Booker Middle School

2021-22 Schoolwide Improvement Plan

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Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

Demographics

Principal: Lashawn Frost

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (56%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
Middle School 6-8	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Booker Middle School is simple: "High Expectation for All"

Provide the school's vision statement.

The vision of Booker Middle School is: "Inspiring Tomorrow's Leaders" and Engaging Community and Families.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Frost, LaShawn	Principal	Dr. Lashawn Frost provides strategic direction for the staff, students and parents of Booker Middle School. Other key roles involve overseeing standardized curricula, assessing teaching methods, monitoring student achievement, encouraging parent involvement, revising policies and procedures, school budget, hire and evaluate staff and overseeing facilities.
Leal, Daniel	Assistant Principal	Mr. Leal deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. He coordinates with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Parker, Cameron	Assistant Principal	Mrs. Parker deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. She coordinates with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Clark, Tracey	School Counselor	Mrs. Clark oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment, analyzes student performance in class and identify sources of problems, gets to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, host crisis intervention and prevention programs, facilitates communication between parents, Teachers, administrators and students about behavior and academic problems and assist with school programs and events.
Thomas, Cheryl	School Counselor	Mrs. Thomas oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment, analyzes student performance in class and identify sources of problems, gets to know students and their unique needs to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, host crisis intervention and prevention programs, facilitates communication between parents, Teachers, administrators and students about behavior and academic problems and assist with school programs and events.
Schaffer, Grace	Other	As the BMS Academic Interventionist, Mrs. Schaffer oversees academic issues and concerns at school. As an academic interventionist, her job duties include monitoring the progress of all the students and identifying those who are having learning issues and/or other academic problems. She collaborates with the ILT and SWST to problem solve and facilitate the continuous improvement process.

Name	Position Title	Job Duties and Responsibilities
Campbell, LaTonya	Psychologist	Mrs. Campbell works with the BMS Team to support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. She also facilitates testing for students as needed.
Dilego, Anostasia	Attendance/ Social Work	Mrs. Dilego School Social Worker's responsibilities include providing information to students, parents, and school staff, counseling students with personal and psychological issues, and addressing relevant issues in the school, such as school attendance, illegal drugs, teen pregnancy, and social adjustment issues.
Dubose, Deanna	Science Coach	Mrs. Dubose supports teachers and administrators in using data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports the coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.
Scherzer, Jessica	Instructional Coach	Mrs. Scherzer supports teachers and administrators in using data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.
Frazier, Edward	Paraprofessional	The Behavior Technician is responsible for assisting the Behavior Specialists to implement behavior reduction and behavior plans. Mr. Frazier assists students with day to day activities, monitor their behavior, record and collect data on students' progress, and communicates with students and parents.
Cohen, Allison	Math Coach	Ms. Cohen supports teachers and administrators in using data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.
Lee, Stephanie	Reading Coach	Ms. Stephanie Lee supports teachers and administrators in using data to improve instruction on all levels. As an Instructional Coach, she assists with the implementation of professional development targeted topics and designs. She supports coaching plans for teachers to ensure student improvement and contributes to the development systems and structures to improve teacher practice within Booker Middle School.

Name	Position Title	Job Duties and Responsibilities
Ramos, Alba	Other	The ESE and ELL Liaison provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students. Provides assistance and information to parents of ESE students. Provides Crisis Intervention Services to all ESE staff and students as needed. Provides classroom observation for students being considered for ESE placement. Conducts the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. Provides training for ESE teachers on the computerized IEP system and IEP development including measurable goals. Provides training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students. Provides training for ESE teachers on the use of district selected research based materials. Coordinates articulation between departments, schools and/or agencies for ESE students. Coordinates ESE transportation for the school site. Maintains accurate ESE records for auditing purposes.
Carpenter, Isaiah	Behavior Specialist	The Behavior Specialist works collaboratively with the staff to implement a school-wide PBIS plan. The PBIS plan is designed to impact the learning culture of our school, while impacting academics, attendance and behaviors in a positive manner. The Behavior Specialist will work with the Behavior Technician to assist students with day to day activities, monitor their behavior, record and collect data on students' progress, and provide ongoing communication with students and parents.
Ard, Holly	Other	An academic interventionist, Mrs. Ard oversees the MTSS System at Booker Middle School. As an academic interventionist, her job duties include monitoring the progress of all the students and identifying those who are having learning issues, academic, attendance and/or behavior problems.
Dwulit, Theresa	Other	The ESE Liaison provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students. Provides assistance and information to parents of ESE students. Provides Crisis Intervention Services to all ESE staff and students as needed. Provides classroom observation for students being considered for ESE placement. Conducts the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. Provides training for ESE teachers on the computerized IEP system and IEP development including measurable goals. Provides training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students. Provides training for ESE teachers on the use of district selected research based materials. Coordinates articulation between departments, schools and/or agencies for ESE students. Coordinates

Name	Position Title	Job Duties and Responsibilities
		ESE transportation for the school site. Maintains accurate ESE records for auditing purposes.

