

Booker Middle School



2014-15 School Improvement Plan

Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

www.sarasotacountyschools.net/bookermiddle

School Demographics**School Type**

Middle

Title I

Yes

Free/Reduced Price Lunch

81%

Alternative/ESE Center

No

Charter School

No

Minority

75%

School Grades History**Year****2013-14****2012-13****2011-12****2010-11****Grade**

C

C

C

B

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Booker Middle School will achieve learning gains by engaging all students in a vigorous, literacy infused, technology based, arts integrated, and character-based curriculum. Booker Middle School will strive to cultivate partnerships between our community, parents, and students that will support the mission of creating life-long learners.

Provide the school's vision statement

The vision of Booker Middle School is to empower all students to succeed to their highest potential academically, socially, and emotionally in a safe, supportive learning environment. Our overall goal is to produce life-long learners who will make responsible choices and work productively both independently and as a team.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Booker Middle School is dedicated to fostering an environment that allows us to understand our students' cultures, while also building relationships. These connections begin with our sincere, deliberate commitment to the belief that all students can meet high academic standards, and that we have the ability and the responsibility to help every child reach that potential. Each year, Booker Middle School engages in a developmental process of reexamining school practices, policies, and attitudes. We actively engage students in cultural activities such as , Black History Month and Hispanic Heritage Month. Students are assigned to teams and are active participants in our College For Every Student (CFES) Day. Each Wednesday, teachers facilitate a mini CFES lesson, which includes college and career readiness tools and strategies. Booker Middle Teachers also set the tone for all students during the first 20 days of school, by building positive teacher student interaction.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Safety and Security is a number one priority at Booker Middle School. Therefore, all stakeholders work collaboratively to ensure that we create an environment that where students feel safe and respected before, during and after school. Through the Booker Middle School PBS system, teachers and students are engaged in professional development on creating a positive, caring and supportive school community. Booker Middle School Guidance Counselors also engage students in a differentiated system of school counseling services.

Booker Middle School staff are expected to clarify the PBS expectations for positive interaction, while creating the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies.

School-wide behavior data is analyzed on a monthly basis, in an effort to determine where strategies for improvement are necessary.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each Year, Booker Middle School facilitates a universal behavior workshop during the first week of school. This workshop helps to ensure that students are aware of school-wide behavior expectations. Additionally, teachers are trained in classroom management strategies. The Booker Middle School Time to Teach process allows for a fair and consistent process and is designed to maximize student time on task. The process allows teachers to re-teach inappropriate behaviors as necessary. Booker Middle School maintains a very successful School-wide recognition program. This recognition program is designed to recognize both students and teachers who contribute to maintaining a quality learning culture.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School-Wide Support Team (SWST) meets weekly to discuss at-risk students. This process typically involves students who are considered at-risk due to attendance, academics and/or behavior. All students are assigned to a College For Every Student (CFES) teacher who is available for the student when they are in need of positive adult interaction throughout the school day. Booker Middle provides an array of support services to ensure that the social-emotional needs of our students are met. These include: Mentoring Programs, CTC, Forty Carrots, Take Stock in Children, etc. Each year, the Booker Middle Guidance Department develops and implements a comprehensive school counseling program dedicated to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate the interventions implemented to ensure student success..

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Booker Middle School meets weekly with its school-wide leadership team to review the data and/or reports used to identify students who have attendance, behavioral or academic concerns. The Academic Interventionist, Behavior Specialist and other support staff, work collaboratively to ensure that an Academic Intervention Plan is developed and implemented to meet the needs of all at-risk students.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	10	8	12	30
One or more suspensions	10	4	8	22
Course failure in ELA or Math	25	15	20	60
Level 1 on statewide assessment	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	8	10	28

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies employed by Booker Middle School to improve academic performance of students identified by the early warning system include the following:

Implementation of a quality MTSS systemic Process

An effective support staff who problem solves and works with teachers create action plans

SRA, Spring Board Curriculum, I-Ready, I-XL

Procedures for parents communication, agency and community outreach

Effective Guidance Services

Create Partnerships with organizations such as United Way

Parent University Workshops

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53382>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Booker Middle School works in partnership with various community organizations to meet the needs of parents and students. These partnerships are maintained by cohesively working together to build a learning culture that involves all stakeholders. Booker Middle's community partners are invited to attend all events and provide resources for parents and students. Additionally, they are invited to participate on all school committees and are actively engaged in the learning community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Frost, LaShawn	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Identify the school-based MTSS leadership team: The School Wide Support Team is comprised of a member of the Administrative staff, school counselors, ESE Liaisons, School Social Worker, School Psychologist, truancy worker, Academic Intervention Teacher, Behavior Intervention Teacher, General and Special Education Teachers.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching. Guidance Counselor: Oversees the scheduling of MTSS meetings with parents; disseminate student MTSS files from year to year to teachers currently involved in the MTSS process; collects and keeps MTSS files of students; maintains documentation log of all students involved in the MTSS process; takes notes for intervention team during meetings for student folder; obtains parent permission for screenings, and provide Tier II interventions for behavior. Reading Instructional Specialist: planning; supports Provides guidance on k-12 reading plan; facilitates and support data collection activities; assist in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

