

Sarasota County Schools

# Emma E. Booker Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

## Demographics

Principal: Cameron Parker

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (39%) 2017-18: C (43%) 2016-17: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Sarasota County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Emma E. Booker Elementary School

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[www.sarasotacountyschools.net/emmaebooker](http://www.sarasotacountyschools.net/emmaebooker)

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

“High Expectations For All”

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

We recognize that 1) parent and family engagement is a shared responsibility and that 2) parent and family engagement encourages high quality instruction for all learners. We strive to offer needed family engagement sessions through parent survey feedback regarding desired sessions.

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Oliver, Edwina	Principal	<p>Establishes a vision of academic success for students.</p> <p>Creates and nurtures a culture of collective efficacy within the school.</p> <p>Keeps track and monitors the development and performance of all processes.</p> <p>Endeavors to maintain an environment that is conducive to learning.</p>
Henderson, Tia	Assistant Principal	<p>Assist principal in creating a culture of collective efficacy among staff members.</p> <p>Bring to life the goals of EEB through identification of objectives for instruction, ensuring teacher fidelity to EEB curriculum resources and block models.</p> <p>Responsible for teacher improvement and motivation.</p> <p>Assist principal with school management, student activities and services, community relations, personnel, and curriculum instruction responsibilities.</p> <p>Coordinate with principal to assist in defining and enforcing school policies and guidelines for students and staff.</p> <p>Responsible for the oversight of the MTSS process and SWST to ensure student needs are met within each classroom environment and the integrity of interventions are upheld.</p> <p>Responsible for student behavior management in grades K-2.</p>
Cirillo, Gina	Assistant Principal	<p>Assist principal in creating a culture of collective efficacy among staff members.</p> <p>Bring to life the goals of EEB through identification of objectives for instruction, ensuring teacher fidelity to EEB curriculum resources and block models.</p> <p>Responsible for teacher improvement and motivation.</p> <p>Assist principal with school management, student activities and services, community relations, personnel, and curriculum instruction responsibilities.</p> <p>Coordinate with principal to assist in defining and enforcing school policies and guidelines for students and staff.</p> <p>Responsible for the oversight of the ESE department to ensure student IEP goals are met.</p> <p>Responsible for student behavior management in grades 3-5.</p>
Fernandez, Debra	Teacher, K-12	<p>As the ESOL Teacher/Liaison, Ms. Fernandez assists in the coordination of eligibility and placement for ESOL students at EEB. In addition, she provides leadership for improving instruction for our ESOL students.</p>
Major-Harper, Carolyn	SAC Member	<p>Ms. Major-Harper is a SAC member. As such she provides support and advice in regards to EEB's academic programs and activities.</p>
Washington, Dwana	Teacher, K-12	<p>Small group instruction teacher for bottom quartile students as well as Tier 2 and Tier 3 students.</p> <p>Ms. Washington's groups are comprised of students from grades 3-5.</p> <p>Third Grade Team Leader, Data Coach, SLA Coordinator</p>



Name	Position Title	Job Duties and Responsibilities
Nero, Rachel	Teacher, K-12	Ms. Bosak is a first grade teacher at EEB and as such is responsible for the academic success of her students as well as their social and emotional needs. Ms. Bosak is also the first grade team leader.
Mahoney, Megan	Teacher, K-12	Ms. Mahoney is a third grade teacher at EEB and as such is responsible for the academic success of her students as well as their social and emotional needs.
Taylor, Tami	Instructional Coach	As an instructional facilitator Ms. Taylor assists in ensuring teacher fidelity to the ELA curriculum and the classroom block model in grades K-5. This includes providing teachers feedback from classroom visits, modeling and coaching.
Hachem, Diana	Instructional Coach	As an instructional facilitator Ms. Hachem assists in ensuring teacher fidelity to the math curriculum and the classroom block model in grades K-5. This includes providing teachers feedback from classroom visits, modeling and coaching.
Carter, Kelli	Instructional Coach	As an instructional facilitator Ms. Carter assists in ensuring teacher fidelity to the science curriculum and the classroom block model in grades K-5. This includes providing teachers feedback from classroom visits, modeling and coaching.
Williams, Robin	Other	As a Behavior Specialist, Mr. Williams helps coordinate the Functional Assessments of Behavior and Behavior Intervention Plans that address students' inappropriate behaviors and provide a means to help the students become more academically successful. In addition, he works with teachers to refine classroom strategies such as CHAMPS to provide the optimal learning environment for all.

