



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY

Sarasota, FL 34234

941-361-6480

www.sarasotacountyschools.net/emmaebooker

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 94%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 C
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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

Emma E. Booker Elementary School

Principal

Dawn Clayton

School Advisory Council chair

Tony Torrence

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

Name	Title
Dawn Clayton	Principal
Marya Fairchild	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

Emma E. Booker's School Advisory Committee consists of community members as well as parents and several staff members. Parents are invited to express their interest in participating in the SAC committee on an annual basis.

SAC Chair: Tony Torrence, Community Member; Twynette Williams-Poole, Parent, Lynne Whitfield, Community Member, Virginia Robinson, Parent, Kate Kramer, SAC Secretary & Teacher, Theresa Marks, Teacher, Dawn Clayton, Principal

Involvement of the SAC in the development of the SIP

The SAC committee meetings monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data (FCAT) of Florida's high-stakes testing. Recommendations for improving programs such as after-school or Saturday tutoring experiences have come from these meetings. The SAC committee also reviews and renders final approval of the yearly School Improvement Plan, the annual Parent Involvement Plan, budgets and other needs assessment data such as the Title I surveys and the district's parent climate surveys. Once again, recommendations are rendered to improve the overall programs.

Activities of the SAC for the upcoming school year

For the 2013-14 school year, the SAC committee will actively analyze Needs Assessment Data which will include by not be limited to: FCAT & other progress monitoring data, Climate survey data, Title I survey data, budget information, parent involvement programming, parent-school compact and positive behavior support school-wide plans.

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

At this point, there are no SIP funds. EEB has a Title Part A budget for Flexible Direct Instruction, Professional Development and Parent Involvement.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dawn Clayton

Principal

Years as Administrator: 11

Years at Current School: 5

Credentials

BA : City College of New York, CUNY, English Literature
 MAT: Manhattanville College, Elementary Education
 MSE: College of New Rochelle, Administration & Supervision
 Certification:
 School Principal
 Elementary Education
 Educational Leadership

Performance Record

2012-13 C
 2011-12 C
 2010-11 C
 2009-10 C
 2008-09 C
 2007-08 B
 2006-07 A
 2005-06 A
 2004-05 A
 2003-04 A

Marya Fairchild		
Asst Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	BS University of South Florida MS Nova Southeastern Certification in Ed. Leadersip, University of S. Florida Certification: School Principal Educational Leadership Social Science Education 6-12 Elementary Education K-6	
Performance Record	2012-13 C 2011-12 C 2010-11 C 2009-10 C 2008-09 C 2007-08 B	

Instructional Coaches

of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Dwana Washington		
Full-time / School-based	Years as Coach: 6	Years at Current School: 23
Areas	Reading/Literacy	
Credentials		
Performance Record	2012-13 C 2011-12 C 2010-11 C 2009-10 C 2008-09 C 2007-08 B	

Larry Hoover		
Full-time / School-based	Years as Coach: 0	Years at Current School: 23
Areas	Mathematics	
Credentials	BA --Elementary Education, USF MA--Instructional Technology--Nova University ESOL Endorsement Gifted Endorsement	
Performance Record	N/A First Year	

Kate Kramer		
Full-time / School-based	Years as Coach: 0	Years at Current School: 11
Areas	RtI/MTSS	
Credentials	B.A.- Williams Paterson University M.A.- National-Louis University K-6 Elementary Education K-12 Special Education ESOL Endorsement	
Performance Record	First year as coach	

Classroom Teachers

# of classroom teachers	45
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	45, 100%
# ESOL endorsed	26, 58%
# reading endorsed	4, 9%
# with advanced degrees	23, 51%
# National Board Certified	4, 9%
# first-year teachers	4, 9%

with 1-5 years of experience

18, 40%

with 6-14 years of experience

11, 24%

with 15 or more years of experience

16, 36%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

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

Sarasota County and EEB provide a SCIP mentoring program available to all new teachers. A teacher mentor is provided for the school year to help the new teacher with the transition to our school and/or the profession. Highly qualified teachers function as teacher mentors to provide the best mentoring experience possible. In addition the principal and assistant principal work dilligently to provide a climate in which teachers want to work here and grow as teacher leaders.