ESE Liaison: Provides guidance related to special needs support and strategies. Assures access to needed interventions, while helping to identify children with disabilities. Assist with providing data about how a child responds to scientifically-based intervention as part of the comprehensive evaluation required for identification of any disability.

School Psychologist: Conducts needs assessments to identify potential obstacles, concerns, and initial training needs. Designs evidence-based models that best fit the school's needs and resources. Plans for and conducts necessary staff training for implementation (e.g., training in evidence-based instructional interventions, evaluating student progress). Develops school norms for academic achievement (e.g., curriculum-based measures and other measures of student progress) and monitoring the reliability and validity of these norms over time. Oversees district level implementation and ongoing evaluation. Engages in ongoing communication and consultation with administration, school board, teachers, and parents. Identifies systemic patterns of student need (e.g., persistent difficulties among kindergarten and first grade students in basic phonics skills) and working with district personnel to identify appropriate, evidence-based intervention strategies.

School Social Worker: Maintains accurate data that are relevant to planning, management, and evaluation of school social work service. Conducts assessments that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern. Incorporates assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences. Works collaboratively to mobilize the resources of local education agencies (LEA) and communities to meet the needs of students and families.

Truancy Worker: Addresses truancy concerns and works collaboratively with families to ensure student success. Provides support to school personnel as needed to address attendance issues. Provides training to school personnel as needed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based MTSS Leadership team is comprised of general education personnel that facilitate MTSS as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. This team of educators was chosen as a member of the MTSS Leadership Team due to Booker Middle's desire to implement a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. The team also assists the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program. The team meets once a week to provide support to ALL students who are experiencing difficulties that may prevent them from achieving success to the best of their ability. The team engages in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Title I, Part A: Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs. Supplemental Educational Services are also provided for free tutoring to those who qualify.

Title I, Part C- Migrant: The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ESOL Liaison coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D: The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II: Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. The district has opted not to assign Title I schools.

Title III: Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless: Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring. We partner with the YMCA to provide support for our homeless youth.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs: Programs such as Second Step and Community of Caring support prevention of substance abuse and violence in around the school as well as promote character education. Law enforcement and Juvenile Justice are also program components. These programs foster a safe, drug-free learning environment that supports student achievement. The district also provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
LaShawn	Principal
Riley Coleman	Student
Kay Daniels	Teacher
Stephanie Lee	Teacher
LaShawn Frost	Principal
Jennifer Fretz	Business/Community
Alexis Fretz	Student
Cindy Kennneddy	Business/Community
Gene Wilson	Business/Community
Isaac Pinkney	Business/Community
Gwen Atkins	Business/Community
Michael Sperow	Teacher
Debra Alvis-Greenwald	Education Support Employee
Thomas Muecke	Business/Community
Kathyrn Coleman	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2013-2014 SAC committee participated in the development of the SIP. The committee also reviewed the school-wide data and provided input regarding the academic needs of the school. The goals of the SIP Plan were reviewed throughout the year, allowing the committee to effectively evaluate the written goals of the 2013-2014 SIP Plan.

Development of this school improvement plan

The September SAC meeting was focused on the development of the SIP. The SAC committee reviewed the school-wide data and provided input regarding the academic needs of the school. This process will allow the SAC committee to provide ongoing feedback to support the Booker Middle School SIP Plan throughout the 2014-2015 school year.

