

Sarasota County Schools

Emma E. Booker Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Emma E. Booker Elementary School

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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.

“High Expectations For All”

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

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

Provide the school's vision statement.

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

School Leadership Team, 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
Parker, Cameron	Principal	<p>Establishes a vision of academic success for students. Creates and nurtures a culture of collective efficacy within the school. Keeps track and monitors the development and performance of all processes. Endeavors to maintain an environment that is conducive to learning. Works with student behavior grades 3-5.</p> <p>Drives the continued development of and monitors the performance of all school systems and processes which result in student achievement and the safety & wellbeing of all students and staff. Specifically ensuring fidelity to instructional best practices in all content areas. Defines and enforces school policies and guidelines for students and staff.</p> <p>Works with staff to develop a school culture that embraces the three big ideas that drive the work of a PLC.</p> <ol style="list-style-type: none"> 1. A focus on learning 2. A collaborative culture and collective responsibility 3. A results orientation <p>Develops and fosters community partner relationships for the benefit of students and staff. Develops and fosters strong relationships with staff to ensure low turnover ratios, resulting in continuity of instructional practices and teacher capacity.</p>
Stroughter, Keatrun	Assistant Principal	<p>Assist principal in creating a culture of collective efficacy among staff members. Bring to life the goals of EEB through identification of objectives for instruction, ensuring teacher fidelity to EEB curriculum resources and block models. Responsible for teacher improvement and motivation. Assist principal with school management, student activities and services, community relations, personnel, and curriculum instruction responsibilities. Coordinate with principal to assist in defining and enforcing school policies and guidelines for students and staff. Responsible for the oversight of the MTSS process and SWST to ensure student needs are met within each classroom environment and the integrity of interventions are upheld. Responsible for student behavior management PreK-2. Administrator over ESE and school safety.</p>
Fernandez, Debra	Teacher, K-12	<p>As the ESOL Teacher/Liaison, Ms. Fernandez assists in the coordination of eligibility and placement for ESOL students at EEB. In addition, she provides leadership for improving instruction for our ESOL students.</p>

Name	Position Title	Job Duties and Responsibilities
Washington, Dwana	Other	Small group instruction teacher for lower quartile students, as well as Tier 2 and Tier 3 students. Ms. Washington's groups are comprised of students from grades 3-5 for lower quartile. Tier 2 and Tier 3 students are serviced in various grades K-5, depending on the need. Fourth Grade Team Leader, Data Coach, SLA Coordinator, Testing Coordinator, Guiding Coalition Member
Mahoney, Megan	Teacher, K-12	Ms. Mahoney is a third-grade teacher at EEB and is responsible for the academic success of her students, as well as their social and emotional needs. In addition, Ms. Mahoney is the Parent and Family Engagement Coordinator and works for Booker Boost, our aftercare program. With so many roles at the school she is able to ensure that students needs are being met in many aspects.
Hachem, Diana	Administrative Support	Ms. Hachem works to ensure that our School Wide Support Team runs properly, that our 504s are in compliance and that students are receiving proper interventions. She works with administrators, teachers and students. She uses data to make decisions and ensures that we are consistently doing what is best for our students.
Countryman, Robyn	Instructional Coach	As a math instructional facilitator Ms. Countryman assists in ensuring teacher fidelity to the math curriculum and the classroom block model in all grades. This includes providing teachers feedback from classroom visits, modeling and coaching. Half day planning and content area planning are also IF responsibilities, which provide the ability to build teacher capacity in their content areas. Ms. Countryman participates in math professional developments to remain current in math best practices and is a member of the Guiding Coalition.
Jaffee, Andrew	Instructional Coach	As an Instructional Coach, Mr. Jaffee's academic expertise is in science. He assists both teachers and students with curriculum and a thorough understanding of science content. This includes providing detailed feedback from classroom visits, modeling lessons and coaching. Mr. Jaffee participates in district professional development sessions and is a member of the Guiding Coalition.
Williams, Nicole	Other	Ms. Williams is instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. She provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Ms. Williams collaborates with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve

Name	Position Title	Job Duties and Responsibilities
		student achievement for all. She works with staff and students in all grades.
Johnson, Gretchen	Behavior Specialist	Participates in coaching and modeling for classroom teachers and facilitates PBIS Team. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
	Parent Engagement Liaison	Mr. Spires works with the school to create a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

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.

All stakeholders (parents, students, staff and community partners) are invited to attend monthly school advisory meetings. At these meetings, data and relevant school information is shared. Additionally, students and their work are highlighted. Input from end of the year meetings and review was used to develop the current School Improvement Plan. This included our SAC meeting in which families, staff and community partners.

