

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency in Reading and Math.

G5.B1 Deficit in Reading and Math Skills

G5.B1.S1 I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

Action Step 1

I-Engage Training Workshops

Person or Persons Responsible

All Staff

Target Dates or Schedule

September

Evidence of Completion

PD Agenda, PLC Minutes

Facilitator:

Administration

Participants:

All Booker Middle Teachers

Action Step 2

I-Engage Training

Person or Persons Responsible

All Staff

Target Dates or Schedule

September

Evidence of Completion

PD Agenda, PLC Minutes

Facilitator:

Adminsitartion

Participants:

All Booker Middle Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

I-Engage Lesson Design

Person or Persons Responsible

Adminsitartion

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G5.B1.S1

I=Engage Lesson Design

Person or Persons Responsible

Adminsitartion

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Lesson Plans

G5.B2 Level of rigor on FCAT 2.0

G5.B2.S1 Remediation during the school day and through afterschool support Provide direct tutorial support with skill deficits through trained volunteers in classrooms

Action Step 1

Supplemental Educational Programs

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedules, documented minutes

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Supplemental Programs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student progress, Benchmark Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Supplemental Programs

Person or Persons Responsible

Resource Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Progress Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs.

Supplemental Educational Services are also provided for free tutoring to those who qualify.

Title I, Part C- Migrant: The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ESOL Liaison coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D: The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II: Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. The district has opted not to assign Title I schools.

Title III: Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless: Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring. We partner with the YMCA to provide support for our homeless youth.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs: Programs such as Second Step and Community of Caring support prevention of substance abuse and violence in around the school as well as promote character education. Law enforcement and Juvenile Justice are also program components. These programs foster a safe, drug-free learning environment that supports student achievement. The district also provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 90% are currently demonstrating proficiency on EOC Exams.

G1.B1 Deficiency in mathematics skills and their application

G1.B1.S1 I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

PD Opportunity 1

Understanding the I-Engage Lesson Design

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Classroom Walkthroughs

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all students in Science.

G2.B1 Vocabulary Deficits Reading stamina in nonfiction and technical texts

G2.B1.S1 Participate in school wide vocabulary initiative. Emphasize common science vocabulary
Collaboration with LA teachers

PD Opportunity 1

Collaborative planning Student data Classroom walk through

Facilitator

Science Department Chair

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark assessments FOCUS testing

G3. By the year 2014, there will be a minimum of a 10 percentage point increase in Writing.

G3.B1 Deficit in Writing

G3.B1.S1 Implementation of writing instruction for all students aligned with district Instructional Focus Calendar and Collins Writing Program. Train teachers using the rubric outlined in the comprehensive school-wide writing plan.

PD Opportunity 1

Train all teachers in Collins Writing Program and District Writing

Facilitator

Chris Pauling, Patti Brustad

Participants

All Booker Middle Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas and PLC Minutes

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency in Reading and Math.

G5.B1 Deficit in Reading and Math Skills

G5.B1.S1 I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

PD Opportunity 1

I-Engage Training Workshops

Facilitator

Administration

Participants

All Booker Middle Teachers

Target Dates or Schedule

September

Evidence of Completion

PD Agenda, PLC Minutes

PD Opportunity 2

I-Engage Training

Facilitator

Adminsitartion

Participants

All Booker Middle Teachers

Target Dates or Schedule

September

Evidence of Completion

PD Agenda, PLC Minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 90% are currently demonstrating proficiency on EOC Exams.	\$10
G3.	By the year 2014, there will be a minimum of a 10 percentage point increase in Writing.	\$5,000
G5.	By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency in Reading and Math.	\$10
Total		\$5,020

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program	Professional Development
Total	\$5,020	\$20	\$5,000
Title I	\$10	\$10	
Title I funds.	\$5,000	\$5,000	
Title I funds	\$10	\$10	

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 90% are currently demonstrating proficiency on EOC Exams.

G1.B1 Deficiency in mathematics skills and their application

G1.B1.S1 I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

Action Step 1

Understanding the I-Engage Lesson Design

Resource Type

Evidence-Based Program

Resource

Teachers will received Training on how to effectively implement the I-Engage lesson Design.

Funding Source

Title I funds

Amount Needed

\$10

G3. By the year 2014, there will be a minimum of a 10 percentage point increase in Writing.

G3.B1 Deficit in Writing

G3.B1.S1 Implementation of writing instruction for all students aligned with district Instructional Focus Calendar and Collins Writing Program. Train teachers using the rubric outlined in the comprehensive school-wide writing plan.

Action Step 1

Train all teachers in Collins Writing Program and District Writing

Resource Type

Professional Development

Resource

Teachers will be trained on the Implementation of the Collins Writing Program. Additionally, teachers will be provided opportunities to receive writing training from district support staff.

Funding Source

Title I funds.

Amount Needed

\$5,000

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency in Reading and Math.

G5.B1 Deficit in Reading and Math Skills

G5.B1.S1 I-Engage strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

Action Step 1

I-Engage Training Workshops

Resource Type

Evidence-Based Program

Resource

Teachers will understand how to better use the I engage lesson design to increase student achievement.

Funding Source

Title I

Amount Needed

\$5

Action Step 2

I-Engage Training

Resource Type

Evidence-Based Program

Resource

Teachers will understand how to effectively implement the I-Engage Lesson Design

Funding Source

Title I

Amount Needed

\$5