## Demographic Information

### Principal start date

Saturday 7/1/2017, Cameron Parker

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

2

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

8

**Total number of teacher positions allocated to the school**

44

**Total number of students enrolled at the school**

525

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data****Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	25	87	76	88	96	94	0	0	0	0	0	0	0	466	
Attendance below 90 percent	0	32	26	20	35	24	0	0	0	0	0	0	0	137	
One or more suspensions	0	5	10	7	10	13	0	0	0	0	0	0	0	45	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	5	3	4	9	0	0	0	0	0	0	0	24

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	0	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 7/19/2021

## 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	20	80	82	98	96	71	0	0	0	0	0	0	0	447
Attendance below 90 percent	9	13	8	15	6	6	0	0	0	0	0	0	0	57
One or more suspensions	0	3	7	27	15	29	0	0	0	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	15	10	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	16	0	0	0	0	0	0	0	27
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	5	11	21	20	0	0	0	0	0	0	0	59

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	7	9	24	27	27	0	0	0	0	0	0	0	100
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

## 2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	20	80	82	98	96	71	0	0	0	0	0	0	0	447
Attendance below 90 percent	9	13	8	15	6	6	0	0	0	0	0	0	0	57
One or more suspensions	0	3	7	27	15	29	0	0	0	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	15	10	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	16	0	0	0	0	0	0	0	27
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	5	11	21	20	0	0	0	0	0	0	0	59

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	7	9	24	27	27	0	0	0	0	0	0	0	100
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	68%	57%	32%	66%	56%
ELA Learning Gains				47%	62%	58%	42%	57%	55%
ELA Lowest 25th Percentile				48%	53%	53%	66%	46%	48%
Math Achievement				39%	73%	63%	40%	72%	62%
Math Learning Gains				43%	67%	62%	43%	63%	59%
Math Lowest 25th Percentile				32%	53%	51%	34%	51%	47%
Science Achievement				27%	65%	53%	47%	66%	55%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	38%	70%	-32%	58%	-20%
Cohort Comparison						
04	2021					
	2019	43%	67%	-24%	58%	-15%
Cohort Comparison		-38%				
05	2021					
	2019	29%	68%	-39%	56%	-27%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	73%	-30%	62%	-19%
Cohort Comparison						
04	2021					
	2019	40%	72%	-32%	64%	-24%
Cohort Comparison		-43%				
05	2021					
	2019	25%	70%	-45%	60%	-35%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	65%	-39%	53%	-27%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Quarter one, fall progress monitoring data, was derived from i-Ready standards mastery assessments in grades 3-5 and the fifth grade science benchmark. Primary grades wrote their own formative assessments used for progress monitoring with the assistance of the Instructional Facilitators. Quarter 2 through the remainder of the year had all grades writing their formative assessments with assistance from the Instructional Facilitators, when needed.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	7%	62%
	Economically Disadvantaged	22%	7%	58%
	Students With Disabilities	6%	2%	17%
	English Language Learners	3%	1%	9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21%	24%	56%
	Economically Disadvantaged	20%	22%	53%
	Students With Disabilities	6%	7%	16%
	English Language Learners	3%	4%	8%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	17%	61%
	Economically Disadvantaged	16%	16%	58%
	Students With Disabilities	5%	5%	17%
	English Language Learners	3%	3%	9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	36%	49%
	Economically Disadvantaged	9%	34%	46%
	Students With Disabilities	3%	5%	14%
	English Language Learners	2%	5%	7%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	4%	23%
	Economically Disadvantaged	19%	3%	21%
	Students With Disabilities	6%	0%	6%
	English Language Learners	3%	0%	3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	50%	64%
	Economically Disadvantaged	10%	47%	60%
	Students With Disabilities	3%	14%	18%
	English Language Learners	2%	8%	10%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	22%	75%
	Economically Disadvantaged	34%	21%	71%
	Students With Disabilities	10%	6%	21%
	English Language Learners	5%	3%	6.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	36%	72%
	Economically Disadvantaged	29%	34%	70%
	Students With Disabilities	9%	10%	20%
	English Language Learners	5%	5%	11%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	43%	21%
	Economically Disadvantaged	14%	41%	20%
	Students With Disabilities	4%	12%	6%
	English Language Learners	2%	6%	3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	53%	37%
	Economically Disadvantaged	23%	50%	35%
	Students With Disabilities	7%	15%	10%
	English Language Learners	4%	8%	6%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	63%	69%
	Economically Disadvantaged	47%	59%	64%
	Students With Disabilities	14%	18%	19%
	English Language Learners	8%	9%	7%