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))

The School Improvement Plan is shared in the Fall and revised if necessary at checkpoints throughout the year. This process includes reviewing subsections of the plan and any current/relevant data and then making adjustments as necessary. It is reviewed along with budgets, staffing and other operational information as needed throughout the year.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	Yes
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: D 2018-19: D 2017-18: C
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	13	16	18	15	15	16	0	0	0	93
One or more suspensions	1	7	7	7	4	18	0	0	0	44
Course failure in English Language Arts (ELA)	0	0	0	0	2	14	0	0	0	16
Course failure in Math	0	0	11	20	6	12	0	0	0	49
Level 1 on statewide ELA assessment	0	0	0	5	8	21	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	5	10	26	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	14	12	10	23	10	0	0	0	81

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	2	4	10	29	11	63	0	0	0	119

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	7	7	8	6	0	0	0	0	0	28
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	1	20	16	12	13	27	0	0	0	89
One or more suspensions	0	7	4	6	8	14	0	0	0	39
Course failure in ELA	0	0	3	5	8	5	0	0	0	21
Course failure in Math	0	0	3	8	6	6	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	8	7	23	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	5	13	37	0	0	0	55
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	0

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	7	6	17	28	53	0	0	0	111

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	8	6	17	0	0	0	0	0	32
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	1	20	16	12	13	27	0	0	0	89
One or more suspensions	0	7	4	6	8	14	0	0	0	39
Course failure in ELA	0	0	3	5	8	5	0	0	0	21
Course failure in Math	0	0	3	8	6	6	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	8	7	23	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	5	13	37	0	0	0	55
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	

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	7	6	17	28	53	0	0	0	111

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	8	6	17	0	0	0	0	0	32
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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*	40	65	53	40	66	56	31		
ELA Learning Gains				51			41		
ELA Lowest 25th Percentile				50			52		
Math Achievement*	44	68	59	45	52	50	36		
Math Learning Gains				58			29		
Math Lowest 25th Percentile				66			45		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	40	69	54	50	67	59	41		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	63	68	59	71			50		

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	100
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	30	Yes	4	1
ELL	45			
AMI				
ASN				
BLK	37	Yes	1	
HSP	53			
MUL	43			
PAC				
WHT	60			
FRL	46			

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	39	Yes	3	
ELL	58			
AMI				
ASN				
BLK	45			
HSP	61			
MUL	35	Yes	1	
PAC				
WHT	76			
FRL	54			

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	40			44			40					63
SWD	20			24			30				5	53
ELL	36			46			36				4	63
AMI												
ASN												
BLK	35			38			36				4	
HSP	46			57			48				4	62
MUL	43			43							2	
PAC												
WHT	55			64							2	
FRL	39			42			40				5	62

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	51	50	45	58	66	50					71
SWD	19	36	33	26	45	50	28					75
ELL	54	70		44	63		47					71
AMI												
ASN												
BLK	33	42	43	35	57	68	36					
HSP	51	66		58	66		58					66
MUL	32	38		40	31							
PAC												
WHT	80	83		73	67							
FRL	39	51	50	43	59	67	48					73

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	31	41	52	36	29	45	41					50
SWD	15	45	54	19	41	62	18					38
ELL	28	27		26	36							50

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
AMI												
ASN												
BLK	28	40	53	30	25	50	33					
HSP	30	42		43	33		53					50
MUL	29			21								
PAC												
WHT	67			67								
FRL	30	39	55	36	32	50	37					47

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
05	2023 - Spring	37%	67%	-30%	54%	-17%
04	2023 - Spring	46%	67%	-21%	58%	-12%
03	2023 - Spring	39%	61%	-22%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	70%	-11%	59%	0%
04	2023 - Spring	43%	70%	-27%	61%	-18%
05	2023 - Spring	30%	66%	-36%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	67%	-30%	51%	-14%

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.

All subject areas achievement were at or below 50%. For two years the state was involved with the school while it was in turn around status. This was the first year that the school was not in that status, there was an interim principal and several new staff as well as a new state test. 5th grade also had a class with several different teachers in it until we finally found a permanent teacher in February. 5th grade performed the lowest in math, 30% and ELA, 37%. 5th graders were at 37% in science. Overall, 5th graders were below 42% in all areas. 4th graders were 43% proficient in math, while they performed better in ELA at 46% proficient. 3rd grade math was 59% proficient which was above the state average, yet 3rd grade was 44% proficient in ELA. We did have to do some shifting in 3rd grade after the school year started when we discovered our enrollment was low in that grade. We condensed our classes and moved students 3 weeks into the school year. This continued to impact students throughout the school year.

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

Science showed the greatest decline. In 2021-2022 5th graders were 50% proficient in science. This year the 5th graders dropped 10% to 40% proficient. There was not a lot of stability within the grade level. Half of the 5th graders experienced a lot of turnover with teachers and did not have a permanent teacher until February. We worked diligently to ensure students received instruction via our instructional facilitators up until that point.

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.

The greatest gap compared to the state average would be our math scores. The state average was 58% proficient while our proficiency was 40%. If you break our data down, it was our 5th grade scores that brought down our average. Our 3rd graders scored above the state average with 59% proficiency. The 5th graders were 30% proficient. Overall, the 5th grade scores in ELA, math and science were well below the state average.