Dawn Clayton, Principal

Marya Fairchild, Asst. Principal

SCIP Lead teacher, Makaya Moran

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels so mentor and mentee can plan together for instruction. There are monthly SCIP meetings to bring new teachers up to speed on district and school initiatives.

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

EEB's MTSS team meets weekly and looks at each grade level progress monitoring data. Each grade level has an MTSS facilitator that meets with grade level teams regularly to plan for and implement Tier II and Tier III interventions. Additional instructional supports are offered in grades K-5 for students who are performing below level. There are three Title I teachers that support classroom teachers with providing additional supports to below level students through a newly developed program called MAX-designed to look at frequent data points of each student and tailor instruction around their needs.

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

Each member of the school based leadership team has a specific function and role as it relates to MTSS and SIP.

Dawn Clayton, Reviews progress monitoring and summative (Florida's statewide FCAT data) and engages stake-holders to make decisions to improve the quality of instructional programing.

Collaborative conversations are held during SAC meetings, SDMT, and LLT meetings to ensure that our school's SIP is a document that guides our school's instructional decisions. Active member of MTSS team to oversee and ensure Tier II and Tier III interventions are being properly implemented.

Marya Fairchild, Reviews progress monitoring and summative (Florida's statewide FCAT data) and engages stake-holders to make decisions to improve the quality of instructional programing. Active member of MTSS team to oversee and ensure Tier II and Tier III interventions are being properly implemented.

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

The leadership team regularly attends our school's MTSS meetings, as well as grade level CPT meetings to ensure that both the school's MTSS process and the SIP goals are being carried out. Regularly meetings with our schools MTSS facilitators are held to keep abreast of any grade levels that need extra support. Weekly meetings with the schools LLT and curriculum team occur on Monday to regularly review school and grade level data and plan for instructional needs. IPDP meetings are held with each teacher on campus to ensure that their goals are aligned with the SIP.

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

A variety of data sources are used to plan for and support the needs of the students at EEB. Before the school year begins a comprehensive analysis of FCAT data is broken down into grade level, class level data, as well as specific clusters. This information is discussed at CPT meetings and planned for actively through the year. In addition data is regularly reviewed from FAIR, district wide math benchmark assessments, Envision tests that assess weekly and topic skills mastered, BOY assessments and weekly assessments through the Reading Wonders curriculum, and SM data in reading and math. All of these instructional data points are evaluated at LLT meetings, as well as with classroom teachers. In writing prompts are administered and scored to determine baseline data and progress towards mastery in writing. Both behavior and attendance are monitored regularly through AS400 as well as Thinkgate. Weekly attendance meetings and appropriate interventions are created to assist children and families getting to school regarly and on time.

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

EEB has three MTSS facilitators that work directly with each classroom teacher to assist in understanding the MTSS process as well as help develop and implement appropriate interventions. Fall and Spring parent conferences are held to aide in communication between classroom teacher and families. Weekly MTSS meetings are held to improve processes and assist facilitators and classroom teachers. Updates from these meetings are immediately distributed to teachers to aide in understanding and communication.

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: Before or After School Program

Minutes added to school year: 13,500

Emma Extra our after school program enrolls students in grades 3-5 who are performing below level in reading and/or math. Teachers from our school site will use materials aligned with Common Core and NGSS standards to provide additional time and instruction to students in areas that they are below level.

Strategy Purpose(s)

- Instruction in core academic subjects

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

School wide progress monitoring data broken down by each student will be used to determine how students are performing towards the goal of mastery.

Who is responsible for monitoring implementation of this strategy?