Preparation of the school's annual budget and plan

The school's annual budget was presented to the SAC Committee last April. The committee worked in collaboration with the school leadership team to provide feedback regarding the school's annual budget. Upon the completion of the budgetary decisions, the committee voted on the final budget as written. The committee will continue to be a critical part of budgeting and planning for Booker Middle School.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Teacher Professional Development: \$3,000.00

VPA Program Activities: \$1,000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Frost, LaShawn	Principal
	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

Literacy Leadership Team will contribute to increase student achievement and create a culture of literacy learners. The committee will ensure that the focus, goals, and initiatives of the committee are developed based on student and teacher data and are aligned with the Reading SIP goals. The LLT will create a culture of engaging in effective Lesson Study, modeling in classrooms, using data to analyze the effectiveness of instruction and redesigning instruction and resources to meet student learning and intervention needs. The LLT will monitor and support the implementation of the reading program initiatives on campus and continue to research scientifically based reading instruction and strategies for continuous growth. Finally, the LLT will creating and share school-wide initiatives and activities (be specific) promote literacy throughout the learning community.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Booker Middle School encourages positive working relationships with teachers by allowing participation Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and data is used to drive instruction. Teacher instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Booker Middle's strategies for effective recruitment and retention include the following:
 New Teacher Mentoring Program (SCIP); SCIP Lead Mentor/Administration
 Professional Development Opportunities; Administration
 Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs; Administration
 Provide additional curriculum resources and materials as needed; Administration
 Workshop Presentations at Local Colleges to recruit highly effective teachers; Administration

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Sarasota County Induction Program (SCIP). SCIP is the School District of Sarasota County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

SCIP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. SCIP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Henderson Riley Paul Skowronski Math Background Sarasota County Induction Program

Mary Schmidt Haley Schaffer Middle School Background Sarasota County Induction Program

Brittany Shurley Charles Roediger Social Studies Background Sarasota County Induction Program

Brittany Shurley Jessica Scherzer Social Studies Background Sarasota County Induction Program

Mary Schmidt Michelle Foster Middle School Background Sarasota County Induction Program

Brittany Shurley Alex Keel Middle School Background Sarasota County Induction Program

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Booker Middle ensures that all curriculum and instructional materials are aligned to the Florida Standards. Teachers work collaboratively in their professional learning communities to problem-solve, engage in inquiry-driven research and develop analytical approaches to support student achievement. All strategies and tools are based on student needs; competency-based instruction; integrated digital instruction; and project-based learning. Booker Middle School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Booker Middle uses data to provide and differentiate instruction to meet the diverse needs of students through the MTSS process, the use of I-Ready, the use of intensive reading, or the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of all students by:

Holding meetings on a regular basis to make decisions about literacy instruction at Booker Middle School. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
 Creating a schedule with an additional 60 minute reading block (option for extended day)
 Providing Tier 3 instruction based on student needs
 Providing grade level instruction aligned with the Language Arts Florida Standards
 Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
 Administering I-Ready and/or benchmark assessments which measure instructed standards
 Progress Monitoring through Formative and Summative Assessments, while obtaining feedback in PLC's
 Conducting data chats with students and Teachers
 Creating units of study based on current data
 Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
 Students self-selecting texts based on Lexile levels
 Students receiving push-in/pull out services for ESE/ELL

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,760

The Tornado Transition Program is designed to give rising 6th Grade students a jump-start on the Middle School experience. Unlike any of its kind, the Tornado Transition Program provides students with a strong academic program that helps in closing any achievement gaps prior to starting middle school.

Strategy Rationale

This program allows Booker Middle staff to assist in closing the achievement gap for rising 6th grade students who are not proficient in math and reading.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Frost, LaShawn, lashawn.frost@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Tornado Transition Teachers uses the Data Works (a type of continuous improvement model) to progress monitor the goals of the program and student achievement. The data collected and analyzed is used to drive instruction and program needs.

Strategy: Extended School Day

Minutes added to school year: 16,800

The after school program is designed to provide with an extended day to enrich and support academic achievement.

Strategy Rationale

This program provides extended opportunities for instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Frost, LaShawn, lashawn.frost@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready assessments

Strategy: Extended School Day

Minutes added to school year: 1,440

The 21st Century After-School Program is designed to supplement the educational needs of Booker Middle School students. Students receive additionally support in core academic areas. Enrichment activities are incorporated to allow for a well rounded educational program.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is analyzed and collected using the Data Works Continuous Improvement Model. This process is ongoing and used to drive the instructional needs of our students.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in Professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive

discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Booker Middle School has implemented several initiatives and programs to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:

The promotion of increased student participation and performance in advanced coursework

College For Every Student which focuses on increasing the participation of low income students in STEM and online advanced courses, improved performance in advance courses through student tutorials, teacher and administrator professional development and summer transition programs, and vertical articulation among elementary and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success

The Ready-Step PSAT school day test administration which allows the opportunity for students to take the PSAT on their own school campus during a school day

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

The use of the SpringBoard® curriculum to increase rigor in English Language Arts and Mathematics classes in middle school

The College For Every Student Program which provides First Generation Mentors who are themselves first generation college goers to work with middle school students who are potential first generation college goers using the CFES curricula, providing strategies to help them achieve their postsecondary goals

Guidance Counselors work collaboratively with content area teachers to promote academic and career planning. Students are invited to participate in the "College for Every Student" program. This program helps to bring the college experience alive to students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Booker Middle School has incorporated a "College for Every Student Program" designed to introduce students to STEM related courses and activities. Students are afforded many opportunities to experience college and career readiness programs. Specifically, Booker Middle offers the following CTE programs.