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

4th grade ELA showed the most improvement. We went from 32% proficient on the Spring FSA to 46% (+14) proficient on FAST PM3. We continued the work that was done with the BSI model. At the time of those analytics, it was determined through collaboration with the Bureau of School Improvement, that the highest contributing factor to the school grade of D, was a tier 1 instructional practices problem. More detailed areas of focus, homing in more deeply than standards aligned instruction and small group instruction. Specifically building teacher content knowledge, student use of strategies, increased student versus teacher talk (pacing) and student work accountability. In addition, an IF area of focus has been developed to be more specific with their work.

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

An area of concern is absenteeism of grades K-5. 25% of the students at EEB showed attendance below 90%. 32% of the students had multiple indicators on the early warning system.

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

Increase ELA proficiency in 3rd grade, to meet or exceed 42%.

Increase math proficiency in 3-5, but especially in 5th grade to meet or exceed 42%

Increase science 5th grade scores by 4% from 40% to 44% proficient.

Decrease behavior incidents by 5%.

Increase math and reading scores in SWD and multiracial subgroups to meet or exceed 33%.

Area of Focus

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

#1. 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.

Emma E. Booker's focus is to understand BEST standards and ensure that lesson planning and instructional delivery are aligned to demonstrate academic gains in ELA across the grade levels as measured by FSA. In the 2021-22 school year 40% of students in grades 3-5 demonstrated proficiency in ELA. On AP 3 of the 2022-23 FAST, students in grades 3-5 were 43% proficient. This is an increase of 3% from the previous year. We look to further increase our students ELA achievement with a focus on our 3rd grade students as they dropped from 46% achievement in 2021-22 to 44% on the FAST in 2022-23. This is still a great improvement over the 2020-21 school year when third grade was 28% proficient.

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 2024 school year, students in grades 3-5 will increase 4 proficiency points to 47% proficient in ELA. Third grade students will increase 4 proficiency points to 48% proficient.

Monitoring:

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

Classroom data walls will reflect data at multiple levels including whole grade level, classrooms, and individual students. Conversations with teachers, administration and school support personnel will include a focus on all subgroups to target instructional delivery and response in the classroom. Classroom walk throughs, observations, half day planning, content area planning will be a part of the monitoring. Students will have individual data folders to help them track data and any staff will be able to have data conversations with students at any time.

All teachers K-5 will collect assessment data using school-wide progress monitoring forms. The EEB Guiding Coalition and Instructional Leadership team will meet monthly to review the school-wide progress monitoring data and problem-solve areas of need. Data chats between administration and teachers/ instructional support staff will occur at least 2x a year.

Person responsible for monitoring outcome:

Keatrun Stroughter (keatrun.stroughter@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.)

All teachers will participate in weekly collaborative PLC meetings, intensive training in instructional best practices, and coaching/modeling with the support team on campus and district level facilitators/ specialists.

All students K-1 who are below level in reading will participate in the weekly Rockin' Reader Program with trained volunteers. Selected students grades K-2 will be identified for either Reading Recovery or Literacy Lessons. Students in grades 3-5 demonstrating a reading deficit will receive Tier 2 or 3 instruction beyond the required literacy block by an intervention teacher or ESE Resource teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing a collaborative approach between the homeroom and intervention teacher, students' deficit areas will be addressed to ensure success with grade-level material. Continued problem-solving between

staff will occur to ensure adequate progress is met. Use of the District Progress Monitoring Guidance Document and Decision Tree resources will be used to target students' deficit areas.

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.

Key members of the Literacy Leadership Team and TES Guiding Coalition will meet with teachers individually and during CPT time to discuss data, observations, & instructional impact.

The Literacy Leadership Team will meet monthly to debrief instructional strategies that are working with intervention groups and common themes across the ELA block.

Literacy Coach will support instructional staff in mastering best practices.

Person Responsible: Nicole Williams (nicole.williams@sarasotacountyschools.net)

By When: Monthly

Administration will conduct data chats with grade-level teams and individual teachers.

Teachers will communicate and engage parents and families by sharing their students' progress monitoring data. Teachers will share with families areas of growth, and they will also share areas for improvement. In addition, teachers will identify one or two specific strategies/activities that parents can use to support and engage in their child's learning at home. This plan will be shared with parents at parent-teacher conferences, CARE meetings, and will be updated as students progress throughout the school year.

Person Responsible: Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

By When:

Coaching and modeling by Reading Recovery trained teachers

Person Responsible: Tanisha Williams (tanisha.williams@sarasotacountyschools.net)

By When:

Driven lessons, Student Interaction, Written Response, Intervention & Goal Setting through observations and walkthroughs

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

By When:

Teachers will be trained throughout the school year on best practices for the ELA block and mastery of standards.

Person Responsible: KATIE KEPHART (katie.kephart@sarasotacountyschools.net)

By When:

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

Follow up with staff after SWST/504 meetings to ensure that interventions are in place. Work with staff who need assistance to ensure that we are meeting the needs of students.