Demographic Information

Principal start date

Thursday 7/1/2021, Lashawn Frost

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

20

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.*

4

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

910

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

2

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

8

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	0	0	0	0	0	0	300	313	299	0	0	0	0	912
Attendance below 90 percent	0	0	0	0	0	0	23	34	3	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	20	30	27	0	0	0	0	77
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	5	2	1	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	78	89	90	0	0	0	0	257
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	119	108	83	0	0	0	0	310
Number of students with a substantial reading deficiency	0	0	0	0	0	0	78	89	90	0	0	0	0	257
	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	
	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	
	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	0	0	0	0	0	68	72	63	0	0	0	0	203

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	3	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	8	7	4	0	0	0	0	19

Date this data was collected or last updated
Saturday 9/25/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	74	76	65	0	0	0	0	215

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	0	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	10	5	5	0	0	0	0	20

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	74	76	65	0	0	0	0	215

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	0	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	10	5	5	0	0	0	0	20

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				48%	64%	54%	46%	63%	53%
ELA Learning Gains				53%	58%	54%	47%	57%	54%
ELA Lowest 25th Percentile				48%	50%	47%	40%	48%	47%
Math Achievement				64%	74%	58%	64%	74%	58%
Math Learning Gains				59%	66%	57%	62%	67%	57%
Math Lowest 25th Percentile				63%	56%	51%	54%	61%	51%
Science Achievement				41%	61%	51%	43%	62%	52%
Social Studies Achievement				67%	85%	72%	66%	78%	72%

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
06	2021					
	2019	46%	63%	-17%	54%	-8%
Cohort Comparison						
07	2021					
	2019	43%	64%	-21%	52%	-9%
Cohort Comparison		-46%				
08	2021					
	2019	45%	66%	-21%	56%	-11%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	67%	-12%	55%	0%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	73%	-14%	54%	5%
Cohort Comparison		-55%				
08	2021					
	2019	50%	65%	-15%	46%	4%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	37%	62%	-25%	48%	-11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	85%	-20%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	73%	1%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	69%	28%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used by grade level used to compile data is as follows:
I-Ready
Standards Mastery Assessments
Benchmark Assessments

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	51%	56%
	Economically Disadvantaged	20%	25%	34%
	Students With Disabilities	11%	12%	16%
	English Language Learners	10%	9%	19%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	52%	57%
	Economically Disadvantaged	18%	25%	37%
	Students With Disabilities	10%	14%	18%
	English Language Learners	10%	13%	35%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	53%	56%
	Economically Disadvantaged	21%	23%	29%
	Students With Disabilities	12%	15%	17%
	English Language Learners	5%	5%	18%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	42%	50%
	Economically Disadvantaged	15%	29%	35%
	Students With Disabilities	6%	11%	14%
	English Language Learners	4%	6%	17%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			67%
	Economically Disadvantaged			60%
	Students With Disabilities			40%
	English Language Learners			23%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	56%	58%
	Economically Disadvantaged	28%	32%	37%
	Students With Disabilities	12%	14%	22%
	English Language Learners	15%	18%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	11%	20%
	Economically Disadvantaged	18%	16%	15%
	Students With Disabilities	6%	5%	9%
	English Language Learners	11%	8%	15%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			41%
	Economically Disadvantaged			35%
	Students With Disabilities			50%
	English Language Learners			8%

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	10	22	22	19	35	44	11	23	53		
ELL	25	33	27	34	39	54	19	44	50		
BLK	33	38	24	30	36	37	19	47	61		
HSP	35	39	30	44	42	56	37	61	71		
MUL	50	49		50	44	20	69	69	91		
WHT	62	58	50	65	51	61	67	78	85		
FRL	34	39	28	39	40	48	34	54	70		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	41	43	40	55	49	16	40	43		
ELL	17	48	54	48	67	63	10	23			
ASN	83	58		100	67						