Arts, A/V Technology & Communication

Engineering & Technology Education

Information Technology

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Booker MiddleSchools offers some career and technical education programs. These programs are organized as programs of study vertically aligned with industry certifications at our feeder high schools. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Booker Middle School works to improve student readiness for postsecondary level by offering a weekly CFES Day for all students.

Afterschool college readiness workshops for CFES students

Counselors conduct classroom guidance and individual counseling sessions with students

Parent University Workshops to explain their role in assisting students with being ready for college

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G2.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G3.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.
- G4.** During the 2015 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs. 1a

 G051527

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	54.0
AMO Math - ED	59.0
AMO Math - ELL	56.0
AMO Math - Asian	90.0
AMO Math - SWD	49.0
AMO Math - White	77.0
FSA - Mathematics - Proficiency Rate	
AMO Math - All Students	63.0
AMO Math - Hispanic	59.0
Math Gains	69.0
Math Lowest 25% Gains	69.0
Algebra I EOC Pass Rate	91.0
Geometry EOC Pass Rate	

Resources Available to Support the Goal 2

- I-Ready
- I-XL
- Interactive Notebooks
- Tech Active Classrooms

Targeted Barriers to Achieving the Goal 3

- Deficiency in mathematics skills and their application
- Vocabulary Deficits

Plan to Monitor Progress Toward G1. 8

Daily Classroom Observations, Formative Assessments and Student Work Samples

Person Responsible

Derek Jenkins


Schedule

Daily, from 9/1/2014 to 6/12/2015

Evidence of Completion

Learning Walks Data Sheets, Observation Forms and Lesson Plans

G2. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs. 1a

 G038243

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	
AMO Reading - All Students	65.0
AMO Reading - African American	56.0
AMO Reading - ED	61.0
AMO Reading - ELL	57.0
AMO Reading - Hispanic	61.0
AMO Reading - SWD	49.0
ELA/Reading Gains	64.0
AMO Reading - Asian	90.0
AMO Reading - White	82.0
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
FAA Reading Proficiency	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- I-Ready
- Interactive Notebooks
- Spring Board Curriculum and Strategies
- SRA
- I-Engage Lesson Design
- I-XL

Targeted Barriers to Achieving the Goal 3

- Deficiency in Reading Skills
- Vocabulary Deficits
- Level of Rigor on the Florida Standards Assessment

Plan to Monitor Progress Toward G2. 8

Classroom Observations, WOW Notebooks

Person Responsible

Brian Dorn

Schedule

On 6/12/2015

Evidence of Completion

Wow Notebooks, Lesson Plans, Learning Walks Data Sheets

G3. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs. 1a

 G038244

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Interactive Science Notebooks and Inquiry Based Science Lessons

Targeted Barriers to Achieving the Goal 3

- Vocabulary Deficits Reading stamina in nonfiction and technical texts
- Instructional delivery lack active engagement.

Plan to Monitor Progress Toward G3. 8

Benchmark testing

Common Assessments

Internal progress monitoring

Person Responsible

LaShawn Frost


Schedule

Biweekly, from 10/24/2014 to 6/12/2015

Evidence of Completion

Data Analysis Sheets

G4. During the 2015 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1a

 G038246

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	94.0
Attendance Below 90% Grade 07	94.0
Attendance Below 90% Grade 08	94.0

Resources Available to Support the Goal 2

- Renaissance Awards
- Parent/Student Workshops
- Counseling Services

Targeted Barriers to Achieving the Goal 3

- Lack of Student Engagement
- Academic Difficulties

Plan to Monitor Progress Toward G4. 8

A review of Volunteer Data and Workshop Attendance Data

Person Responsible

Grace Schaffer

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Sign-In Sheets, Volunteer Hours

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs. **1**

 G051527

G1.B1 Deficiency in mathematics skills and their application **2**

 B129415

G1.B1.S1 Implementation of systemic programs that provide precision teaching, goal setting, efficient practice and feedback activities. **4**

 S141555

Strategy Rationale

Students who respond fluently, or with automaticity, are more likely to maintain and acquire more complex skills to excel in math.