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	45	54	19	41	62	18				
ELL	28	27		26	36						
BLK	28	40	53	30	25	50	33				
HSP	30	42		43	33		53				
MUL	29			21							
WHT	67			67							
FRL	30	39	55	36	32	50	37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	32	44	16	33	29					
ELL	41	55		26	27		20				
BLK	31	38	43	37	44	33	15				



2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	42	61		40	40	31	40				
MUL	72	70		53	50						
WHT	62			31							
FRL	37	46	46	38	43	32	26				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	42	64	21	38	28	17				
ELL	35	47		35	41						
BLK	29	40	68	35	37	29	37				
HSP	35	52		44	45		54				
MUL	40			60							
WHT	46	36		50	70						
FRL	32	43	66	40	43	34	47				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

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

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

First, second and fourth grade progress monitoring data showed positive trends in ELA informational standards, while Kindergarten progress monitoring data showed site word and literature standard positive trends. Third grade ELA progress monitoring data portrayed opportunities within the informational standards and in fifth grade we have opportunities in comparing multiple texts.

Kindergarten, first, second, third and fifth grade had positive trending data in the measurement and data domain. Kindergarten, first and third also displayed positive trends in the numbers and operations in base ten domain.

Progress monitoring data shows opportunities in fourth and fifth grade in geometry and decimals respectively.

Fifth grade progress monitoring for science showed positive trends in the human body and adaption strands, with room for improvement in the scientific method.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 FSA data brought Emma E. Booker Elementary to a grade of D. All content area FSA data portrayed a need for improvement across all grade level standards. Since school year 2019-2020, EEB has been working with the Bureau of School Improvement to improve in all content area areas. Progress Monitoring data from school year 2020-2021 does show improvement across many standards, driving our belief that 2021 FSA data will return us to a school grade of C or higher.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Inconsistencies over time across grade levels in standards based instruction, rigorous tasks versus activities, alignment of standards, instructional best practices, and teacher content knowledge brought EEB's school grade to a D in SY 2018-2019. Systematic and programmatic changes K-5 in instructional delivery, standards based planning and standards aligned assessment are addressing needs for improvement.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement was shown in fifth grade science based on 2020-2021 progress monitoring and science benchmark data. In addition, both Math and ELA progress monitoring data showed improvement in several domains. The most improvement in ELA was seen in the informational

standards, across nearly every grade level, and the most improvement in math, across nearly every grade level, was in the measurement and data and numbers and operations in base ten domains.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

As previously mentioned, EEB has been working with the BSI to improve pedagogy, become systems driven and embrace fidelity to the systems, thereby enabling our students to succeed. School year 19-20 an ELA and Math Instructional Facilitator were added to staff to assist as positive change agents. School year 20-21 added a Science Facilitator. These staff members work alongside our teachers to plan lessons, give feedback and coach teachers, model lessons and direct data talks during CPT's. These new staff members have been an integral part of our improvement. In addition, we have implemented mandatory block model components in ELA, Math and Science.

The block model components are designed with research based programs being utilized in every classroom, in every core content area, every day. The block model requires small group instruction daily in both ELA and Math. Lastly, daily thirty minute school wide intervention blocks for reading are utilized to address Tier 2 deficits.