Dwana Washington, Lead Teacher of Emma Extra

Strategy: Weekend Program**Minutes added to school year: 720**

In the Spring EEB provides an FCAT Academy, aimed at providing intensive Saturday instruction in the core areas of reading and math. All 3-5 students are invited to attend.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Summative FCAT data is used to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Dwana Washington, Lead Teacher of FCAT Academy

Strategy: Extended Day for All Students**Minutes added to school year: 13,500**

Booker Boost provides an extended learning opportunity for students in grades 2-5 who are performing on or above level. Teachers work with groups of students on enrichment activities in science and other content areas. The intent of the program is project based learning to incorporate all content areas in student learning.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Booker Boost evaluates progress monitoring data through the year as well as summative data through FCAT.

Who is responsible for monitoring implementation of this strategy?

Phyllis Woods, Booker Boost Coordinator

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

Name	Title
Dawn Clayton	Principal
Marya Fairchild	Assistant Principal
Larry Hoover	Title I Teacher
Dwana Washington	Title I Teacher
Kate Kramer	Title I Teacher

How the school-based LLT functions

The school based LLT meets weekly on Mondays to discuss school wide progress monitoring data of all students. In addition the team provides direct intensive support to the lowest 25% performing students in reading. The LLT collaborates with each grade level team and proactively plans to meet students needs in areas they are weak. The team provides current and relevant PD to teachers that is used directly with students.

Major initiatives of the LLT

The major initiatives of the LLT will be weekly contact with the lowest 25%.
Providing current and relevant PD to all teachers.
Collaborating weekly with teachers and progress monitoring grade level and class data.
Promoting and tracking student participation in SSYRA books.
Promoting and tracking AR points, percentages, and breakdown of non-fiction/fiction books.

Every Teacher Contributes to Reading Instruction

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

A master schedule was developed to ensure that every teacher has enough time allocated to teach ELA instruction on a daily basis. Kindergarten and First grade children teach reading for a total of 150 minutes. Students in grades 3-5 receive 120 minutes of reading instruction daily with a minimum of 90 uninterrupted minutes of instruction.
Teachers also receive quality professional development in the areas of English Language Arts instruction that includes a focus on transitioning to the Common Core State Standards and implementing the newly adopted Reading curriculum, Reading Wonders.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. We provide them with learning materials and offer activities they can be working on at home with their child. In addition EEB continues to have strong collaboration with the Children's First program, housing 2 Pre-k programs on our campus. We meet yearly with the leadership of this organization and have worked to develop expectations for incoming K students.

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	53%	49%	No	58%
American Indian				
Asian				
Black/African American	50%	44%	No	55%
Hispanic	59%	64%	Yes	63%
White	58%	69%	Yes	63%
English language learners				
Students with disabilities	34%	32%	No	41%
Economically disadvantaged	53%	49%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	28%	30%
Students scoring at or above Achievement Level 4	52	21%	23%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	172	70%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	43	70%	71%

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)	23	52%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	23%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	25%	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	33	49%	51%
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	47%	49%	Yes	52%
American Indian				
Asian				
Black/African American	46%	41%	No	51%
Hispanic	51%	69%	Yes	56%
White	41%	54%	Yes	47%
English language learners				
Students with disabilities	31%	21%	No	38%
Economically disadvantaged	45%	48%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	29%	31%
Students scoring at or above Achievement Level 4	47	19%	21%

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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	150	61%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	65%	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	22%	24%
Students scoring at or above Achievement Level 4	18	21%	23%

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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	85	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	25	21%	19%
Students who are not proficient in reading by third grade	86	58%	56%
Students who receive two or more behavior referrals	100	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	93	5%	3%

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

During the 2012-13 school year, EEB parents participated in a fall and spring parent conference with their child's teacher. The fall conference rate was 89% while the spring conference rate was 83%. For the 2013 school year, our fall conference target is 90% and the spring conference target is 84%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
80% Attendance for the fall and spring parent conferences	520	86%	87%

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.** Reading Goal: EEB would like to see an increase of the lowest performing 25% of students scoring proficiency on the 4th and 5th grade FCAT reading assessment.

