Booker Middle School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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. Parent and family engagement is a shared responsibility, it encourages high quality instruction for all learners

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Frost, LaShawn	Principal	Dr. 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, overseeing the school budget, hiring and evaluating staff, and overseeing facilities.
Leal, Daniel	Assistant Principal	Mr. Leal serves and the PBIS/ESE AP (Positive Behavior and Intervention Support/Exceptional Student Education Assistant Principal). His role is to oversee student and faculty safety/security. oversee the ESE department, coordinate with the behavior and student support staff, as well as provide instructional guidance to teachers and staff. He coordinates with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Quintana, Tina	Assistant Principal	Ms. Quintana serves and the PDAP (Professional Development Assistant Principal). Her role is to oversee professional development for the Booker Middle School staff to maximize student learning, support instruction, manage and analyze data, and support teachers and staff implementing curriculum. She coordinates with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Schaffer, Grace	Other	Mrs. Schaeffer, the Academic Interventionist, oversees the MTSS System at Booker Middle School, serves as our school-wide data coach, and is our lead assessment coordinator. 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 concerns. Additionally, she monitors assessment needs, verifies necessary accommodations for students, maintains databases for iReady and state assessment data, and meets frequently with school leadership to determine needs and implement instructional plans.
Cohen, Allison	Teacher, K-12	Ms. Cohen, the Math Coach and Department Chair, supports teachers and administrators in using data to improve instruction on all levels. As a Math Coach, she assists with the implementation of professional development, supports coaching plans for teachers to ensure student improvement, reviews and analyzes data with the grade level teams to drive instructional decisions, and contributes to the development and systems to improve teacher practice within the school.
Lee, Stephanie	Teacher, K-12	Ms. Lee, the Reading Coach and Department Chair, supports teachers and administrators in using data to improve instruction on all levels. As a Reading Coach, she assists with the implementation of professional development, supports coaching plans for teachers to ensure student improvement, reviews and analyzes data with the grade level teams to drive

Name	Position Title	Job Duties and Responsibilities
		instructional decisions, and contributes to the development and systems to improve teacher practice within the school.
Scherzer, Jessica	Teacher, K-12	Mrs. Scherzer, the Social Studies Coach and Department Chair, supports teachers and administrators in using data to improve instruction on all levels. As a Social Studies Coach, she assists with the implementation of professional development, supports coaching plans for teachers to ensure student improvement, reviews and analyzes data with the grade level teams to drive instructional decisions, and contributes to the development and systems to improve teacher practice within the school.
Dubose, Deanna	Teacher, K-12	Mrs. Dubose, the Science Coach and Department Chair, supports teachers and administrators in using data to improve instruction on all levels. As a Science Coach, she assists with the implementation of professional development, supports coaching plans for teachers to ensure student improvement, reviews and analyzes data with the grade level teams to drive instructional decisions, and contributes to the development and systems to improve teacher practice within the school.
Thomas, Wendy	Behavior Specialist	Ms. Thomas, 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. She works with the Behavior Team 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.
Clark, Tracey	School Counselor	Mrs. Clark, the Guidance Counselor, oversees and fulfills a guidance program designed to allow students to voice concerns without fear of punishment or judgment, analyze student performance in class and identify sources of problems by getting to know the students and their unique needs in order to offer specialized solutions. She helps students develop a plan for their academic career that corresponds with their skills and interests, hosts crisis intervention and prevention programs, facilitates communication between parents, teachers, administrators, and students about behavior and academic problems, and assists with school programs and events.
Roediger, Charles	Other	Mr. Roediger, the ESE Liaison, provides services, coaching, and technical assistance to staff members who work with mainstreamed ESE students. He provides assistance and information to parents of ESE students, crisis intervention services to all ESE staff/students as needed, conducts observations for students considered for placement, and conducts the staffing process to ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. Additionally, he supports ESE staff in professional development, writing and implementing IEPs, coordinating with departments, agencies, and families,