**What strategies will need to be implemented in order to accelerate learning?**

Working with the BSI has enabled our teachers to grow and become more confident in their pedagogy, very specifically standards based teaching. Utilizing data to drive small group instruction and utilizing rich tasks versus activities during the block model have been strategies for success the BSI has helped us to implement to accelerate learning at EEB.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Since our involvement with the BSI, we have been receiving guidance on instructional planning protocols. Specifically the BSI has worked with our facilitators to assist the Instructional Facilitators in how to make the instructional planning sessions most productive. Dr. Thompson has sat in on planning sessions and provided specific feedback. Our teachers seem most receptive to instructional planning sessions during the school day versus after school. We will be working together to do our best to bring this to fruition.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We continue our journey through this school year alongside the BSI. Their specific involvement will be determined by the grade that we earn this year. Their guidance has been invaluable and we appreciate the opportunity to continue receiving their services, as we make our way out of a Covid impact year and hopefully enter a more normal school year in 2021-2022.

The social and emotional well being of our students is addressed through the contracted work of Dr. Javar Godrey and the mental health counselors from The Florida Center.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** There was a decrease in the number of behavior incidents. However, school year 2020-2021 brought unusual circumstances due to Covid. Masks and concurrent teaching may have played a part in reducing behavior incidents. With a more normal school year upon us, we should continue to focus on social emotional learning to keep our behaviors at a minimum.

**Measurable Outcome:** By the end of 2022, there will be a 4% decrease in the number of incidents that result in the loss of instructional time.

**Monitoring:** Behavior specialists, with the support of admin, will review monthly discipline data provided by the district. In addition, EEB behavior specialists will review the Notices of Concerns, looking for negative trends that need to be addressed.

**Person responsible for monitoring outcome:** Robin Williams (robin.williams@sarasotacountyschools.net)

**Evidence-based Strategy:** Emotional Health Hygiene Program  
Inner Explorer Program  
Harmony

**Rationale for Evidence-based Strategy:** Using Inner Explorer promotes elementary school aged students with social and emotional skills that will help support them in the learning environment. Adding the Emotional Health Hygiene Program by Dr. Godfrey will support our staff with working with difficult behaviors and students with emotional deficits. Counselors will provide continuous grade level lessons from Harmony.

**Action Steps to Implement**

Professional Development

1. Revisit PBIS program with staff at the beginning of the year.

**Person Responsible:** Robin Williams (robin.williams@sarasotacountyschools.net)

Counselors will provide Harmony lessons K-5 throughout the year.

**Person Responsible:** Robin Williams (robin.williams@sarasotacountyschools.net)

Professional Development

1. Inner Explorer refresher for staff.

**Person Responsible:** Robin Williams (robin.williams@sarasotacountyschools.net)

Parent and Family Engagement

3. Provide PD for our Families regarding the expectation of CHAMPS in the school setting. This will specifically address positive versus negative reinforcements.

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

Direct student instruction

4. Continue to Review and Revamp our Tier 2 and 3 supports for students of concerns to ensure they receive what they need for overall success.

**Person Responsible:** Robin Williams (robin.williams@sarasotacountyschools.net)

Professional Development

5. Require daily morning block of Inner Explorer in every classroom.

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

Instructional Materials

6. Ensure that every classroom teacher has an active Inner Explorer Account and Harmony resources and is familiar with daily lessons and other components of these programs.

**Person Responsible** Robin Williams (robin.williams@sarasotacountyschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Emma E. Booker's area of focus will be to continue to align standards across ELA, Math and Science content areas to purposefully improve Tier 1 instructional practices with fidelity. School wide achievement and learning gains fall significantly short in all three content areas. As teacher instructional practices continue to improve, student achievement will improve as well.

By the end of the first quarter, teacher walk through data will demonstrate at least 70% of teachers utilizing instructional practices and resources that are standards based and integrate content areas. The goal is 100% of our teachers meeting the expectation by school year end. Administration, Curriculum Leader and Instructional Facilitators will follow prescribed protocols to determine teacher fidelity to the instructional practices and use of resources.