Person Responsible: Diana Hachem (diana.hachem@sarasotacountyschools.net)

By When:

Parent and Family Engagement evening with a focus on literacy.

Person Responsible: Megan Mahoney (megan.mahoney@sarasotacountyschools.net)

By When:

#2. 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 the 2022-23 school year 46% of students in grades 3-5 demonstrated proficiency in Math. By the conclusion of the 2023-2024 school year, our goal is to have 50% of students in grades 3-5 achieve a 'meeting expectations' level as measured by the math interim assessment. This is a 4% increase from the previous year. Our 3rd graders were 59% proficient which mirrored the state average for 3rd grade. Students performing below grade level will demonstrate growth beyond one year as measured by FAST data and the math interim assessment.

Measurable Outcome:

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

By the conclusion of the 2023-2024 school year, students in grades 3-5 will increase 4 proficiency points to 50% proficient.

Monitoring:

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

Classroom data walls will reflect data at multiple levels including whole grade level, classrooms, and individual students. Conversations with teachers, administration and school support personnel will include a focus on all subgroups to target instructional delivery and response in the classroom. Classroom walk throughs, observations, half day planning, content area planning will be a part of the monitoring. Students will have individual data folders to help them track data and any staff will be able to have data conversations with students at any time.

All teachers K-5 will collect assessment data using school-wide progress monitoring forms. The EEB Guiding Coalition and Instructional Leadership team will meet monthly to review the school-wide progress monitoring data and problem-solve areas of need. Data chats between administration and teachers/ instructional support staff will occur at least 2x a year.

Teachers will communicate and engage parents and families by sharing their students' progress monitoring data. Teachers will share with families areas of growth, and they will also share areas for improvement. In addition, teachers will identify one or two specific strategies/activities that parents can use to support and engage in their child's learning at home. This plan will be shared with parents at parent-teacher conferences, CARE meetings, and will be updated as students progress throughout the school year.

Person responsible for monitoring outcome:

Cameron Parker (cameron.parker@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.)

All teachers will participate in weekly collaborative PLC meetings, intensive training in instructional best practices, and coaching/modeling with the support team on campus and district level facilitators/specialists.

Numeracy Initiative and Dreambox will be used.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Numeracy Initiative will be used to effectively assess numeracy, address students' needs for acceleration, remediation & intervention. Students will be assigned DreamBox lessons. DreamBox differentiates instruction at scale with personalized reading programs to accelerate 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 be trained throughout the school year on best practices for the Math block and mastery of standards.

Coaching and modeling by the Instructional Facilitator will support instructional staff in mastering best practices.

Person Responsible: Robyn Countryman (robyn.countryman@sarasotacountyschools.net)

By When:

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

Follow up with staff after SWST/504 meetings to ensure that interventions are in place. Work with staff who need assistance to ensure that we are meeting the needs of students.

Person Responsible: Diana Hachem (diana.hachem@sarasotacountyschools.net)

By When:

Key members of the Guiding Coalition will meet with teachers individually and during CPT time to discuss data, observations, & instructional impact.

Person Responsible: Dwana Washington (dwana.washington@sarasotacountyschools.net)

By When:

Administration will participate in classroom walkthroughs with district staff, instructional facilitator and others to observe Standards- Driven lessons, Student Interaction, Written Response, Intervention & Goals. Individual and ongoing feedback will be provided to staff based on observations.

Administrators will conduct data chats with teams and individual teachers.

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

By When:

Parent and Family Engagement evening with a focus on math for all grade levels.

Person Responsible: [no one identified]

By When:

#3. 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.

Emma E. Booker Elementary's focus is to understand standards and ensure that lesson planning and instructional delivery are aligned to demonstrate academic gains in science across the grade levels. In the 2022-2023 school year 40% of students in 5th grade demonstrated proficiency on the FSSSA assessment. This is a loss of 10% proficiency from the previous year.

Measurable Outcome:

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

Science proficiency as measured by FSSSA will increase from 40% to 44%.

Monitoring:

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

Monthly data conversations will take place across grade levels with support staff, teachers and the science instructional facilitator. Conversations with teachers and admin will include a focus on all subgroups to target instructional delivery and response in the classroom.

Common Assessments aligned with our Instructional Focus Guide
District Benchmark Science Assessments

Person responsible for monitoring outcome:

Andrew Jaffee (andrew.jaffee@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.)

All teachers will participate in weekly collaborative meetings, intensive training in, instructional best practices and coaching/modeling with the support team on campus and district level facilitators/specialists.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Best practice instruction ensures that students are receiving lessons that are both rigorous and relevant. Through professional development, coaching and modeling, teachers will deepen their understanding of standards-based lesson planning and instructional delivery ensuring student progress.

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 in grades 3, 4 and 5 have the opportunity to participate in an additional hour of science instructional planning afterschool monthly from the fall through the spring. Participating staff will be compensated through Jumpstart Funds.