Name	Position Title	Job Duties and Responsibilities
		and maintaining accurate ESE records/timelines to ensure the school is in compliance with laws and procedures.
McClintock, Nathalie	Attendance/ Social Work	Mrs. McClintock serves as our Home School Liaison and oversees Attendance. Her role is to connect with families and students to provide counseling to individual students at assigned schools having emotional, social, behavioral or attendance problems, to assist in the referral process of students or parents to appropriate agencies for families/students in need, and to provide consultation/ collaborative services to teachers, principals, counselors and other school personnel. Additionally, she performs classroom observation for SWST/CARE, makes home visits, and prepares and maintains records.
Mills, Carrie	Other	Ms. Mills, the VPA Curriculum Leader, supports teachers and administrators with the Visual and Performing Arts programs at Booker Middle School. As a VPA Leader, she assists with the implementation of professional development, supports coaching plans for teachers to ensure student improvement, and contributes to the development and systems to improve teacher practice within the school. Additionally, she connects with local organizations and the VPA Coordinator to inform the community of events, bring organizations into the school, recruit new students, and create a program that is comprehensive and sets students up for success when they move on to the high school VPA program.
Guzman, Michelle	Other	Mrs. Guzman the ESOL Liaison, provides services. coaching and technical assistance teachers and staff working with ESOL students. She offers engagement opportunities for families to connect with Booker Middle School. Additionally, she coordinates with staff to provide services for ESOL students, provides all required ESOL assessments, maintains records, complies with district and state guidelines, and coordinates translation services for families and staff for communication.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Booker Middle School partners with the School Advisory Committee, as well as the School Leadership Team, to review school-wide data, develop goals for improvement, and work to support the schools efforts toward improvement by supporting and providing necessary resources. SAC is comprised of administration, staff, support staff, parents, and students. Teams meet at the start of the year to collaborate and provide input for the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring the SIP plan is ongoing throughout the year, as part of weekly meeting with School Leadership and monthly meetings with the School Advisory Committee. SAC is comprised of administration, staff, support staff, parents, and students. The plan will be revised based on the most current data following FAST and iReady diagnostics, which will occur after meeting with both the Leadership Team and SAC. Focus will be on improving academic success for all with a specific focus on our Tier 2 and Tier 3 students in order to increase their academic proficiency, as well as reduce the number of students with two or more early indicators. Additionally, monitoring and revisions will also focus on SWD students and how the plan is best meeting the needs of these learners.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	82%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	87	112	278
One or more suspensions	0	0	0	0	0	0	36	54	36	126
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	9	34	43
Course failure in Math	0	0	0	0	0	0	39	34	34	107
Level 1 on statewide ELA assessment	0	0	0	0	0	0	74	122	114	310
Level 1 on statewide Math assessment	0	0	0	0	0	0	101	90	104	295
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	218	312	344	874

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	2	5
Students retained two or more times	0	0	0	0	0	0	0	11	6	17

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	72	102	122	296
One or more suspensions	0	0	0	0	0	0	28	47	53	128
Course failure in ELA	0	0	0	0	0	0	43	26	23	92
Course failure in Math	0	0	0	0	0	0	41	22	18	81
Level 1 on statewide ELA assessment	0	0	0	0	0	0	92	80	108	280
Level 1 on statewide Math assessment	0	0	0	0	0	0	103	91	97	291
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	72	113	114	299

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	157	171	173	501

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	4	4	12
Students retained two or more times	0	0	0	0	0	0	8	10	19	37

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	72	102	122	296
One or more suspensions	0	0	0	0	0	0	28	47	53	128
Course failure in ELA	0	0	0	0	0	0	43	26	23	92
Course failure in Math	0	0	0	0	0	0	41	22	18	81
Level 1 on statewide ELA assessment	0	0	0	0	0	0	92	80	108	280
Level 1 on statewide Math assessment	0	0	0	0	0	0	103	91	97	291
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	72	113	114	299

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	157	171	173	501

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	4	4	12
Students retained two or more times	0	0	0	0	0	0	8	10	19	37

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	57	49	40	57	50	41		
ELA Learning Gains				43			43		
ELA Lowest 25th Percentile				33			28		
Math Achievement*	44	64	56	41	38	36	45		
Math Learning Gains				47			42		
Math Lowest 25th Percentile				52			47		
Science Achievement*	40	56	49	39	64	53	42		
Social Studies Achievement*	60	81	68	65	60	58	62		
Middle School Acceleration	62	73	73	70	51	49	74		
Graduation Rate					55	49			
College and Career Acceleration					83	70			
ELP Progress	36	57	40	43	76	76	64		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	286
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	2
ELL	40	Yes	1	
AMI				
ASN				
BLK	43			
HSP	41			
MUL	51			
PAC				
WHT	75			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	1
ELL	41			
AMI				
ASN				
BLK	44			
HSP	44			
MUL	55			
PAC				
WHT	58			
FRL	45			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			44			40	60	62			36
SWD	17			24			11	33	54		5	
ELL	35			36			32	49	49		6	36
AMI												
ASN												
BLK	34			39			24	46	72		5	
HSP	37			37			35	55	48		6	33
MUL	46			47			39	63	60		5	
PAC												
WHT	70			66			75	93	73		5	
FRL	39			41			34	55	60		6	34