**Measurable Outcome:** Goal: ELA Achievement will increase from 39% to 60%  
 Goal: ELA Learning Gains will increase from 47% to 60%  
 Goal: ELA Learning Gains of the Lowest Quartile will increase from 48% to 60%

Math Achievement will increase from 39% to 60%.  
 Math Learning Gains will increase from 43% to 60%.  
 Math Learning Gains of the Lowest Quartile will increase from 32% to 60%.

Science Achievement will increase from 27% to 50%.

**Monitoring:** Classroom Walk Throughs  
 Instructional Review

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

**Evidence-based Strategy:** Collaborative Planning to decrease the barriers that effective Tier 1 instruction. This includes weekly 55 minute Collaborative Planning Times (CPT), monthly during school planning sessions, and instructional modeling by the Facilitators.

**Rationale for Evidence-based Strategy:** Building teacher instructional capacity is an essential step in improving student achievement. Instructional facilitators have been hired to support, teach and model standards-based, rigorous instruction for our teachers.

**Action Steps to Implement**

Professional & Curriculum Development

Teachers will participate in monthly 1/2 day during school Standards-Based planning facilitated by district Program Specialists, Curriculum Lead and EEB Instructional Facilitators. The Curriculum Lead and Instructional Facilitators will observe, model, coach, and support in classrooms to ensure that teachers are putting planned strategies and lessons into practice with fidelity. This will be monitored through walk throughs, lesson plans, reviewing data from i-Ready, DreamBox, formative and summative assessments.

Additional Resources new to instructional staff as of last year ago: Flocabulary, Reading A-Z, i-Ready, Lyrics2Learn, Dream Box, Study Island, Pearson Elevate, Hand 2 Mind Number Talks, Hand 2 Mind Independent Center Program



**Person Responsible** Tia Henderson (tia.henderson@sarasotacountyschools.net)

Teachers will be provided an anonymous feedback form after 1/2 day plannings to ensure needs are being met.

**Person Responsible** Tia Henderson (tia.henderson@sarasotacountyschools.net)

Administrators, Curriculum Lead and Facilitators will develop protocol for monitoring performance as it relates to the SIP goals.

Monitoring: Administrative and Curriculum Team will self monitor use of protocol artifacts.

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

Training will be provided to teachers for newly purchased resources related to ELA, Math and Science. Follow-up meetings will take place for answering questions, and to provide clarity to ensure that teachers are implementing standards-aligned programs with fidelity.

Monitoring: Attendance sheets will be utilized to monitor teacher participation.

**Person Responsible** Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

Teachers will utilize data from formative assessments to plan for instruction during CPT's. These conversations will assist in driving instruction to ensure rigor is high and student learning gaps are closing. Instructional Facilitators may model strategies for teacher clarification. Other student achievement data to be utilized in planning for instruction includes i-Ready reading and math, benchmark data in reading, math and science, running records in reading, comprehension checks in reading, and writing samples.

Monitoring: Data trends conversation must be tracked on CPT Notes, a minimum of twice monthly.

**Person Responsible** Tia Henderson (tia.henderson@sarasotacountyschools.net)

#### Direct Student Instruction

Contracted personnel to provide support for identified students.

Monitor: Instructional Facilitators will meet weekly with support personnel to provide curriculum, monitor student progress and make adjustments as needed.

EEB ELA Instructional Facilitator to model best practices instruction, collaboratively plan with grade level teams to integrate content into the ELA block, and monitor student data.

EEB Math Instructional Facilitator to model best practices instruction, collaboratively plan with grade level teams to produce engaging and rigorous lessons, create schedule for support personnel, review data to choose bubble students and provide curriculum guide and resources for the contracted personnel. Math IF will also meet with contracted personnel weekly to collaborate and make changes as necessary.

EEB Science Instructional Facilitator to create curriculum resources guide for each grade level, review benchmark data to support teachers' responsive instruction, and model and support science instruction.