4th and 5th graders will participate in a STEM fair.

Person Responsible: Andrew Jaffee (andrew.jaffee@sarasotacountyschools.net)

By When:

All students K-5 will receive inquiry-based instruction in STEM class on the specials wheel. Technology, Engineering, Math. School-wide STEAM challenges will encourage all students K-5 to experience the Scientific Process. This position is purchased with Title 1 money.

Person Responsible: Theresa Marks (theresa.mark@sarasotacountyschools.net)

By When:

Teachers will communicate and engage parents and families by sharing their students' progress monitoring data. Teachers will share with families areas of growth, and they will also share areas for improvement. In addition, teachers will identify one or two specific strategies/activities that parents can use to support and engage in their child's learning at home. This plan will be shared with parents at parent-teacher conferences, CARE meetings, and will be updated as students progress throughout the school year.

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

By When:

Use of JumpStart funds to bring the Little Medical School to campus so that students can engage in hands on science experiences. This will include a parent and family engagement evening.

Person Responsible: Megan Mahoney (megan.mahoney@sarasotacountyschools.net)

By When:

Science on the specials wheel. Specials are two days in a row so that students are able to complete two day science experiments.

The science teacher also oversees the garden club which benefits all students. The garden produces flowers, plants and vegetables. Students learn to care for the garden before and after the school with help of a master gardener volunteer.

Person Responsible: Charlotte Nayna (charlotte.nayna@sarasotacountyschools.net)

By When:

#4. Positive Culture and Environment specifically relating to Other**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.

A positive culture and environment, focused on emotional processes and social interpersonal skills will result in a more productive academic environment and student growth in the content areas. This will lower behavior incidents, and positively impact student achievement.

Measurable Outcome:

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

By the end of 2024, there will be a 5% decrease in the number of discipline incidents.

Monitoring:

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

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

Person responsible for monitoring outcome:

Gretchen Johnson (gretchen.johnson@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.)

The PBIS Plan is focused on a set of social, emotional, behavioral, and character skills that support success in school as well as the workplace, relationships and in the community. Dysregulation in the school day results in a loss of instructional time.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. The School Guidance Counselors, Social Workers, Mental Health Counselor, Behavior Specialist, Teachers, and Administration collaborate to meet students' needs. Classroom guidance, counseling in small group settings, and one-on-one sessions are provided to students in grades pre-K-5. We have two guidance counselors, one social worker, one home school liaisons, and a full-time mental health counselor who meets individually with students and their families to address students' needs. Our Multi-Tiered School Support team meets weekly to discuss student progress. Appropriate interventions are implemented, and progress monitored to assess students' academic, behavior, social, and emotional needs. Data is shared with parents to get feedback and plan action steps.

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.

Continually revisit the PBIS program throughout the school year. Booker Bucks reward system will be used with fidelity and the Booker Bucks store will be available on Fridays. As staff collaborates together regarding positive behavior supports, strategies will become habits, impacting student behaviors in a positive manner.

PBIS Committee will meet monthly to problem solve and share successes regarding student behavior.

Person Responsible: Gretchen Johnson (gretchen.johnson@sarasotacountyschools.net)

By When: This will be put in place the first week of school and used until school is out in May

Provide families opportunities to engage in mentoring programs provided by the Truly Valued organization and Girls Inc.

Person Responsible: Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

By When:

Continue to Review and Revamp our Tier 2 and 3 behavior supports for students of concern to ensure they receive what they need for overall success. Both behavior specialists will lead weekly student social skills groups.

Work with staff to ensure we have a Tier 1 system that is being used across campus. Offer trainings and coach staff to use CHAMPS and Mindset.

Students with multiple behaviors, or behavior incidents will be assigned staff mentors who will proactively meet with students.

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

By When:

Behavior Specialist, Behavior Tech and administrators meet 2xs a month to review behavior incidents (referrals and notice of concerns). Assign mentors to students with the most incidents and ensure that there are plans in place for students.

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

By When:

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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 Students with Disabilities, ELA and Math Achievement continues to be an area of focus for Emma E. Booker. 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. Students in the SWD and mixed subgroups are performing below 40% in ELA and Math.

Measurable Outcome:

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

By the end of year 2024, Emma E. Booker will increase by 5% percentage points to 24% in SWD ELA proficiency, increase by 5% points to 31% in SWD Math proficiency and 5% in SWD science proficiency to 33%.

Monitoring:

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

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 progress monitoring 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:

Cameron Parker (cameron.parker@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building teacher instructional capacity is an essential step in improving student achievement. Instructional facilitators have been hired to support, teach and model standards-based, rigorous instruction for our teachers. The SWD and mixed target groups will be monitored for improvement in ELA and Math learning growth. Ongoing data will be collected, analyzed and reviewed with 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.

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

After school groups targeted to lower quartile students/ESSA groups. Students invited to participate.

Instruction given based on data. This program funded by JumpStart.