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	40	43	33	41	47	52	39	65	70			43
SWD	10	32	33	20	43	55	12	27				
ELL	30	41	34	35	43	50	25	59	54			43
AMI												
ASN												
BLK	28	35	34	32	47	56	31	56	78			
HSP	34	41	35	37	43	50	34	60	61			41
MUL	47	45		41	57		55	83				
PAC												
WHT	67	58	15	59	53	53	59	84	75			
FRL	34	39	32	36	45	51	36	62	68			48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	43	28	45	42	47	42	62	74			64
SWD	10	22	22	19	35	44	11	23	53			
ELL	25	33	27	34	39	54	19	44	50			64
AMI												
ASN												
BLK	33	38	24	30	36	37	19	47	61			
HSP	35	39	30	44	42	56	37	61	71			63
MUL	50	49		50	44	20	69	69	91			
PAC												
WHT	62	58	50	65	51	61	67	78	85			
FRL	34	39	28	39	40	48	34	54	70			61

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	39%	55%	-16%	47%	-8%
08	2023 - Spring	36%	55%	-19%	47%	-11%
06	2023 - Spring	37%	54%	-17%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	61%	-19%	54%	-12%
07	2023 - Spring	45%	67%	-22%	48%	-3%
08	2023 - Spring	30%	54%	-24%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	55%	-20%	44%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	65%	3%	50%	18%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	59%	19%	48%	30%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	79%	-25%	66%	-12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA and Math proficiency continue to be the major points of focus as they are both below 50% proficiency. With the new FAST assessment, learning gains were not able to be calculated. However, continued focus to increase learning gains for SWD, Tier 2 students, and students in the lowest quartile is a priority. Historically as a school, SWD have continued to perform below the 41% ESSA index.

In ELA, data from FAST PM 3 showed that 63% of Booker Middle students are performing at level 1 or 2. Contributing factors impacting ELA would be the new state assessment and a new curriculum. Additionally, we have had a large increase of SWD and ESOL students this year. Staffing changes impacted our IR classes, and lack of curriculum for ESOL students also contributed. In Math, data from FAST PM 3 showed that 59% Booker Middle students are performing at Level 1 or 2. New state assessments, new standards, new program, and a department where 75% were new to teaching math at either the middle school level or at all contributed to last year's math performance.

Science instruction and improvement in proficiency continues to steadily decline. In Science, data from the EOC showed that there was a 4% decrease from the previous year in proficiency. Results showed that 65% of Booker students performed at a level 1 or 2. Text complexity of the Science EOC and the gaps in ELA proficiency of Booker students contributed to last year's performance in Science. Fidelity of PENDA use across the 8th grade needed improvement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Comparisons to previous year's assessments in ELA and Math and learning gains cannot be drawn due to the change in the assessment platform. However, the amount of students performing at level 1 and 2 in ELA and Math are of greatest concern. More than half of students are below proficiency in both subject areas, which also contributes to declining science scores. There will still be continued focus on demonstrating learning gains for the lowest quartile students, SWD, and ESOL, which we will be able to account for once there are two year of consecutive FAST data. Overall, introduction of new programs in ELA and math, changes in staffing prior and during the year, as well as the new assessments, were the largest contributing factors to the decile in scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to state data in Math, there was the greatest gap in 8th grade pre-algebra proficiency scores. New state assessment, new standards, new program, and a teacher new to teaching math contributed to last year's performance in Math. Additionally, our 8th grade pre-algebra students are comprised of level 1 and 2 students only. All other students are in high school credit courses.

Which data component showed the most improvement? What new actions did your school take in this area?

While math did not have the level of proficiency expected, it did show the largest growth from FAST PM1 to FAST PM 3. Booker Middle worked closely with district program specialists, iReady Curriculum Associates - Principal's Academy, and USF tutors to focus instruction and remediation in mathematics. Additionally, Tier 2 math students received an additional 20-30 minutes of targeted math instruction in six week rotations focused on specific standards in need of remediation.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The largest area of concern based on the EWS data shows over 75% of our students have two or more EWS indicators. Specifically Level 1 ELA/Math and absences above 10% are the most prominent

concerns. With the number of students performing below proficiency in ELA and math, academic improvement and increasing proficiency in ELA and math is the school-wide focus. Students below proficiency, keeping student engagement in academics, and proactive behavior management through PBIS are areas in need of improvement. When students are engaged and in their classes the absences decrease, suspensions and retentions decrease, and proficiency increases. Therefore, the work that needs to occur to reduce the number of students with two or more EWS for Booker Students includes a targeted focus on instructional approaches in ELA, math, and science, renewed focus on PBIS, and school-wide programming to increase and maintain student engagement for learning.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1) Increasing proficiency in ELA
2) Increasing proficiency in math
3) Increasing proficiency of SWD students in ELA and math
4) Increasing proficiency in science
5) Decreasing the number of students with 2 or more indicators - EWS

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2023-2024 school year, we have hired 25 new staff members, which includes four paraprofessionals, to replace teachers and staff for a various reasons including retirement, relocation, and other teaching opportunities. Our math department this year will be over 75% new for the second year in a row. This is a rebuilding year for the Booker Staff.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, as measured by intent to return forms from current staff, our goal is to retain at least 75% or more of this year's current staff.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored through intent to return forms, as well as any vacancies needed to be filled or reposted throughout the 2023-2024 school year.