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
BLK	31	44	46	49	56	62	23	62	56		
HSP	45	52	49	63	59	62	39	61	75		
MUL	59	53		76	59		42	72	75		
WHT	71	66	40	80	64	64	65	79	77		
FRL	40	50	47	60	58	60	34	60	67		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	35	38	37	46	35	15	34			
ELL	20	40	48	58	56	62	18	55			
ASN	86	58		86	77						
BLK	30	39	31	47	53	47	20	49	71		
HSP	41	46	51	68	61	60	43	73	91		
MUL	53	49		80	81						
WHT	74	63	33	81	73	65	77	80	88		
FRL	40	45	40	59	58	50	35	62	82		

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
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	48
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
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	45
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?

The trends that emerge across grade levels, subgroups and core content areas were significant drops in ELA and Math. These drops were identified in all subgroups and most content areas (ELA, Math and Science). Some students did not have consistent access to internet services and computers and teachers struggled with the difficulties of online instruction. Reduced learning time impeded student learning and also affected the development of the whole child. Remote learning, quarantining for students with limited reading and vocabulary skills played a major factor in further broadening the academic achievement gap. While this has traditionally been one of the components in which students have typically performed higher overall, lower-quartile students were impacted the most during the pandemic.

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

The data components showing the greatest need for improvement based off of progress monitoring and the 2019 state assessment was the overall Math Achievement. This component dropped nineteen points. The ELA lower quartile learning gains dropped twenty points and the Math lower quartile learning gains dropped sixteen points. A strong contributing factor was teachers who struggled during the pandemic. While we did provide the teacher with support, some teachers continued to struggle with concurrent teaching throughout the year. Students also struggled throughout the year. As a learning community, we have addressed some of these issues through revision of the Master Schedule and ongoing PD for all teachers. We have also put a support system in place to accelerate learning for all students due to the Covid slide.

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

A 20 point decrease in ELA lower quartile learning gains and a 16 point drop in Math lower quartile learning gains was a contributing factor to this need for improvement. In order to accelerate learning for all students Booker Middle School will refine its reading program and enhance the MTSS process and strategies for all learners.

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

The data components based off progress monitoring ad 2019 state assessments that showed the most improvement was Science and Math Acceleration. Science had a +1 increase and Math Acceleration had no decrease in percentage points.

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

The contributing factors to improvement in Science and Math Acceleration were teachers working collaboratively to build capacity as high impact PLCs. Collaboration among these PLCs were very effective and assisted in helping our students to learn even throughout the Pandemic.

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

The strategies needed to be implemented in order to accelerate learning includes:
Scaffolding
Building Vocabulary
Evaluating and Deconstructing Standards
Modifying Guided Reading
Diagnosing Skill Deficits
Accountable Team Tasks
Incorporating Complex Text and Text Sets

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.

The Professional Development opportunities that will be provided at Booker Middle School to support teachers and leaders will include a series of Teaching and Learning: Best Practices for Accelerating Learning for all Students. This PD will be ongoing and afford teachers the opportunity to become proficient in using these strategies.