Person Responsible: Diana Hachem (diana.hachem@sarasotacountyschools.net)

By When: August 2023

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

Person Responsible: Nicole Williams (nicole.williams@sarasotacountyschools.net)

By When: September 2023

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

Person Responsible: Dwana Washington (dwana.washington@sarasotacountyschools.net)

By When:

Emma E. Booker will work with the Guiding Coalition to become a Highly Effective PLC's to Encourage Co-Planning and Data Informed Instruction.

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

By When: Throughout the year, weekly

Teachers will Facilitate Small Group Instruction Based on Student Needs.

The ESE program manager will model instructional best practices in classrooms. ESE AP and School Instructional Facilitators will provide additional coaching in ELA, Math and Science content areas.

Person Responsible: Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

By When: Throughout the year, weekly

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).

The school has various committees to determine needs and review school improvement funding allocations and ensure resources are allocated based on needs. SAC and SDMT each meet monthly. Both committees review the SIP plan and ensure funds are used appropriately.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The K-2 Instructional practice area of focus will continue to be the Heggerty Phonemic Awareness program.

The Heggerty phonemic awareness program has been an EEB system since SY 2019-2020. Through ongoing analyzation of data in these grades, improvement in phonemic awareness became a high priority. The ability to understand that spoken words are made up of individual sounds called phonemes is an early predictor of reading success. Our continued positive trends in ELA proficiency and learning gains is attributed in part to the use of this program since 2020.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The grades 3-5 Instructional Practice area of focus will continue to be the LLI (Leveled Literacy Intervention) system for students not reading on grade level. As students enter the immediate grades and the focus becomes reading to learn versus learning to read, the importance of students reading a variety of text at a high instructional level is paramount to ensure student proficiency and learning gains. Our continued positive trends in ELA in both proficiency and learning gains are attributed in part to the use of this program since 2018. LLI engages students with high interest texts in a variety of genres. In addition, it provides the ability to increase the amount of successful reading completed daily. Small groups created according to BAS (Benchmark Assessment System) levels provide a rich, guided reading session four days a week, with the fifth day dedicated to progress monitoring.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In grades K-2, the measurable outcome goal will be a 10% increase in early literacy proficiency by grade level, as measured by Star Early Literacy Enterprise Assessment data.

Specifically, Kindergarten Star Early Literacy Enterprise Assessment data will demonstrate an increase from 51% on PM 1 to 61% on PM 3.

First grade Star Early Literacy Enterprise Assessment data will demonstrate an increase from 52% on PM 1 to 62% on PM 3.

Second grade Star Early Literacy Enterprise Assessment data will demonstrate an increase from 48% on PM 1 to 58% on PM3.

Grades 3-5 Measurable Outcomes

In grades 3-5, the measurable outcome goal will be an individual grade level goal based on the percentage to attain school wide proficiency of 50% in ELA.

Specifically, third grade will increase ELA proficiency from 24% proficient on PM1 to 50% on PM3.

Fourth grade will increase ELA proficiency from 20% proficient on PM1 to 50% on PM3.

Fifth grade will increase ELA proficiency from 30% proficient on PM 1 to 50% on PM3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Both areas of focus in instructional practices will be monitored in various ways. Half day planning, content area planning, and professional development will provide the opportunity for teachers to ask questions as it relates to both systems thereby deepening their capacity with both. Data chats will occur with administration and instructional leadership team quarterly. Adjustments to instruction and/or interventions to improve student performance.

Daily action monitoring will take place during district, school administration and instructional facilitator classroom observations and Impact Reviews. Ongoing monitoring ensures that adjustments are made to student support, intervention and/or extension as needed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Stroughter, Keatrun, keatrun.stroughter@sarasotacountyschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance is an evidence-based, core instructional resources used to teach systematic and explicit foundational skills based on the Science of Reading and Structured Literacy. District frameworks have been developed to guide teachers further with standards-based planning and instructional delivery. Teachers work within a 90 - 120-minute reading block with a separate time for more intentional small group focus.

A Literacy Coach position has been added to the campus to work intensively in coaching cycles with K-3 teachers. The Literacy coach works with the district ELA Program Specialists regularly to establish goals and focused support on the campus. Through this ongoing collaboration, the coach will work toward Literacy Coaching Certification as defined by Florida DOE.

Three Reading Recovery teachers provide small group Tier 2 interventions for students in Grades K-3. These trained teachers also provide professional development and literacy support to all teachers at the school site. One of our ESE resource teachers also provides Literacy lessons.

During pre-planning week teachers are trained in Tier I Progress Monitoring Updates. The Tier I PM update includes a deep dive into responding to data and using the Literacy Decision Trees.

Tier II and III support is given to identified students using Leveled Literacy Interventions, Benchmark Advance Phonics Skill Bags, Targeted Word Study Routines, Orton Gillingham, Benchmark Advance Targeted Intervention for Comprehension and other resources vetted by the district elementary team.