Person responsible for monitoring outcome:

LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Throughout the year, climate surveys with a targeted focus on support and improvements, and a focus on our SCIP mentoring program will be implemented in order to meet this area of focus. As well as ongoing instructional professional development in the content areas of our newest staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Climate surveys that are created in-house allow staff to provide input on what is working and areas of improvement that can be considered. Providing the opportunity for staff input promotes the contribution of ideas and needs for specific support. The SCIP mentoring program adds specific support to new teachers to the district within the school setting. With the number of new teachers to Booker this year, we will be inviting experienced staff that are not new to Sarasota County, as well as new teachers, to participate in the monthly meetings. This will provide the instructional content and site specific information to all new to Booker teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Creating climate surveys to acquire staff input and needs throughout the school year.

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

By When: At least once a quarter throughout the 2023-2024 school year.

Provide monthly focused learning sessions for SCIP new teachers that connect to both Booker Middle School and Sarasota County procedures, requirements, and initiatives.

Person Responsible: Grace Schaffer (grace.schaffer@sarasotacountyschools.net)

By When: Monthly SCIP meetings will be conducted and the SCIP TEAMS channel will be maintained throughout the 2023-2024.

Provide on going instructional support in content areas for new and returning staff to strengthen instruction and build capacity through Snacks for Strats, PLC, IReady trainers, professional development opportunities during and after school, and coordinating with district programs specialists for walkthroughs, coaching, professional development, and learning walks for teachers.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: Professional development occurs monthly for all staff through Snacks for Strats. Additional PD coordinated with district program specialists and with IReady will occur as requested and needed throughout the year.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the FAST PM 3 ELA proficiency results 9% of 6th graders, 15% of 7th graders, and 13% of 8th graders met proficiency at level 3 and above. In math, 19% of 6th graders, 24% of 7th graders, and 13% of 8th graders met proficiency at level 3 and above.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, as measured by the FAST assessment, SWD will increase their proficiency in math and ELA by at least 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will determine students current performance on grade level standards using
FAST and iReady data, as well as classroom assessments. Using the data, teachers will develop plans for improvement or acceleration for students and set goals for each benchmark measure. Academic progress will be monitored multiple times throughout each quarter as measured by student grades, common assessments, and state benchmark assessments. Teachers will conduct student data chats monthly to inform students of current progress, set goals, and determine interventions. Documentation of student learning will be maintained and communicated with families quarterly and during district benchmark assessments. Intervention plans will be developed and implemented for students not making adequate growth.

Person responsible for monitoring outcome:

Daniel Leal (daniel.leal@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be instructed in their IR courses using Rewards, RewardsPlus and Common Lit 360 as the curriculum intervention materials providing students with foundational and target specific instruction to increase ELA proficiency. In ELA, math classes, and content area courses, students will learn in a co-teaching environment with the support of an ESE teacher to provide targeted interventions and strategies, and assist with target instruction based on visible learning (teacher clarity, modeling, class discussion, specific feedback, classroom discussion, collaboration, and use of instructional strategies to enhance learning). Additionally, PLCs will focus on data driven decision making, and designing interventions that will support SWD.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

SWD need targeted direct instruction in content areas they are deficient, as well as exposure to grade level curriculum in order to make instructional gains. Through co- teaching, small group instruction, specific targeted intervention curriculum, and support for students within the core classes by ESE teachers and paraprofessionals, students can access the curriculum and increase their ELA and math proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet and cultivate highly effective PLCs designed around data-driven decision making, common formative assessments, and essential standards for learning.

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

By When: PLCs will meet weekly and minutes will be posted in PLC department TEAMs files.

Teachers will participate in monthly professional development focused on the core strategies - ESE strategies and support, small group instruction, shared reading, think aloud, explicit vocabulary instruction, quick writes, summarizing, data driven decision making, and developing interventions.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: Snack for Strats professional development will occur monthly.

IR walkthroughs will occur in all IR classrooms throughout the year with data analyzed for trends and areas of improvement needed.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: Walkthroughs will occur weekly and sharing of data will occur quarterly.

IR, math, and ELA will work with both iReady Curriculum Associates and district program specialists for hands-on professional development, observations and feedback, and data analysis.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: This will occur a minimum of twice per quarter.