Action Step 1 **5**

PD Development for Teachers Regarding this Systemic Process for Fluencies

Person Responsible

Derek Jenkins

Schedule

Every 2 Months, from 10/24/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-In Sheets and Resources Used

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administrative Team will Facilitate Learning Walks to Monitor this Process

Person Responsible

Derek Jenkins

Schedule

Daily, from 9/1/2014 to 6/12/2015

Evidence of Completion

Learning Walk Data Sheets, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom Walkthroughs and Learning Walks will be Facilitated. Coaching will be Provided as Necessary.

Person Responsible

Derek Jenkins


Schedule

Daily, from 9/1/2014 to 6/12/2015


Evidence of Completion

Observation Data, Learning Walks Data Sheets and Lesson Plans

G1.B2 Vocabulary Deficits 2

 B129416

G1.B2.S1 All Math teachers will implement a process for building vocabulary. Teachers will develop a daily language purpose, this daily purpose will allow for the use of mathematical language within the classroom. Teachers will create a glossary of terms that will be available to all students and grows with each chapter. Teachers will also implement the use of word walls as a review of terms, daily problem solving activities and pre and post vocabulary inventories. 4

 S141556

Strategy Rationale

The relationship between vocabulary knowledge and achievement is critical to success in math. Additionally, Direct teaching of vocabulary will assist in building essential prerequisite knowledge in Math.

Action Step 1 5

WoW Word PD

Person Responsible

Derek Jenkins

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Agendas, Notebooks/Student Samples, Sign-In Sheets and other Resources

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks

Person Responsible

Derek Jenkins

Schedule

Daily, from 9/1/2014 to 6/12/2015

Evidence of Completion

Notesbooks, Observation Data and Learning Walks Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

This Process will be Monitored by Classroom Walkthroughs and Learning Walks

Person Responsible

Derek Jenkins

Schedule

On 6/12/2015


Evidence of Completion

Lesson Plans, Learning Walks Data, Observation Data, WoW Notebooks


G2. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs. 1

 G038243

G2.B1 Deficiency in Reading Skills 2

 B091883

G2.B1.S1 I-Engage Strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task 4

 S102792

Strategy Rationale

The I-Engage Lesson Design will allow teachers to facilitate a student centered learning environment, resulting in higher student achievement.

Action Step 1 5

Understanding the I-Engage Lesson Design PD

Person Responsible

Brian Dorn

Schedule

Monthly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Agendas, Sign-In Sheets, Resources

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom Walkthroughs and Learning Walks

Person Responsible

Brian Dorn

Schedule

On 6/12/2015

Evidence of Completion

Highly Effective Indicators for Success, Learning Walks Data and Observation Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Lesson Plans and Classroom Walkthroughs

Person Responsible

Brian Dorn


Schedule

On 6/12/2015


Evidence of Completion

Classroom Walkthrough Data, Learning Walks Data and Indicators for Success

G2.B2 Vocabulary Deficits 2

 B091884

G2.B2.S1 Participation in school-wide vocabulary initiative 4

 S102793

Strategy Rationale

Participation in a school-wide vocabulary initiative, will increase students' ability to communicate in writing, conversing, or making speeches. Acquiring a large vocabulary will benefit students in the learning environment and other walks of life. It will enable students to understand others' ideas better and to have the satisfaction of getting their thoughts and ideas across more effectively.

Action Step 1 5

Participation in School-wide Vocabulary Initiative (WOW) PD

Person Responsible

Brian Dorn

Schedule

Monthly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Agendas, Sign-In Sheets, Composition Notebooks, Flip Charts

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Wow Word Initiative

Person Responsible

Brian Dorn

Schedule

Weekly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Composition Books

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom Walthroughs and Lesson Plans

Person Responsible

Brian Dorn


Schedule

On 6/12/2015

Evidence of Completion

Composition Notebooks

G2.B3 Level of Rigor on the Florida Standards Assessment 2

 B129418

G2.B3.S1 Provide opportunities for students to read and disect multiple pieces of texts in the learning environment. 4

 S141558

Strategy Rationale

Students in today's classrooms have a diverse level of skills and knowledge. Providing them with opportunities to engage in the use of multiple texts, helps to establish the organization of reading so that the language and knowledge needed for a specific topic can be easily scaffolded for support. This strategy will also increase the level of support for students to be successful on the FSA. All students must be given the opportunity to read complex text in order to see student success.