Goals Detail

G1. Reading Goal: EEB would like to see an increase of the lowest performing 25% of students scoring proficiency on the 4th and 5th grade FCAT reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- For the 2013-14 school year, EEB has devised a new curriculum team that consists of the Principal, AP, Reading Coach, Math Coach and Intervention Coach. The three teachers on this team are working directly with teachers to improve instructional strategies that will yield more effective reading lessons. These teachers are also working directly with all 4th and 4th grade students that scored a level 1 or 2 (this includes our lowest 25% for reading) on the FCAT reading assessment. The curriculum team also meets bi-weekly to review the progress of these students and devise interventions for these students.

Targeted Barriers to Achieving the Goal

- Barriers include the large numbers of students that are highly mobile, moving within and out of the attendance zone throughout the school year, large numbers of ESE and LEP students as well.

Plan to Monitor Progress Toward the Goal

Review Progress monitoring data

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, AP

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Pride Ongoing review forms that render feedback to teachers at the multiple points of observation

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reading Goal: EEB would like to see an increase of the lowest performing 25% of students scoring proficiency on the 4th and 5th grade FCAT reading assessment.

G1.B1 Barriers include the large numbers of students that are highly mobile, moving within and out of the attendance zone throughout the school year, large numbers of ESE and LEP students as well.

G1.B1.S1 EEB will offer additional PD opportunities in Reading through Common Core and Reading Wonders through our district Specialist Dr. Naiman. Training will focus around Common Core standards, pacing of the new curriculum, and assessments.

Action Step 1

Reading Wonders and Common Core training for all grade level teachers to work on deep understanding of the common core standards as well as pacing of Reading Wonders curriculum.

Person or Persons Responsible

All grade level teachers K-5

Target Dates or Schedule

During CPT times, dates to be scheduled with Dr. Naiman

Evidence of Completion

Progress monitoring data of student progress. Classroom observations

Facilitator:

Dr. Suzanne Naiman

Participants:

All grade level teachers

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

Ongoing classroom visits and observations to ensure implementation of professional development strategies.

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, Asst. Principal

Target Dates or Schedule

ongoing

Evidence of Completion

ongoing classroom visits and observations

Plan to Monitor Effectiveness of G1.B1.S1

Through classroom visits and observations administrators will be able to see appropriate pacing and attention to common core standards.

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, Asst. Principal

Target Dates or Schedule

ongoing

Evidence of Completion

classroom observations and lesson plans

G1.B1.S2 EEB will offer training in the area of Response to Literature working intesively with teachers to improve textual based writing. These trainings will occur during CPT times.

Action Step 1

Response to Literature Professional Development training

Person or Persons Responsible

All grade level teachers

Target Dates or Schedule

Pre-planning week

Evidence of Completion

Classroom observations

Facilitator:

Dwana Washington, Tanisha Williams, Fayth Jenkins, Alicia Weingart, Sherry Gunderson

Participants:

All grade level teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Ensuring fidelity of implementation of response to literature.

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, Asst. Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Evident through classroom visits and observations. Evident in CPT plannig meetings. Lesson Plans.

Plan to Monitor Effectiveness of G1.B1.S2

Monitor the effectiveness of Response to Literature in the classroom.

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, Asst. Principal

Target Dates or Schedule

ongoing through CPT meetings, classroom visits, and observations.

Evidence of Completion

Student writing samples

G1.B1.S3 The intervention teacher has a background of working with ESE children; her expertise is critical when planning and devising engaging and meaningful learning activities for ESE children. The Reading Coach and Math Coach and Intervention teacher are all ESOL endorsed and skilled at developing lesson plans for children with Limited English Proficiency.

Action Step 1

Ensure that intervention, math, and reading teachers are working daily with students.

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, Asst. Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Schedule and identification of students who are in need of intensive remediation.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Meet with teams and review progress of the curriculum team meetings and interventions during bi-weekly curriculum team meetings.