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In ELA, data from FAST PM 3 showed that 63% of Booker Middle students are performing at level 1 or 2. Additionally, as seen in the EWS data, although based on two different assessments - FSA vs. FAST, students performing at level 1 increased from the previous year. Students must have the reading skills and knowledge necessary to be successful in all content areas, as well as electives. The number of students performing below proficiency, as well as the number of students below grade level on iReady, demonstrate that there is an imperative need to focus on improving literacy skills at Booker Middle School. By focusing on ELA instruction, BMS should see an impact in student proficiency across all content areas.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, as measured by the FAST assessment, BMS will increase the proficiency level of students scoring at 3 or above by 5%. Additionally, students in subgroups will increase reading proficiency by at least one grade level as measured by the iReady data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will determine students current performance on grade level standards using FAST and iReady data, as well as classroom assessments. Using the data, teachers will develop plans for improvement or acceleration for students and set goals for each benchmark measure. Academic progress will be monitored multiple times throughout each quarter as measured by student grades, common assessments, and state benchmark assessments. Teachers will conduct student data chats monthly to inform students of current progress, set goals, and determine interventions. Documentation of student learning will be maintained and communicated with families quarterly and during district benchmark assessments. Intervention plans will be developed and implemented for students not making adequate growth.

Person responsible for monitoring outcome:

LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students are enrolled in a minimum of one ELA class daily, and those performing far below grade level are also enrolled in an Intensive Reading course. Teachers will use the following evidence-based strategies to improve instruction: visible learning focused on teacher clarity (learning intentions, success criteria, specific feedback, and explicit vocabulary instruction), small group instruction, targeted interventions, data driven decision making through PLCs, standards based assessments through iReady, and use of research based curriculum to support students at all reading levels.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

John Hattie's work on Visible Learning, DuFour's work on PLC, and Curriculum Associates iReady research are all guiding factors in the work on improving ELA instruction through teacher clarity, data driven decision making, targeted standards-based teaching, and the use of a viable curriculum. Additionally, teachers will continue to focus on Fisher and Frey's GRR Model to meet student learning needs through strong instruction. Students at all subgroups, but specifically SWD, BLK, and FRL have demonstrated minimal growth in ELA, based on past data, and need targeted instruction to accelerate their learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in monthly professional development focused on the core strategies - small group instruction, shared reading, think aloud, explicit vocabulary instruction, quick writes, summarizing, data driven decision making, and developing interventions.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: Snack for Strats professional development will occur monthly, and professional development provided by district program specialists and/or iReady professional development trainers will occur at least twice per quarter.

IR walkthroughs will occur to monitor implementation, determine trends, and identify areas of improvement.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: IR walkthroughs will occur weekly and sharing of data will occur each quarter.

Teachers will continue to foster highly effective PLCs designed around data-driven decision making, common formative assessments, and essential standards for learning.

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

By When: PLCs meet weekly and Guiding Coalition meets monthly. Minutes from each will be placed into share TEAMS channels.

Coaching, PLC rounds, and Instructional Walks to enhance teaching and instruction, build student engagement, and data discussions will occur to support all ELA and IR teachers.

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

By When: Coaching will occur weekly. PLC rounds and Instructional Walks will occur a minimum of once a quarter.

Implement Time Zones Language Development curriculum and Lexia to specifically meet the needs of ESOL students new and developing English.

Person Responsible: Michelle Guzman (michelle.guzman@sarasotacountyschools.net)

By When: Implementation of the new curriculum will occur at the start of the 2023-2024 school year and student progress will be monitored weekly using the curriculum assessments and Lexia reporting system.

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In Math, data from FAST PM 3 showed that 59% Booker Middle students are performing at Level 1 or 2. Students must have the math skills and knowledge necessary to be successful with problem solving, critical thinking, and in multi-disciplinary courses, such as science and technology. The amount of students not meeting proficiency, as well as the number of students performing below grade level on iReady, demonstrate that there is an imperative need to focus on improving math skills at Booker Middle School. By focusing on math instruction, BMS should see an impact in student proficiency across content areas.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, as measured by the F.A.S.T. assessment, BMS will increase the proficiency level of students scoring at 3 or above by 5%. Additionally, students in subgroups will increase math proficiency by at least one grade level as measured by the iReady data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will determine students current performance on grade level standards using FAST and iReady data, as well as classroom assessments. Using the data, teachers will develop plans for improvement or acceleration for students and set goals for each benchmark measure. Academic progress will be monitored multiple times throughout each quarter as measured by student grades, common assessments, and state benchmark assessments. Teachers will conduct student data chats monthly to inform students of current progress, set goals, and determine interventions. Documentation of student learning will be maintained and communicated with families quarterly and during district benchmark assessments. Intervention plans will be developed and implemented for students not making adequate growth.