Action Step 1 5

Teachers will Particpate in PD and Coaching Reagarding How to Use Multiple Texts in the Learning Environment

Person Responsible

Brian Dorn

Schedule

Monthly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Agendas, Sign-In Sheets and Resources

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom Walkthroughs, Lesson Plans, PLC's

Person Responsible

Brian Dorn

Schedule

On 6/12/2015

Evidence of Completion

PLC Notes and Student Work, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom Walkthroughs and Teacher Coaching

Person Responsible

Brian Dorn

Schedule

On 6/12/2015


Evidence of Completion

Classroom and Learning Walk Data, Indicators for Success Data/Feedback

G3. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs. **1**

 G038244

G3.B1 Vocabulary Deficits Reading stamina in nonfiction and technical texts **2**

 B091885

G3.B1.S1 Participate in school wide vocabulary initiative. Emphasize common science vocabulary Collaboration with LA teachers **4**

 S102794

Strategy Rationale

Vocabulary instruction has a powerful affect in all components of proficient reading

Action Step 1 **5**

Inquiry Based Learning PD, Teaching Vocabulary in Science PD

Person Responsible

LaShawn Frost

Schedule

On 10/24/2014

Evidence of Completion

PD Agenda, Sign-In Sheet and Resources

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Classroom Walkthroughs, Lesson Plans and Student Work

Person Responsible

LaShawn Frost

Schedule

Weekly, from 10/27/2014 to 6/12/2015

Evidence of Completion

Highly Effective Indicators for Success Data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom Walkthroughs and Lesson Plans

Person Responsible

LaShawn Frost


Schedule

On 6/12/2015

Evidence of Completion

Benchmark Assessments I-Ready Data Common Assessments I-XL Data

G3.B1.S2 Ongoing I-Engage Training for increased knowledge of implementation of best practices in the classroom 4

 S102795

Strategy Rationale

Quality Teaching makes a positive difference in increased student achievement. We must empower teachers to be the driving force in the learning environment.

Action Step 1 5

PD on Inquiry Based Learning

Person Responsible

LaShawn Frost

Schedule

Monthly, from 10/24/2014 to 6/12/2015

Evidence of Completion

Observation Feedback Forms Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom Walkthroughs and Snacks for Strats PLC's

Person Responsible

LaShawn Frost

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Classroom Walkthrough Data and Snacks for Strats Artifacts

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom Walkthroughs and PLC's

Person Responsible

LaShawn Frost


Schedule

Weekly, from 8/19/2014 to 6/9/2015


Evidence of Completion

Classroom Walkthrough Data and PLC Artifacts

G3.B2 Instructional delivery lack active engagement. 2

 B091886

G3.B2.S1 Ongoing Training in I-Engage Lesson Design 4

 S102796

Strategy Rationale

The I-Engage Lesson Design will engage all students through rigorous tasks, while providing a student centered classroom.

Action Step 1 5

Ongoing Training in I-Engage PD

Person Responsible

LaShawn Frost

Schedule

Monthly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Agendas, Lesson Plans, Learning Walks

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Ongoing Classroom Walkthroughs

Person Responsible

LaShawn Frost

Schedule

On 6/12/2015

Evidence of Completion

Agendas, Learning Walks, Indicators for Success

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Ongoing Classroom Walkthroughs

Person Responsible


Schedule

On 6/12/2015


Evidence of Completion

Lesson Plans, Walkthrough Data

G4. During the 2015 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1


 G038246

G4.B1 Lack of Student Engagement 2

 B091889

G4.B1.S1 Teachers will receive training on how to actively engage students in the learning environment

4

 S102799

Strategy Rationale

Students who are actively engaged in the Learning environment will be motivated and attend school on a regular basis.

Action Step 1 5

"How to Engage All Students in the Learning Environment" PD

Person Responsible

Mary Schmidt

Schedule

Quarterly, from 8/21/2014 to 6/12/2015

Evidence of Completion

Agenda Meetings, Sign-In Sheets and Resources

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The School-wide Support Team will Monitor Student Attendance

Person Responsible

Cheryl Thomas

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

SWST Agendas, Attendance Data, Parent Conference Notes

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The Leadership Team will Monitor and Support the Effectiveness of the School-wide Attendance Process

Person Responsible

Sherika Evans


Schedule

Weekly, from 9/1/2014 to 6/8/2015


Evidence of Completion

Meeting Agendas, Attendance Data, Strategies, Resources Used

G4.B2 Academic Difficulties 2

 B091890

G4.B2.S1 Parent University Workshops 4

 S102800

Strategy Rationale

Parents that are well informed of the education process will find ways to better assist their student.

Action Step 1 5

Parents will receive ongoing workshops that will empower them to support their student and the learning community.