All of the above programs and practices are outlined in the District's Comprehensive Evidence-Based Reading Plan (CERP) and are aligned to the BEST ELA Standards. Each intervention recommended by the district has moderate to strong evidence based on the "What Works Clearinghouse".

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Heggerty specifically addresses our deficits in phonemic awareness in grades K-2 and has a proven record of effectiveness as demonstrated through years of data from schools with disadvantaged populations.

LLI specifically addresses our deficits in reading proficiency in grades 3-5. Proven record of effectiveness for disadvantaged populations is demonstrated through years of data.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Students needing extra explicit instruction acquiring reading skills will receive additional instruction during the Leveled Literacy Intervention (LLI). Ongoing collaboration between the Intervention Teachers and classroom teachers will occur during weekly CPT meetings to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.	Stroughter, Keatrun, keatrun.stroughter@sarasotacountyschools.net
Half day planning and PLC professional learning with focused instructional planning and intervention design.	Williams, Nicole, nicole.williams@sarasotacountyschools.net
Ongoing progress monitoring assessment and data review.	Washington, Dwana, dwana.washington@sarasotacountyschools.net

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 school's SIP plan is available for all families to see. Once complete it is placed on the school's website. <https://www.sarasotacountyschools.net/domain/1246>

The SIP plan is shared and discussed at monthly SAC meetings and at our Annual Title 1 parent meeting held at the beginning of the year. Copies are available in the front office. A short SIP sheet is created and advertised on our social media. The SIP plan is also available at the front office, on the website and at parent nights.

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))

We build positive relationships with parents by keeping our website up to date. We also use social media (Instagram, Facebook) at least once a week to show parents and families the following: learning, activities, events. Through the use of the Title 1 funding (Parent and Family Engagement) and the Jump Start grant, our Parent and Family Engagement Champion, along with staff, develops and facilitates Parent and Family Engagement activities with a focus on literacy, science and mathematics skills and strategies.

The goal is to:

- empower parents to feel confident in supporting their child's academic progress in the home environment
- help parents develop skills, patterns and habits at home that will support their child's learning in all academic
- provide parents the opportunity to learn, practice, and implement new skills to enrich their home environment both in mathematics and literacy
- engage parents to learn a new trade skill to economically support their family

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)

These are the areas we plan to address in our SIP plan:

Increase science 5th grade scores.

Increase ELA proficiency, especially in 5th grade to meet or exceed 42%

Increase math proficiency in 3-5, but especially in 5th grade to meet or exceed 42%

Decrease behavior incidents by 4%

Increase math and reading scores in SWD and multiracial subgroups to meet or exceed 42%

Emma E. Booker plans to add an advanced class to 3, 4 and 5 grades. We have not previously had this. When looking at the data, we have students in each grade level who are gifted or scoring at a higher percentile. We want to make sure that we enrich the curriculum for these students.

We will be adding an instructional leadership team that will meet bi-weekly. This team will consist of administrators, instructional facilitators, the literacy coach and academic interventions. This team will ensure that we understand the school's data, know what classrooms need support and are engaged in student learning. We hope to encourage a culture of collaboration among teachers to improve instruction through focusing on student achievement and learning and coordinating the improvement of instruction in the school based on data.

As a school we will use SWST/CARE Teams to monitor progress towards the school-wide target of creating meaningful learning tasks that engage students.

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))

Emma E. Booker works closely with many community agencies. Families are able to get food in our carline biweekly via All Faiths Food Banks. Students can also get food weekly through the backpack program. Our school also partners with many other local services, resources and programs. Families and students have access to Heiken vision bus that allows for free vision screening and if needed free glasses. The department of health comes on campus works with our school nurse to ensure our students get a health screening. As a Title 1 school, our parents are able to get scholarships for certain programs at our county technical school, free ESOL parent classes and access to GED classes.

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))

Emma E. Booker has a Home - School Liaison that is funded by Title I dollars. The goal of this position is to provide a positive relationship between the school and parents so that students will move toward fulfillment of their potential for intellectual, emotional, physical and psychological growth. The school works with outside mentoring groups like Truly Valued and Girls Inc. These mentors come into the school and meet with students to promote positive self-esteem, education, confidence and character among youth and families. The school also employs a school counselor to provide guidance for our students.

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))

Emma E. Booker offers STEM on the specials wheel with Title 1 money. The STEM class provides students with hands-on opportunities to learn science and technology.

We also bring in mentoring groups like Truly Valued and Girls Inc to work with our 5th graders to specifically to start speaking with them about what comes after elementary school.

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).

Emma E. Booker implements Positive Behavioral Interventions and Supports (PBIS). Our focus is on self-awareness, self-management, social awareness, relationship skills and decision making. PBIS focuses on a 3 Tier approach.

We use a multi-tiered system of supports (MTSS) process identify struggling students early and intervene quickly.

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))

Sarasota County School district offers a wide range of professional development for teachers, paraprofessionals and school personnel. Our staff is able to access professional development via the district website. Offerings are online and in person.