Person responsible for monitoring outcome:

LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Booker Middle School math teachers will used focused math instruction and implement the math curriculum, as well as iReady and ALEKS, in order to improve instruction. Focused instruction will include visible learning (teacher clarity, modeling, class discussion, specific feedback, classroom discussion, collaboration, and use of instructional strategies to enhance learning), daily spiral review, use of the math teacher hub, problem solving strategies, visuals, and small group instruction. Additionally, PLCs will focus on data driven decision making, designing interventions, and providing acceleration.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

John Hattie's work on Visible Learning, DuFour's work on PLC, and Curriculum Associates iReady research are all guiding factors in the work on improving math instruction through teacher clarity, data driven decision making, targeted standards-based teaching, and the use of a viable curriculum. Additionally, teachers will continue to focus on Fisher and Frey's GRR Model to meet student learning needs through strong instruction. Students at all subgroups, but specifically SWD, BLK, and FRL have demonstrated minimal growth in math, based on past data, and need targeted instruction to accelerate their learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will continue to foster highly effective PLCs focused on planning, data-driven decision making, and interventions to improve instruction and learning.

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

By When: PLCs meet weekly and Guiding Coalition meets monthly. Minutes from each will be placed into share TEAMS channels.

Teachers will participate in monthly professional development focused on the core strategies - small group instruction, shared reading, think aloud, explicit vocabulary instruction, quick writes, use of manipulatives, summarizing, data driven decision making, and developing interventions.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: Snack for Strats professional development will occur monthly, and professional development provided by district program specialists and/or iReady professional development trainers will occur at least twice per quarter.

Coaching, PLC rounds, and Instructional Walks to enhance teaching and instruction, build student engagement, and data discussions will occur to support all math teachers.

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

By When: Coaching will occur weekly. PLC rounds and Instructional Walks will occur a minimum of once a quarter.

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In Science, data from the EOC showed that there was a 4% decrease from the previous year in proficiency. Results showed that 65% of Booker students performed at a level 1 or 2. Science instruction is vital to developing students into critical thinkers and problem solvers. Over the course of the last few years, students are not demonstrating their ability to tackle problems, read for information, and think critically in science.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, as measured by the FSSA assessment, BMS will increase the proficiency level of students scoring at 3 or above by 5%. Additionally, students in subgroups, specifically SWD, HISP, WHT, MUL, and FRL will increase math proficiency by at least an additional 2%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will determine students current performance on grade level standards using classroom assessment data and PENDA data. Using the data, teachers will develop plans for improvement or acceleration for students and set goals for each benchmark measure. Academic progress will be monitored multiple times throughout each quarter as measured by student grades, common assessments, PENDA data, and state benchmark assessments. Teachers will conduct student data chats monthly to inform students of current progress, set goals, and determine interventions. Documentation of student learning will be maintained and communicated with families quarterly and during district benchmark assessments. Intervention plans will be developed and implemented for students not making adequate growth.

Person responsible for monitoring outcome:
LaShawn Frost (lashawn.frost@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Booker Middle School science teachers will used focused science instruction, increase hands-on learning opportunities, explicitly teach vocabulary, utilize teacher hub materials with an emphasis on charts/graphs/visuals for discussion and analysis with students, spiral review of skills using PENDA, and student engagement strategies. Focused instruction will include visible learning (teacher clarity, modeling, class discussion, specific feedback, classroom discussion, collaboration, and use of instructional strategies to enhance learning). Additionally, PLCs will focus on data driven decision making, designing interventions, and providing acceleration.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

John Hattie's work on Visible Learning and DuFour's work on PLC are both guiding factors in the work on improving science instruction through teacher clarity, data driven decision making, and the use of a viable curriculum. Additionally, teachers will continue to focus on Fisher and Frey's GRR Model to meet student learning needs through strong instruction. Students in subgroups of SWD, HISP, MUL, WHT, and FRL have demonstrated minimal growth or a decline in science and need targeted instruction to accelerate their learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will continue to foster highly effective PLCs focused on planning, data-driven decision making, and interventions to improve instruction and learning.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: PLCs meet weekly and Guiding Coalition meets monthly. Minutes from each will be placed into share TEAMS channels.

Teachers will participate in monthly professional development focused on the core strategies - small group instruction, shared reading, think aloud, explicit vocabulary instruction, quick writes, summarizing, data driven decision making, and developing interventions.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: Snack for Strats professional development will occur monthly, and professional development provided by district program specialists will occur at least twice per quarter.

Coaching, PLC rounds, and Instructional Walks to enhance teaching and instruction, build student engagement, and data discussions will occur to support all science teachers.

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

By When: Coaching will occur weekly. PLC rounds and Instructional Walks will occur a minimum of once a quarter.