Person Responsible

Grace Schaffer

Schedule

Monthly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Agendas, Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Parent Surveys and Parent Participation

Person Responsible

Grace Schaffer

Schedule

Monthly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Parent Feedback Forms

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Parent Surveys

Person Responsible

Grace Schaffer

Schedule

Monthly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Attendance Data, Feedback from Surveys

Appendix 1: Implementation Timeline*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Understanding the I-Engage Lesson Design PD	Dorn, Brian	9/1/2014	Agendas, Sign-In Sheets, Resources	6/12/2015 monthly
G2.B2.S1.A1	Participation in School-wide Vocabulary Initiative (WOW) PD	Dorn, Brian	9/1/2014	Agendas, Sign-In Sheets, Composition Notebooks, Flip Charts	6/12/2015 monthly
G3.B1.S1.A1	Inquiry Based Learning PD, Teaching Vocabulary in Science PD	Frost, LaShawn	10/24/2014	PD Agenda, Sign-In Sheet and Resources	10/24/2014 one-time
G3.B1.S2.A1	PD on Inquiry Based Learning	Frost, LaShawn	10/24/2014	Observation Feedback Forms Lesson Plans	6/12/2015 monthly
G3.B2.S1.A1	Ongoing Training in I-Engage PD	Frost, LaShawn	9/1/2014	Agendas, Lesson Plans, Learning Walks	6/12/2015 monthly
G4.B1.S1.A1	"How to Engage All Students in the Learning Environment" PD	Schmidt, Mary	8/21/2014	Agenda Meetings, Sign-In Sheets and Resources	6/12/2015 quarterly
G4.B2.S1.A1	Parents will receive ongoing workshops that will empower them to support their student and the learning community.	Schaffer, Grace	9/1/2014	Agendas, Sign-In Sheets	6/12/2015 monthly
G2.B3.S1.A1	Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment	Dorn, Brian	9/1/2014	Agendas, Sign-In Sheets and Resources	6/12/2015 monthly
G1.B1.S1.A1	PD Development for Teachers Regarding this Systemic Process for Fluencies	Jenkins, Derek	10/24/2014	Agendas, Sign-In Sheets and Resources Used	6/5/2015 every-2-months
G1.B2.S1.A1	WoW Word PD	Jenkins, Derek	8/19/2014	Agendas, Notebooks/Student Samples, Sign-In Sheets and other Resources	6/12/2015 quarterly
G1.MA1	Daily Classroom Observations, Formative Assessments and Student Work Samples	Jenkins, Derek	9/1/2014	Learning Walks Data Sheets, Observation Forms and Lesson Plans	6/12/2015 daily
G1.B1.S1.MA1	Classroom Walkthroughs and Learning Walks will be Facilitated. Coaching will be Provided as Necessary.	Jenkins, Derek	9/1/2014	Observation Data, Learning Walks Data Sheets and Lesson Plans	6/12/2015 daily
G1.B1.S1.MA1	The Administrative Team will Facilitate Learning Walks to Monitor this Process	Jenkins, Derek	9/1/2014	Learning Walk Data Sheets, Lesson Plans	6/12/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	This Process will be Monitored by Classroom Walkthroughs and Learning Walks	Jenkins, Derek	9/1/2014	Lesson Plans, Learning Walks Data, Observation Data, WoW Notebooks	6/12/2015 one-time
G1.B2.S1.MA1	The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks	Jenkins, Derek	9/1/2014	Notesbooks, Observation Data and Learning Walks Data	6/12/2015 daily
G2.MA1	Classroom Observations, WOW Notebooks	Dorn, Brian	9/1/2014	Wow Notebooks, Lesson Plans, Learning Walks Data Sheets	6/12/2015 one-time
G2.B1.S1.MA1	Lesson Plans and Classroom Walkthroughs	Dorn, Brian	9/1/2014	Classroom Walkthrough Data, Learning Walks Data and Indicators for Success	6/12/2015 one-time
G2.B1.S1.MA1	Classroom Walkthroughs and Learning Walks	Dorn, Brian	9/1/2014	Highly Effective Indicators for Success, Learning Walks Data and Observation Data	6/12/2015 one-time
G2.B2.S1.MA1	Classroom Walkthroughs and Lesson Plans	Dorn, Brian	9/1/2014	Composition Notebooks	6/12/2015 one-time
G2.B2.S1.MA1	Wow Word Initiative	Dorn, Brian	9/1/2014	Composition Books	6/12/2015 weekly
G2.B3.S1.MA1	Classroom Walkthroughs and Teacher Coaching	Dorn, Brian	8/18/2014	Classroom and Learning Walk Data, Indicators for Success Data/Feedback	6/12/2015 one-time
G2.B3.S1.MA1	Classroom Walkthroughs, Lesson Plans, PLC's	Dorn, Brian	8/18/2014	PLC Notes and Student Work, Lesson Plans	6/12/2015 one-time
G3.MA1	Benchmark testing Common Assessments Internal progress monitoring	Frost, LaShawn	10/24/2014	Data Analysis Sheets	6/12/2015 biweekly
G3.B1.S1.MA1	Classroom Walkthroughs and Lesson Plans	Frost, LaShawn	8/18/2014	Benchmark Assessments I-Ready Data Common Assessments I-XL Data	6/12/2015 one-time
G3.B1.S1.MA1	Classroom Walkthroughs, Lesson Plans and Student Work	Frost, LaShawn	10/27/2014	Highly Effective Indicators for Success Data	6/12/2015 weekly
G3.B2.S1.MA1	Ongoing Classroom Walkthroughs		9/1/2014	Lesson Plans, Walkthrough Data	6/12/2015 one-time
G3.B2.S1.MA1	Ongoing Classroom Walkthroughs	Frost, LaShawn	9/1/2014	Agendas, Learning Walks, Indicators for Success	6/12/2015 one-time
G3.B1.S2.MA1	Classroom Walkthroughs and PLC's	Frost, LaShawn	8/19/2014	Classroom Walkthrough Data and PLC Artifacts	6/9/2015 weekly
G3.B1.S2.MA1	Classroom Walkthroughs and Snacks for Strats PLC's	Frost, LaShawn	8/18/2014	Classroom Walkthrough Data and Snacks for Strats Artifacts	6/12/2015 weekly
G4.MA1	A review of Voluteer Data and Workshop Attendance Data	Schaffer, Grace	8/18/2014	Sign-In Sheets, Volunteer Hours	6/12/2015 monthly
G4.B1.S1.MA1	The Leadership Team will Monitor and Support the Effectiveness of the School-wide Attendance Process	Evans, Sherika	9/1/2014	Meeting Agendas, Attendance Data, Strategies, Resources Used	6/8/2015 weekly
G4.B1.S1.MA1	The School-wide Support Team will Monitor Student Attendance	Thomas, Cheryl	8/18/2014	SWST Agendas, Attendance Data, Parent Conference Notes	6/12/2015 weekly
G4.B2.S1.MA1	Parent Surveys	Schaffer, Grace	9/1/2014	Attendance Data, Feedback from Surveys	6/12/2015 monthly
G4.B2.S1.MA1	Parent Surveys and Parent Participation	Schaffer, Grace	9/1/2014	Parent Feedback Forms	6/12/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.