**Person Responsible** Gina Cirillo (gina.cirillo@sarasotacountyschools.net)



**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Emma E. Booker's area of focus for ELA will be on rigorous questioning and task alignment to standards. Schoolwide achievement and learning gains fall significantly short in all three content areas. As teacher instructional practices in questioning and task-alignment continue to improve, student achievement in all content areas will improve as well.

**Measurable Outcome:** By the end of the first quarter, teacher walk-through data will demonstrate at least 70% of teachers have crafted and are actively asking rigorous questions and assigning tasks designed to meet the purposed learning. The goal is 100% of our teachers meeting the expectation by school year end. Administration, Curriculum Leader and Instructional Facilitators will follow prescribed protocols to determine teacher fidelity to the instructional practices and use of resources.

**Monitoring:** Classroom Walk Throughs  
Instructional Reviews  
Planning Protocol Steps  
Weekly Planning Sessions

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

**Evidence-based Strategy:** Collaborative Planning to decrease the barriers that effective Tier 1 ELA instruction in the areas of questioning and task-alignment. This includes weekly 55-minute Collaborative Planning Times (CPT), monthly during schoolwide, 1/2 day planning sessions, and instructional modeling by the Facilitators. It is the expectation that the facilitators utilize the Planning Protocol to design instruction and analyze student work.

**Rationale for Evidence-based Strategy:** Building teacher instructional capacity is an essential step in improving student achievement. Instructional facilitators have been hired to support, teach and model standards-based, rigorous instruction for our teachers.

**Action Steps to Implement**

Create a planning protocol using the BSI template. This protocol will serve as the framework for all ½ day monthly planning sessions, as well as the weekly content area planning meetings.

**Person Responsible:** Tami Taylor (tami.taylor@sarasotacountyschools.net)

Plan and implement monthly ½ day planning sessions.

**Person Responsible:** Tami Taylor (tami.taylor@sarasotacountyschools.net)

Create a memorandum for the weekly planning sessions.

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

Create a Literacy Council with teachers from every grade level acting as ELA leaders. Council will meet monthly to ensure that questioning and task-alignment remains the primary ELA focus. Focused PD will be planned and implemented by council members to increase their capacity to lead ELA instruction on their respective grade levels.

**Person Responsible** Tia Henderson (tia.henderson@sarasotacountyschools.net)

Continue to work with district and state support before, during, and after planning sessions to ensure lessons are on-point.

**Person Responsible** Tami Taylor (tami.taylor@sarasotacountyschools.net)

Develop a classroom walk schedule with admin, facilitator, and any additional district or state support.

**Person Responsible** Tia Henderson (tia.henderson@sarasotacountyschools.net)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

To ensure student success in ESE self-contained classrooms, where student enrollment represents EEB's Essa subgroups, the ESE AP and the ESE Program Manager, will observe classrooms twice monthly. Ongoing data will be collected, analyzed and reviewed with teachers. ESE program manager will model instructional best practices in ELA classrooms of highest concern. ESE AP and School Instructional Facilitators will provide additional coaching in ELA, Math and Science content areas.

ELA instructional practices will focus on rigorous questioning, and standard aligned tasks. Math instructional practices will focus on the use of H2M Number Talks/Strings and the use of the GPS which relies on inquiry based learning. Science instructional practices will focus on the use of the BSI Science model to fidelity.

**Measurable Outcome:**

By the end of the first quarter, teacher walk-through data will demonstrate at least 70% of teachers have crafted and are actively asking rigorous questions, assigning standards aligned tasks, are using the prescribed math and science models as described in the area of focus. The goal is 100% of our teachers meeting the expectation by school year end. Administration, Curriculum Leader and Instructional Facilitators will follow prescribed protocols to determine teacher fidelity to the instructional practices and use of resources.

**Monitoring:**

Classroom Walk Throughs  
Instructional Reviews  
Planning Protocol Steps  
Weekly Planning Sessions

**Person responsible for monitoring outcome:**

Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

**Evidence-based Strategy:**

Collaborative Planning to decrease the barriers surrounding effective Tier 1 ELA, Math & Science instruction. This includes weekly 55-minute Collaborative Planning Times (CPT), monthly during schoolwide staff meetings, 1/2 day planning sessions, and instructional modeling by the Facilitators. It is the expectation that the facilitators utilize the Planning Protocol to design instruction and analyze student work.