#6. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Over 75% of Booker Middle students have two or more EWS. Students absent 10% or more days for the 2022-2023 school year represented 29% of our student population. This was a slight decrease from the previous year at 31%. Although we are improving, there is still a large need to decrease absences. There is a direct correlation to the students below proficiency and students who have a large number of absences. The largest population of students absent 10% or more days is 8th grade with 40% of the total number. This has been consistent for the last two years. Therefore, school-wide attendance focus is needed with targeted focus on 8th grade students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, Booker Middle will reduce the number of students with 10% or more days absent from 29% to 25% and the percent of 8th graders from 40% to 35% as measured by attendance data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring of this goal will occur through weekly/monthly attendance tracking, parent contact logs, monthly meetings with home school liaison and attendance truancy officer, SWST/CARE meetings, and student/ parent conference notes.

Person responsible for monitoring outcome:

Nathalie McClintock (nathalie.mcclintock@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to meet the goal of decreasing students who are absent 10% of more days, Booker will establish a culture of attendance, where students understand the benefits of being at school and in their classes each and every day. This will be done with one of the most important factors to increasing attendance, having a designated contact for parents and students to connect with on campus - Bookers Home School Liaison. In coordination with the home-school liaison, incentive plans, frequent parent contact, student mentoring, and intervention will occur.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Best practice shows that establishing a school-wide attendance plan, connecting families with a trusted school adult, and engaging families and students with the school improves attendance. Therefore, Booker Middle School will work to connect at-risk attendance students/families with our home-school liaison, provide mentors and frequent check-ins, as well as establish a school-wide culture that attendance matters to benefit not only at-risk students, but all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance monitoring through SIS to include phone calls home and attendance letters sent to students with 3 or more unexcused absences.

Person Responsible: Nathalie McClintock (nathalie.mcclintock@sarasotacountyschools.net)

By When: Attendance letters will occur bi-monthly by the home-school liaison and attendance clerk. Phone calls for attendance concerns will be done weekly.

Establish mentors for students who are at-risk for excessive absences and need additional support for academics/behavior, with 8th grade students as top priority.

Person Responsible: Wendy Thomas (wendy.thomas@sarasotacountyschools.net)

By When: Within the first quarter of school, establish and pair mentors. Students and mentors will meet weekly for attendance, academics, and support.

Parent/Student Engagement nights to share campus academic programs, clubs, and opportunities to be a part of the Booker Middle School campus.

Person Responsible: Tina Quintana (tina.quintana@sarasotacountyschools.net)

By When: Parent nights will be held in the evening at least six times during the school year. Opportunities to visit campus for events, celebrations, and activities will occur at least once a month.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations to ensure resources are allocated based on needs occur as a result of meetings with the Instructional Leadership Team, Administration Team, Guiding Coalition, working with the school's bookkeeper, and meetings with the School Advisory Committee. In order to meet the needs of Booker Middle students, it is vital that all stakeholders have input in how funds are allocated. SIP goals are the focus of school funding allocations knowing that as a school we must meet the needs of every student, every day. Title 1 funds support students with allocations used for instructional support in each core subject area (ELA, math, science, and social studies), providing resource support to students. Ongoing professional development for staff, instructional rounds to support student and teacher learning, and additional staff to support Tier 2 students in ELA and math are allocated to support student learning. Parent and family engagement includes a minimum of six planned engagement nights. Funding also supports the Booker transition program for incoming 6th graders in the summer and additional mental health support for students. Jumpstart funds were also used to support mental health professionals for our students well-being.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP plan, to include a focused one-pager for families is included in our school's website - https://www.sarasotacountyschools.net/Page/41. Additionally, it is shared at SAC meetings, a ConnectED call is sent to parents letting them know where to find it, and it is shared at the Annual Title 1 Parent Meeting. It can also be found on the district website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To foster parent and community involvement in an organized, ongoing and timely manner, Booker Middle School communicates weekly with messages from our school principal, keeps an updated school webpage (https://www.sarasotacountyschools.net/Page/41), maintains communication in social media using Facebook and Instagram, and hosts monthly Parent/Family Universities and Parent Involvement meetings. Booker Middle also holds its annual Title 1 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 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.