G2.B1 Deficiency in Reading Skills

G2.B1.S1 I-Engage Strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task

PD Opportunity 1

Understanding the I-Engage Lesson Design PD

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 9/1/2014 to 6/12/2015

G3. During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.

G3.B1 Vocabulary Deficits Reading stamina in nonfiction and technical texts

G3.B1.S1 Participate in school wide vocabulary initiative. Emphasize common science vocabulary Collaboration with LA teachers

PD Opportunity 1

Inquiry Based Learning PD, Teaching Vocabulary in Science PD

Facilitator

C2 Collaboration Consultatnt

Participants

Science Teachers

Schedule

On 10/24/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.	1,500
Goal 2: During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.	26,000
Goal 3: During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.	6,000
Goal 4: During the 2015 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.	1,500
Grand Total	35,000

Goal 1: During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Math targets for the total population and all subgroups as measured by either district developed target or AMOs.

Description	Source	Total
B1.S1.A1 - PD	Title I Part A	1,500
Total Goal 1		1,500

Goal 2: During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Reading targets for the total population and all subgroups as measured by either district developed target or AMOs.

Description	Source	Total
B1.S1.A1 - I-Engage PD		10,000
B2.S1.A1 - Composition Books	Title I Part A	1,000
B3.S1.A1 - Professional Development	Title I Part A	15,000
Total Goal 2		26,000

Goal 3: During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional Science targets for the total population and all subgroups as measured by either district developed target or AMOs.

Description	Source	Total
B1.S1.A1 - C2 Collaboration College and Career Readiness		3,000
B1.S2.A1 - PD	Title I Part A	3,000
Total Goal 3		6,000

Goal 4: During the 2015 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

Description	Source	Total
B1.S1.A1 - PD on Engaging Students	Title I Part A	1,500

Goal 4: During the 2015 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

Description	Source	Total
Total Goal 4		1,500