Emma E. Booker also offers professional development based on the needs of our staff. Surveys are sent throughout the year to find out what the staff needs, staff will ask for professional development after they meet as a collaborative team or other meeting or a need will arise from a walkthrough or observation. Our new hires meet as a group monthly and receive professional development based on the needs of the group.

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))

Emma E. Booker has a Summer Learning Academy. The Summer Learning Academy prepares our incoming kindergarten students to enter the kindergarten classroom. SLA is a free, six-week program for Emma E. Booker students entering kindergarten through 5th grade. We specifically reach out to our incoming kindergarteners to help students and families prepare for kindergarten by ensuring students are learn and are given opportunities to develop those skills needed to enter a K-5 school. Transition to kindergarten is easier when students are provided with opportunities to promote fine and gross motor skills, literacy skills, math skills, and social skills with developmentally appropriate activities. The Summer Learning Academy promotes confidence, curiosity, self-control, communication, relationship building, cooperation and so many more. Weekly “Parent University” classes focus on family wellness, parent career development and other skills to support our in-coming Kindergarten students.

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: Instructional Practice: ELA				\$241,772.39
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0501 - Emma E. Booker Elementary School	Other		\$2,427.20
			<i>Notes: Grade level teachers (8) to work with ELA and math Instructional Facilitators (2) to lesson plan and work with data, create formative assessments afterschool once a month.</i>			
			0501 - Emma E. Booker Elementary School	Other		\$140,335.00
			<i>Notes: ESSER funds have been allocated from the district to allow for positions previously provided via Title I. These "hold harmless" funds will partially pay for Reading Recovery Teacher.</i>			
			0501 - Emma E. Booker Elementary School	Title, I Part A		\$99,010.19
			<i>Notes: Positions that are funded through Title I, Part A that support ELA Instructional Practice include: Reading Recovery (1 teachers)</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$185,257.78
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0501 - Emma E. Booker Elementary School	Other		\$21,245.00
			<i>Notes: Supplemental math intervention services, 5 hours a day x 175 days - Contracted staff.</i>			

			0501 - Emma E. Booker Elementary School	Title, I Part A		\$82,114.64
			<i>Notes: Positions that are funded through Title I, Part A that support Instructional Practice include: Instructional Facilitator(1 teacher), Co-teaching, modeling, planning and providing specific science strategies to students in K-5 plus teachers</i>			
			0501 - Emma E. Booker Elementary School	Title, I Part A		\$81,898.14
			<i>Notes: Positions that are funded through Title I, Part A that support Instructional Practice include: Instructional Facilitator(1 teacher), Co-teaching, modeling, planning and providing specific math strategies to students in K-5 plus teachers</i>			
3	III.B.	Area of Focus: Instructional Practice: Science				\$137,492.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0501 - Emma E. Booker Elementary School			\$1,456.32
			<i>Notes: Grade 3, 4, 5 teachers who teach science to vertical plan based on science unit assesment data. 8 teachers x 3 different days after school for 2 hours each.</i>			
			0501 - Emma E. Booker Elementary School	Title, I Part A		\$131,536.43
			<i>Notes: Positions that are funded through Title I, Part A that support Instructional Practice include: Science/Technology (1 teachers)</i>			
			0501 - Emma E. Booker Elementary School	Title, I Part A		\$4,500.00
			<i>Notes: Hands on science materials for each grade level K-5 as listed on the district Instructional Focus Guide to support standards based experiential learning</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Other				\$95,488.42
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0501 - Emma E. Booker Elementary School	Other		\$1,282.91
			<i>Notes: Parent and Family Engagement Nights held 5 times annually. Staff are on duty.</i>			
			0501 - Emma E. Booker Elementary School	Title, I Part A		\$94,205.51
			<i>Notes: Positions that are funded through Title I, Part A that support Positive Culture and Climate: counselor and home school liaison (2 instructional units)</i>			
5	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$385,402.27
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0501 - Emma E. Booker Elementary School	Other		\$6,068.00
			<i>Notes: Supplemental math and ELA intervention specific to SWD, 5 hours a day X 40 day - Contracted services of an ESE teacher who is on leave</i>			
			0501 - Emma E. Booker Elementary School	Other		\$7,604.50
			<i>Notes: Half Day planning sessions grades K-5 to work with Instructional Facilitators to plan lessons. These sessions will also include separate sessions for ESE staff to plan. Each team will have a 1/2 planning 4 times a year.</i>			
			0501 - Emma E. Booker Elementary School	Title, I Part A		\$138,491.00

				<i>Notes: Positions that are funded through Title I, Part A that support Instructional Practice include: Academic Interventionist (1 teachers). This staff member works with specific target subgroups.</i>	
			0501 - Emma E. Booker Elementary School	Title, I Part A	\$233,238.77
				<i>Notes: Positions that are funded through Title I, Part A that support Instructional Practice include: 3 paraprofessionals</i>	
Total:					\$1,045,413.61

Budget Approval

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

No