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

The following services will be implemented to ensure sustainability of improvement in the next year and beyond.
Booker Middle School will develop and use high-quality instructional materials to bring coherence and consistency to our instructional vision and academic planning. The Instructional Leadership Teams and Teachers will receive ongoing professional development needed to provide Tier 1 instruction to all students, including understanding how to diagnose and address student learning needs. The school will implement and maintain a
balanced assessment system and leverage data that supports teachers in diagnosing unfinished learning and providing the necessary scaffolds to ensure all students are being taught grade level standards. Finally, Booker Middle School will create and refine as needed support structures to accelerate student learning within the context of high-quality instructional materials.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Students must have the reading skills and knowledge necessary to use reading as a tool to learn and understand content across the instructional areas. It is also imperative for students to be able to use reading to learn critical academic content. Every student will obtain a learning gain based on a year's target growth on FSA.
Measurable Outcome:	By the year 2022, BMS will increase by ten percentage points to 51% in ELA proficiency. By the year 2022, BMS will increase by ten percentage points to 53% in ELA Learning Gains.
Monitoring:	Teacher's will determine a student's current performance on grade level standards. Teachers will identify achievement goals that students must master by the end of the school year, and establish the rate of progress students must make to meet those goals. Teachers will measure the student's academic progress (weekly, biweekly, or monthly) using benchmark and common assessments. These assessments will include a range of skills that students must learn by the end of the school year. Teachers will determine whether the student has learned the skills covered in the IFG and whether the student is learning at a pace that will allow them to make an annual learning gain. Teachers will regularly measure all skills to be learned, and compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers will adjust instruction as needed.
Person responsible for monitoring outcome:	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)
Evidence-based Strategy:	Students will participate in an ELA and/or ELA and ILA each school day. The students will obtain specific skills in a Visible Learning environment. This environment will assist students in becoming Assessment Capable Learners. Teachers will facilitate data chats and implement standards mastery tools from i-Ready. The skills will consist of: Written Language, Technical and academic Vocabulary, Guided Reading, and standards based instruction and small group instruction. Students will be grouped according to data from the following assessments. I-Ready, IXL, WIDA, FSA and additional data. Data from the assessments will be analyzed to monitor student progress towards proficiency. When appropriate for those students obtaining skills through resource pull outs, Social Studies and Science text will be integrated into the resource pull out groups. Teachers will integrate Social/Emotional learning skills in their learning environments, with the mindset that all students are at risk. Targeted intervention groups will be designed and implemented.
Rationale for Evidence-based Strategy:	It is also imperative for students to be able to use reading to learn critical academic content. In addition, the following target groups will be monitored for improvement in ELA Achievement: SWD currently 15 percent proficiency and ELL currently 20 percent proficiency.

Action Steps to Implement

ILA Teachers will Implement a new Reading Program, to include: Just Words, Rewards and Common Lit.

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

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

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

Teachers will Facilitate Small Group Instruction Based on Student Needs.

Person Responsible   Sue Meckler (sue.meckler@sarasotacountyschools.net)

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

Person Responsible   Sue Meckler (sue.meckler@sarasotacountyschools.net)

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

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

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

Person Responsible   Sue Meckler (sue.meckler@sarasotacountyschools.net)

Use of ILA Walkthroughs to observe implementation of Reading Program with fidelity.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Students must have the reading skills and knowledge necessary to use reading as a tool to learn and understand content across the instructional areas. It is also imperative for students to be able to use reading to learn critical academic content. Every student will obtain a learning gain based on a year's target growth on FSA.
Measurable Outcome:	By the year 2022, BMS will increase by ten percentage points to 55% in Math proficiency. By the year 2022, BMS will increase by ten percentage points to 52% in Math Learning Gains.
Monitoring:	Teacher's will determine a student's current performance on grade level standards. Teachers will identify achievement goals that students must master by the end of the school year, and establish the rate of progress students must make to meet those goals. Teachers will measure the student's academic progress (weekly, biweekly, or monthly) using benchmark and common assessments. These assessments will include a range of skills that students must learn by the end of the school year. Teachers will determine whether the student has learned the skills covered in the IFG and whether the student is learning at a pace that will allow them to make an annual learning gain. Teachers will regularly measure all skills to be learned, and compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers will adjust instruction as needed.
Person responsible for monitoring outcome:	Daniel Leal (daniel.leal@sarasotacountyschools.net)
Evidence-based Strategy:	Booker Middle School Math Teachers will learn and apply research-based quality instruction strategies to engage students in critical thinking related to mathematics and cooperative learning. Differentiated instruction practices based on identified student needs to address at-risk learners. "Talk Moves" will be taught as a strategy and as research, include Classroom Discussions; Using Math Talk to Help Students Learn. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observation/visits, conference attendance and embedded professional development opportunities. Support with this practice will be provided by the building and district learning coaches. Student Engagement through Quality Instruction - Staff will teach problem solving strategies and high order thinking concepts through the delivery of differentiated mathematics lessons. Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.
Rationale for Evidence-based Strategy:	Differentiation to Supplement Learning - Staff will provide supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at-risk of becoming non proficient in mathematics based on a variety of assessments. In addition, advanced courses will be offered to students to extend their learning. Student Engagement through Quality Instruction - Staff will teach problem solving strategies and high order thinking concepts through the delivery of differentiated mathematics lessons. Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.

Action Steps to Implement

Math Teachers will Implement Big Ideas Math Curriculum and other additional supplemental materials to accelerate Math skills.

Person Responsible Daniel Leal (daniel.leal@sarasotacountyschools.net)

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

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

Teachers will Facilitate Small Group Instruction Based on Student Needs.