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 teachers and staff will communicate weekly by posting current grades, meet with parents for conferences as requested by staff or families, and provide frequent updates regarding student progress. Assessment results will be communicated with families in a timely manner when results are made available. Finally, the school will provide a regular schedule of useful notices, memos, phone calls, newsletters, emails and other communications.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Booker Middle is focused on improving student learning outcomes in all areas of instruction for all students. In order to achieve this, the staff will work closely with Curriculum Associates - iReady, district program specialists, and focus on developing teaching strategies and student engagement through coaching and internal professional development. Booker will continue to frequently monitor student progress through various data sources and accelerate students who demonstrate the need and desire for enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Booker Middle will continue to use SchoolLinks to prepare students for college, career, and life readiness opportunities and pathways. Entering 6th graders will work through a scope and sequence that explores their learning styles, career interests, and setting goals for the future. This path will continue into 7th grade where students continue to build on their goals by creating SMART goals, exploring careers, and deepening their knowledge related to interest areas, as well as learn about related income and benefits to chosen career paths. In their 8th grade year, students continue to explore pathways, possible internship opportunities, reflect on what they have learned and explored, and work to develop a clear personalized career plan to take to high school where they will continue to revise and refine annually until graduation.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Booker Middle has two full time counselors, a full time mental health professional on staff to support students, and support from First Step. Additionally, mentoring is provided by trained staff members from all subject areas, as well as mentoring specifically for Tier 2 students in 6th and 7th grade through a partnership with USF. As a school, Booker promotes a PBIS system to focus on building students skills in behavior.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Booker Middle has a full time Career Advisor and students use SchoolLinks weekly to learn and plan for post-secondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Booker Middle School is a PBIS school promoting and recognizing students for positive behavior in classrooms and school-wide. Through mentoring, school-wide implementation of CHAMPS, and tiered levels of support for students who exhibit additional behavior support needs, Booker Middle addresses the needs of every student. Additionally, the school has a strong behavior team that has supports built in for each grade level focused on proactive teaching and learning of appropriate behavior choices. Students are provided interventions as needed, BIP are implemented, and services in both counseling and behavior are provided as needed for students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Booker Middle School not only provides ongoing professional learning through PLC and Snacks for Strats, but the school partners closely with district program specialists and Curriculum Associates - iReady Principal's Academy. These professional learning opportunities provide staff with ongoing targeted support in core subject areas, as well as providing support to VPA, CTE, and elective teachers, as well as support staff. Additionally, we started the 2023-2024 school year by inviting our newest staff members to the building for two days of Booker and iReady professional learning to allow for teachers to

make connections with each other, our campus, and Booker Middle academic initiatives. Paraprofessionals will have targeted professional development during pre-planning week and additional courses specific to their learning needs will be made available to them through Vector professional learning systems. By providing ongoing support to all staff members, Booker Middle has recruited and will continue to foster and retain effective teachers, especially in the area of math and SWD.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				$27,650.19
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	145-Contracts for Supplemental Planning Outside Duty Day	0084 - Booker Middle School	Title, I Part A		$3,429.76
		Notes: Collaborative planning and student data analysis with PLC				
	6300	145-PD Participation Contracts	0084 - Booker Middle School	Title, I Part A		$11,408.25
	6300	145-PD Trainer Contracts	0084 - Booker Middle School	Title, I Part A		$3,463.21
		Notes: Teacher leaders will provide new instructors with the teaching tools for effective onboarding which will result in teacher retention and student achievement.				
	3374	310-Professional and Technical Services	0084 - Booker Middle School	Title, I Part A		$9,348.97
		Notes: Substitutes provided for new and returning teachers to participate in Learning Walks for professional learning, improving instruction, and improving student achievement.				
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$243,081.40
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$88,924.28
		Notes: Teacher will utilize research-based curriculum and strategies that are proven to increase academic achievement. Teachers and students will also receive instructional best practices aimed at remediation and targeted intervention.				
	6000	170-Extra Duty Hours for Academic Intervention	0084 - Booker Middle School	Title, I Part A		$77,901.76
		Notes: Academic intervention days for staff to provide additional support to students.				
	6100	310-Professional and Technical Services Vendor Contracts	0084 - Booker Middle School	Title, I Part A		$76,255.36

			Notes: School-wide mental health support with First Step			
3	**III.B.**	**Area of Focus: Instructional Practice: ELA**				**$77,348.35**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$77,348.35
			Notes: ELA teacher will utilize research-based curriculum and strategies that are proven to increase literacy achievement. Teachers and students will also receive instructional best practices aimed at remediation and targeted intervention.			
4	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$78,099.38**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$78,029.38
			Notes: Math teacher will utilize research-based curriculum and strategies that are proven to increase math achievement. Teachers and students will also receive instructional best practices aimed at remediation and targeted intervention.			
		515-Books Other than Textbooks	0084 - Booker Middle School	Title, I Part A		$70.00
			Notes: Mastering Math Manipulatives - books			
5	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$76,710.89**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6000	130-Other Certified Instructional Personnel	0084 - Booker Middle School	Title, I Part A		$76,710.89
			Notes: Science teacher will utilize research-based curriculum and strategies that are proven to increase science achievement. Teachers and students will also receive instructional best practices aimed at remediation and targeted intervention.			
6	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$10,114.80**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0084 - Booker Middle School	Title, I Part A		$10,114.80
			Notes: Parent and Family Engagement			
					Total:	$513,005.01

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No