**Rationale for Evidence-based Strategy:**

Building teacher instructional capacity is an essential step in improving student achievement. Instructional facilitators have been hired to support, teach and model standards-based, rigorous instruction for our teachers.

**Action Steps to Implement**

Create a planning protocol using the BSI template. This protocol will serve as the framework for all ½ day monthly planning sessions, as well as the weekly content area planning meetings.

**Person Responsible**

Diana Hachem (diana.hachem@sarasotacountyschools.net)

Plan and implement monthly ½ day planning sessions.

**Person Responsible**

Tami Taylor (tami.taylor@sarasotacountyschools.net)

Implement, recently voted on and passed, additional content area CPT's, to be led by all content area Instructional Facilitators.

**Person Responsible** Kelli Carter (kelli.carter@sarasotacountyschools.net)

Continue to work with district and state support before, during, and after planning sessions to ensure lessons are on-point

**Person Responsible** Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

Develop a classroom walk schedule with admin, facilitator, and any additional district or state support.

**Person Responsible** Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The school leadership team will provide Professional Development for all staff in the use of CHAMPS with fidelity. This will ensure a schoolwide focus on classroom expectations. The outcome will then be a decrease in referrals, as students and staff will clearly know and understand expectations.**

### Part IV: Positive Culture & Environment

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

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

### Describe how the school addresses building a positive school culture and environment.

School year 2021-2022 is beginning with an instructional staff retreat at the Ringling Museum. We believe that getting to know each other outside of the school setting to specifically "Discover each other's Greatness" will be an incredibly positive and impactful beginning to the new school year. Last year was quite stressful for all stakeholders, and especially our teachers. Our goal is to rebuild trust, respect and form new bonds of collegiality that leads us to truly believe in and support collective efficacy~ the shared belief that the school's staff can have a positive impact on student achievement.

Emma E. Booker has several community organizations that support our students and will be back on campus this year doing so. They include the Rise program through Take Stock in Children, which offers assistance to our kindergarten and first grade students, and Girl's Inc which offers group and one on one

mentoring to our third, fourth and fifth grade girls.

Reading Rockets are a group of dedicated volunteers who read to our kindergarten and first grade students weekly. This program will also be welcomed back to work with students one day a week for the first half of the year.

Families will continue to be provided opportunities to engage in Meet the Teacher and Open House forums, as well as parent engagement activities that will support the needs of our families. Parent engagement activities will be designed based on feedback from parents, so we ensure needs are met.

Emma E. Booker provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

Parent and families are regularly invited to attend School Advisory Council (SAC) and Parent Teacher Organization (PTO) meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Emma E. Booker responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

Furthermore, a Title I Annual Meeting is scheduled for parents and families at a convenient time and date in the Fall. All parents are invited and encouraged to attend through timely notice. Additionally, strategies such as child care and a light snack provided during meal time may be provided in an effort to remove barriers and increase participation. The purpose of the Title I Annual Meeting is to describe the school's participation in the Title I, Part A program and the rights of families to be involved. During the Title I Annual Meeting, information related to curriculum, the State's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know will also be provided.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Ms. Edwina Oliver, Principal, Ms. Tia Henderson and Ms. Gina Cirillo, Assistant Principals will all lead the charge to promote, support and bolster a positive culture and environment at EEB. In addition, it is our hope that the instructional staff retreat will promote a positive culture in such a way that it becomes the norm for all to embody a positive outlook that becomes contagious for all staff members AND our students.

We will form a culture task force at the close of our retreat and will enlist their help, in numerous endeavors, throughout the school year to promote and provide for a positive culture and environment for all stakeholders.

Ms. Brooke Crowley, Home School Liaison, works diligently to bridge the relationship between school and

home. She connects the families to the community resources that are available which creates a consistent positive relationship for all.