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

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

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

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

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

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	For Students with Disabilities, ELA and Math Achievement continues to be an area of focus for Booker Middle School. When students lack the foundational skills to successfully achieve targeted academic goals, this can lead to learning loss. As a result, they often fall behind their grade level peers. Students must have the skills and knowledge necessary to use Reading and Math as a tool to learn and understand in every content area. It is also imperative for students to be able to use Reading and Math to learn critical academic information. The SWD target group will be monitored for improvement in ELA and Math learning growth. Currently thirteen percent of students are proficient in Reading and forty percent in Math. Every student will obtain a learning gain based on a year's target growth on FSA.
Measurable Outcome:	By the year 2022, BMS will increase by ten percentage points to 23% in SWD ELA proficiency, which is the district percent and increase by ten percentage points to 43% in SWD Math proficiency.
Monitoring:	Teacher's will determine a student's current performance on grade level standards. Teachers will identify achievement goals that students must master by the end of the school year, and establish the rate of progress students must make to meet those goals. Teachers will measure the student's academic progress (weekly, biweekly, or monthly) using benchmark and common assessments. These assessments will include a range of skills that students must learn by the end of the school year. Teachers will determine whether the student has learned the skills covered in the IFG and whether the student is learning at a pace that will allow them to make an annual learning gain. Teachers will regularly measure all skills to be learned, and compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers will adjust instruction as needed.
Person responsible for monitoring outcome:	Theresa Dwulit (theresa.dwulit@sarasoatcountyschools.net)
Evidence-based Strategy:	Booker Middle School will use Just Words, Rewards and Common Lit as an intervention to give students new skills to unlock grade-level content area text. Booker Middle School will use i-Ready and Math Intervention Support to give students new skills to unlock grade-level content area Math.
Rationale for Evidence-based Strategy:	Intervention Support is designed to deliver the rich insight, powerful instruction, and comprehensive support to help students at all levels, from all backgrounds, achieve their greatest possible gains. Our continuum of Reading Support is a specialized program to help give adolescents who struggle reading long multi-syllabic words and comprehending content area text additional support. With explicit, systemic, teacher-led instruction, this evidence-based strategy will help to improve students' abilities to decode long, multi-syllabic words, yield significant increase in fluency, and be effective with all students with reading disabilities. Data from 2019 showed that students enrolled in the Rewards Program made learning gains in one semester. Booker Middle's FSA data indicates that teachers who implemented i-Ready and Math Support with fidelity achieved the highest learning gains and the most success with their students.

Action Steps to Implement

ILA Teachers will Implement a new Reading Program to include: Just Words, Rewards and Common Lit.

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

Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments and Strategies such as i-Ready and i-Ready Tool Box in Reading and Math.

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

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

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

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

Person Responsible Sue Meckler (sue.meckler@sarasotacountyschools.net)

Teachers will Facilitate Small Group Instruction Based on Student Needs.

Person Responsible Sue Meckler (sue.meckler@sarasotacountyschools.net)

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

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

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

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

	#4. Leadership specifically relating to Managing Accountability Systems
Area of Focus Description and Rationale:	In today's education climate, school success is defined as ensuring achievement for every student. To reach this goal, Booker Middle School teachers must obtain the tools to help them identify students who are at risk academically and adjust instructional strategies to better meet these students' needs. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions, thus accelerating learning for all students when implemented with fidelity. When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, and other content areas, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better. Every student will obtain a learning gain based on a year's target growth on FSA.
Measurable Outcome:	By the year 2022, BMS will provide PD for 100 percent of teachers on the implementation of an effective progress monitoring system.
Monitoring:	The framework that Booker Middle School will use to obtain the desired income will be as follows: Establish Goals and Objectives for the Year Establishing goals and objectives will allow us to envision goals within a finite time frame. Develop Tools and a Schedule for Gathering Data In order to achieve academic goals teachers must have existing benchmark assessments or tools that are easy to use and have a high level of efficacy. Assessments must be given frequent and effective enough to provide insight into progress. Represent Data Visually Through the use of our effective MTSS and progress monitoring process, Booker Middle School teachers will paint a picture of progress and illustrate the journey a child has gone through during the monitoring period. Evaluate and Analyze the Data BMS Teachers will use the data collected as a tool to inform conclusions about a child's progress. Teachers will draw meaningful conclusions and return to this step frequently during the year and/or on a monthly basis. Make Adjustments ILT members will work with teachers and anyone involved in the progress monitoring process for students' goals to ensure that any possible obstacles are able to be overcome. In addition, they will use this data to inform their instruction and adjust as needed. Communicate Progress Teachers will communicate progress with parents. ILT will develop a communication plan for communicating regularly, whether by phone, email, conference, etc., with parents. This will allow us to establish a communication system with fidelity, thus ensuring that a communication plan has been put in place for the benfit of all stakeholders.
Person responsible for monitoring outcome:	Holly Ard (holly.ard@sarasotacountyschools.net)