Person or Persons Responsible

Dawn Clayton, Prinipal Marya Fairchild, AP

Target Dates or Schedule

On-going Fall 2013

Evidence of Completion

Notes from the curriculum team

Plan to Monitor Effectiveness of G1.B1.S3

review progress monitoring data and render feedback to the curriculum team, classroom teachers, children and parents where necessary

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, AP

Target Dates or Schedule

Ongoing school year

Evidence of Completion

Agendas and notes from bi-weekly curriculum team meetings

G1.B1.S4 These teachers will work with our 3rd-5th grade children that scored a Level 1 or 2 on the 2013 FCAT assessment or show signs of low performance on progress monitoring assessments. Students will receive intensive remediation and support on specific skills that need bolstering.

Action Step 1

Collaborative PLANNING

Person or Persons Responsible

Grade Level teams will meet with Data/Literacy Coach emphasis on Reading Wonders Implementation and Increasing Oral Reading Fluency

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Collaborative Planning Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Ensure grade level teams are meeting with reading coach and implementing common core standards and Reading Wonders curriculum.

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, Asst. Principal

Target Dates or Schedule

throughout the school year during CPT times

Evidence of Completion

CPT meeting notes, classroom visits

Plan to Monitor Effectiveness of G1.B1.S4

CPT meetings and planning. Curriculum/MAX team meetings and plans

Person or Persons Responsible

Dawn Clayton, Principal Marya Fairchild, Asst. Principal

Target Dates or Schedule

Bi-weekly Curriculum team meetings CPT meetings MAX meetings

Evidence of Completion

Classroom visits, observations, progress monitoring of student 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 Flexible Direct instruction dollars are utilized to provide additional services to children. These services include a variety of instructional materials that are needed in classrooms to support engaging learning experiences that are aligned to adopted standards. The Flexible Direct Instruction also provides supplemental direct instruction to support students in reading and math. Other Title I monies include the professional development budget which provides support for professional development implementation of science, ela and math instruction. Title I Parent Involvement funds will be utilized to increase parent participation in school activities designe to improve student achievement. The district's Food and Nutrition department provides a daily healthy fruit or vegetable to every child at EEB. Additionally, a full dinner is provided to every child in the afterschool programs ta EEB. EEB coordinates with the largest Head Start provider within the community (Children's First). EEB allows for two children's first classrooms to be housed at EEB. Children that will eventually attend EEB when they reach school age are identified and enrolled within these classrooms.

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. Reading Goal: EEB would like to see an increase of the lowest performing 25% of students scoring proficiency on the 4th and 5th grade FCAT reading assessment.

G1.B1 Barriers include the large numbers of students that are highly mobile, moving within and out of the attendance zone throughout the school year, large numbers of ESE and LEP students as well.

G1.B1.S1 EEB will offer additional PD opportunities in Reading through Common Core and Reading Wonders through our district Specialist Dr. Naiman. Training will focus around Common Core standards, pacing of the new curriculum, and assessments.

PD Opportunity 1

Reading Wonders and Common Core training for all grade level teachers to work on deep understanding of the common core standards as well as pacing of Reading Wonders curriculum.

Facilitator

Dr. Suzanne Naiman

Participants

All grade level teachers

Target Dates or Schedule

During CPT times, dates to be scheduled with Dr. Naiman

Evidence of Completion

Progress monitoring data of student progress. Classroom observations

G1.B1.S2 EEB will offer training in the area of Response to Literature working intesively with teachers to improve textual based writing. These trainings will occur during CPT times.

PD Opportunity 1

Response to Literature Professional Development training

Facilitator

Dwana Washington, Tanisha Williams, Fayth Jenkins, Alicia Weingart, Sherry Gunderson

Participants

All grade level teachers

Target Dates or Schedule

Pre-planning week

Evidence of Completion

Classroom observations

Appendix 2: Budget to Support School Improvement Goals