Lastly, Ms. Phyllis Woods, will continue as our Parent Engagement Coordinator. Our Instructional Facilitators also assist Ms. Woods with Literacy, Math and Science Nights.

## Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$223,551.88
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	UniSIG	1.0	\$61,407.94
			Notes: Instructional Facilitator for Science - Kelli Carter Salary			
	5000	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$6,644.34
			Notes: Instructional Facilitator for Science - Kelli Carter Retirement (10.82%)			
	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$3,807.29
			Notes: Instructional Facilitator for Science - Kelli Carter Social Security (6.2%)			
	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$890.42
			Notes: Instructional Facilitator for Science - Kelli Carter Medicare (1.45%)			
	5000	230-Group Insurance	0501 - Emma E. Booker Elementary School	UniSIG		\$10,099.13
			Notes: Instructional Facilitator for Science - Kelli Carter Group Health Insurance			
	5000	234-Cafeteria Plan	0501 - Emma E. Booker Elementary School	UniSIG		\$614.08
			Notes: Instructional Facilitator for Science - Kelli Carter Cafeteria Benefits			
	5000	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$614.08
			Notes: Instructional Facilitator for Science - Kelli Carter Worker's Comp (1%)			
	5000	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	UniSIG		\$60,796.21
			Notes: Curriculum and Instruction Lead - Gina Cirillo Salary			
	5000	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$6,578.15
			Notes: Curriculum and Instruction Lead - Gina Cirillo Retirement (10.82%)			
	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG	1.0	\$3,769.36

			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Social Security (6.2%)</i>			
	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$881.54
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Medicare (1.45%)</i>			
	5000	230-Group Insurance	0501 - Emma E. Booker Elementary School	UniSIG		\$10,625.86
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Group Health</i>			
	5000	234-Cafeteria Plan	0501 - Emma E. Booker Elementary School	UniSIG		\$607.96
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Cafeteria Benefits</i>			
	5000	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$607.96
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Worker's Comp (1%)</i>			
	5000	150-Aides	0501 - Emma E. Booker Elementary School	UniSIG	1.0	\$22,800.33
			<i>Notes: Paraprofessional/Classified Staff - SIMMONS Salary</i>			
	5000	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$2,467.00
			<i>Notes: Paraprofessional/Classified Staff - Simmons Retirement (10.82%)</i>			
	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$1,413.62
			<i>Notes: Paraprofessional/Classified Staff - Simmons Social Security (6.2%)</i>			
	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$330.60
			<i>Notes: Paraprofessional/Classified Staff - Simmons Medicare (1.45%)</i>			
	5000	230-Group Insurance	0501 - Emma E. Booker Elementary School	UniSIG		\$6,110.47
			<i>Notes: Paraprofessional/Classified Staff - Simmons Group Health</i>			
	5000	234-Cafeteria Plan	0501 - Emma E. Booker Elementary School	UniSIG		\$228.00
			<i>Notes: Paraprofessional/Classified Staff - Simmons Cafeteria Benefits</i>			
	5000	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$228.00
			<i>Notes: Paraprofessional/Classified Staff - Simmons Worker's Comp (1%)</i>			
	5000	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	UniSIG	0.15	\$18,021.96
			<i>Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine 6 hours/day x 3 days per week = 18 hours per week 18 hours x 33 weeks of services = 594 hours Paid at the School Board Approved Rate \$30.34 (Masters) beginning September 1st, 2021 - August 31st, 2022 Local Code 145</i>			
	5000	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$1,949.98
			<i>Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine Retirement (10.82%)</i>			

	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$1,117.36
			Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine Social Security (6.2%)			
	5000	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$261.32
			Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine Medicare (1.45%)			
	5000	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$180.22
			Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine Worker's Comp (1%)			
	5000	510-Supplies	0501 - Emma E. Booker Elementary School	UniSIG		\$498.70
			Notes: Consumable supplies, materials, and text to support collaborative, instructional planning activities (chart paper, markers, sticky notes, index cards) as part of Professional Learning Communities (PLC+)			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
					Total:	\$232,393.75