Evidence-based Strategy:	Teachers will use progress monitoring to help students learn more. This process will also afford teachers the opportunity to make sound decisions about students' academic progress and growth for the entire year.
Rationale for Evidence-based Strategy:	Booker Middle School will monitor student progress through the use of research based assessments and strategies. After analyzing classroom data, School Wide Intervention Blocks will be facilitated and students will receive small group interventions designed around their specific academic needs.

Action Steps to Implement

Teachers will be Trained in Best Practices for Progress Monitoring with fidelity.

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

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

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

High Impact Strategies will be used to Scaffold Skills.

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

Teachers will be Trained in Best Practices for Small Group Instruction.

Person Responsible	Sue Meckler (sue.meckler@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	The professional learning community (PLC) model gives a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning. Teachers work together to identify at-risk students, and teams problem-solve to intervene for each student. Every student will obtain a learning gain based on a year's target growth on FSA.
Measurable Outcome:	By the year 2022, BMS will increase by ten percentage points to 48% in ELA lower quartile learning gains and increase by seven percentage points to 54% in Math lower quartile learning gains as a result of High Impact PLCs
Monitoring:	Teacher's will determine a student's current performance on grade level standards. Teachers will identify achievement goals that students must master by the end of the school year, and establish the rate of progress students must make to meet those goals. Teachers will measure the student's academic progress (weekly, biweekly, or monthly) using benchmark and common assessments. These assessments will include a range of skills that students must learn by the end of the school year. Teachers will determine whether the student has learned the skills covered in the IFG and whether the student is learning at a pace that will allow them to make an annual learning gain. Teachers will regularly measure all skills to be learned, and compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers will adjust instruction as needed.
Person responsible for monitoring outcome:	Daniel Leal (daniel.leal@sarasotacountyschools.net)
Evidence-based Strategy:	Booker Middle School teachers will build capacity by developing a solid, shared mission, vision, values, and goals; collaborative teams that work interdependently to achieve common goals; and a focus on results as evidenced by a commitment to continuous improvement. Teachers will maintain a clarity of purpose and a collaborative culture, while turning collective inquiry into a best practice. This practice will lead to teachers being action oriented and committed to a continuous improvement model.
Rationale for Evidence-based Strategy:	Developing High Impact PLC's will allow teachers to work together to identify at-risk students, while working collaboratively to problem-solve and intervene for each student. Booker Middle's FSA data indicates that teachers who are participants in High Impact PLC's with fidelity achieved the highest learning gains and the most success with their students.

Action Steps to Implement	
Teachers will receive training using the PLC Plus Resources	
Person Responsible	Cameron Parker (cameron.parker@sarasotacountyschools.net)
Booker Middle School teachers will understand how to engage in the cycle of learning	
Person Responsible	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)
Teachers will determine common learning and assessments, unpacking standards.	
Person Responsible	LaShawn Frost (lashawn.frost@sarasotacountyschools.net)
Teachers will use effective data protocols to determine student success.	

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

#6. Other specifically relating to Lower-Quartile Target Group	
Area of Focus Description and Rationale:	Small group instruction is critical for students who struggle academically. Our goal is to close the achievement gap through the use of small group instruction. We also want to ensure that our students will be successful in all content area courses. This strategy will allow Booker Middle staff to assist in closing the achievement gap for all students who have academic needs in any content area. In addition, the following target groups will be monitored for improvement. Every student will obtain a learning gain based on a year's target growth on FSA.
Measurable Outcome:	By the year 2021, BMS will increase by six percentage points to 53% in annual learning gains in the lowest quartile as a result of small group instruction.
Monitoring:	Teacher's will determine a student's current performance on grade level standards. Teachers will identify achievement goals that students must master by the end of the school year, and establish the rate of progress students must make to meet those goals. Teachers will measure the student's academic progress (weekly, biweekly, or monthly) using benchmark and common assessments. These assessments will include a range of skills that students must learn by the end of the school year. Teachers will determine whether the student has learned the skills covered in the IFG and whether the student is learning at a pace that will allow them to make an annual learning gain. Teachers will regularly measure all skills to be learned, and compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers will adjust instruction as needed.
Person responsible for monitoring outcome:	Grace Schaffer (grace.schaffer@sarasotacountyschools.net)
Evidence-based Strategy:	Booker Middle School will monitor student progress through the use of research based assessments and strategies. After analyzing classroom data, School Wide Intervention Blocks will be facilitated and students will receive small group interventions designed around their specific academic needs.
Rationale for Evidence-based Strategy:	Providing small group instruction gives teachers an opportunity to differentiate and support students to maximize learning.

Action Steps to Implement	
Teachers will be Trained in Best Practices for Small Group Instruction for lower-quartile students.	
Person Responsible	Cameron Parker (cameron.parker@sarasotacountyschools.net)
Thinking Maps and/or Graphic Organizers will be Used to Scaffold Instruction for all Learner.	
Person Responsible	Cameron Parker (cameron.parker@sarasotacountyschools.net)
Booker Middle School Staff will Monitor Student Progress Through the Use of Research Based Assessments, Standard Aligned Tasks and Academic Strategies.	
Person Responsible	Holly Ard (holly.ard@sarasotacountyschools.net)
High Impact Strategies will be used to Scaffold Skills.	

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

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

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

Additional Schoolwide Improvement Priorities

Using the 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.

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

1. Math Acceleration- Student data will be analyzed throughout the year to monitor student progress toward proficiency using the Algebra Nation and Geometry Nation Program. Student data will be gathered through the use of common/ formative assessments. Teachers will facilitate student data chats and standards mastery. The effectiveness of the teaching strategies will be monitored through the analysis of student growth data, evaluations, observations, MTSS and PLC meetings. Teachers will facilitate standards based instruction. Teachers will complete professional development lead by district staff and school-based instructional leadership team to implement instructional strategies based on strands of standards. Teachers will continue to review and align the strategies.

2. Civics- Student data will be analyzed throughout the year to monitor student progress toward proficiency using the common assessments. The effectiveness of teaching strategies will be monitored through the analysis of student growth data, evaluations, observations, and PLC meetings. Booker Middle School will track student progress through the use of research based assessments and strategies. Students who are on or above grade level will be receive extension activities. Students who are below grade level will be placed in intervention groups that are designed around their areas of need. Teachers will facilitate standards based instruction. Instructional staff will also participate in professional development sessions that are aligned with our school goals. Sessions will take place throughout the school year. Follow-up sessions will be offered to continue the professional growth of teachers.

3. Lower-Quartile Percentage Points - Student data will be analyzed throughout the year to monitor student progress toward proficiency using the common assessments. The effectiveness of teaching strategies will be monitored through the analysis of student growth data, evaluations, observations, and PLC meetings. Booker Middle School will track student progress through the use of research based assessments and strategies. Students who are on or above grade level will be receive extension activities. Students who are below grade level will be placed in intervention groups that are designed around their areas of need. Teachers will facilitate standards based instruction. Teachers will complete professional development by district staff and school-based instructional leadership team to support teaching and learning in the classroom. School-wide professional development will have a focus on small group instruction. Sessions will take place throughout the school year.

4. Discipline- The effectiveness of the PBIS Plan will be monitored through the analysis of discipline referrals, SIRS, classroom observations, and PLC meeting notes and data discussions. Teachers and administrators will create and maintain effective school culture that will allow all students to be successful. Students who require additional support will receive strategies to meet their specific needs. PBIS intervention groups will designed around their areas of need. Discipline referrals and SIRS will be used as an information source to provide an indicator of the status of school-wide discipline and to improve the precision with which Booker Middle School can manage, monitor, and modify their universal interventions for all students. Targeted interventions will be implemented for students who exhibit the most severe problem behaviors. In addition, BMS will implement strategies to specifically target our African America males. While BMS is a Bronze level PBIS school, in order to improve its status, we must address the needs of this target population.

5. Inquiry and the scientific method is a critical part of Science and practice. Every decision students make is based on these processes. It also gives students the critical thinking skills they need for every academic subject. This area of focus can enhance learning gains for students who lack the vocabulary skills and background knowledge necessary to build their understanding in Science. In addition, the following target groups will be

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.

Booker Middle School makes a concerted effort to create a positive school climate where individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. Some of the ways in which we work collectively to create a positive school climate and atmosphere include:
Building effective communication within the school
Working to meet the needs of all stakeholders
Creating a healthy school environment
Creating collaborative processes
Enhancing self efficacy
Fostering respect for diversity
Fostering inclusive and a culture of belonging
Developing appropriate communication between home and school

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

To foster parent involvement in an organized, ongoing and timely manner Booker Middle School will assess present practices of parent involvement through pre and post surveys to establish baseline data. Booker Middle will hold its annual meeting in which all parents will be informed of the school's participation in the Title I program, the requirements and their right to be involved. We will produce and distribute a Parent Involvement brochure to be given to Booker Middle School parents (in both English and Spanish). The school-wide Parent Involvement Committee will continue to meet monthly to provide information about the program, share strategies for success and offer time for parents to ask questions and give feedback. Additionally, parent teams will be formed within each Booker Middle Learning Community to increase communication among parents, students and teachers within the same team. Booker Middle will ensure that parents understand all policies, rules, notices, parent compacts, notices, etc. by having them printed in both English and Spanish as well as conducting meetings in a language that the parents can understand. Booker Middle will also have a mid-year Parent Extravaganza that will allow the Parent Involvement Committee to obtain parent feedback from surveys and parent input regarding school-wide data. Finally, the school will provide a regular schedule of useful notices, memos, phone calls, newsletters, emails and other communications. Training sessions will be provided for parents.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$158,591.35
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336	529-Technology-Related Textbooks	0084 - Booker Middle School	Title, I Part A		$12,000.00
			Notes: I-XL Reading, Social Studies and Science.			
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$69,588.00
			Notes: Title I Resource Teacher			
	3374	310-Professional and Technical Services	0084 - Booker Middle School	Title, I Part A		$34,235.60
			Notes: Small Group Instructional Support			
	3374	310-Professional and Technical Services	0084 - Booker Middle School	Title, I Part A		$17,845.80
			Notes: Small Group Instructional Support			
	3336	529-Technology-Related Textbooks	0084 - Booker Middle School	Title, I Part A		$3,000.00
			Notes: Common Lit			
	3336	529-Technology-Related Textbooks	0084 - Booker Middle School	Title, I Part A		$5,148.00
			Notes: Rewards/Just Words			
	3336	319-Technology-Related Professional and Technical Services	0084 - Booker Middle School	Title, I Part A		$4,327.95
			Notes: Write Score			
	3336	519-Technology-Related Supplies	0084 - Booker Middle School	Title, I Part A		$2,500.00
			Notes: Newsela			
	3336	519-Technology-Related Supplies	0084 - Booker Middle School	Title, I Part A		$1,450.00
			Notes: Ed Puzzle			
	3336	519-Technology-Related Supplies	0084 - Booker Middle School	Title, I Part A		$3,496.00
			Notes: Edulastic			
	3479	730-Dues and Fees	0084 - Booker Middle School	Title, I Part A		$5,000.00
			Notes: Cambridge Program Fees			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$123,303.62**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336	519-Technology-Related Supplies	0084 - Booker Middle School	Title, I Part A		$4,000.00
		Notes: IXL-Math				
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$17,845.80
		Notes: Small Group Instruction				
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$22,299.90
		Notes: Small Group Instruction				
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$79,157.92
		Notes: Title I Resource Teacher				
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
4	**III.A.**	**Areas of Focus: Leadership: Managing Accountability Systems**				**$87,245.63**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6110	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		$77,828.69
		Notes: Home School Liaison				
	6150	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		$9,416.94
5	**III.A.**	**Areas of Focus: Instructional Practice: Collaborative Planning**				**$175,318.61**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		$83,164.40
		Notes: Social Studies Resource Teacher				
	6000		0084 - Booker Middle School	Title, I Part A		$92,154.21
		Notes: Science Resource Teacher				
6	**III.A.**	**Areas of Focus: Other: Lower-Quartile Target Group**				**$156,925.73**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		$80,269.87
		Notes: Academic Interventionist				
	6000	160-Other Support Personnel	0084 - Booker Middle School	Title, I Part A		$73,233.86
	1382	399-Other Technology-Related Purchased Services	0084 - Booker Middle School	Title, I Part A		$3,422.00
					Total:	**$701,384.94**