



## Booker Middle School

2250 MYRTLE ST, Sarasota, FL 34234

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

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 3) |
| Middle School<br>6-8                                    | Yes                           | 78%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 75%   |

### School Grades History

| Year  | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C       | C*      | C       | C       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### 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
- 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)

### 2016-17 DA Category and Statuses

| DA Category | Region            | RED                         |
|-------------|-------------------|-----------------------------|
| Not In DA   | Southwest         | <a href="#">Jim Browder</a> |
| Former F    | Turnaround Status |                             |
| No          | None              |                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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 are College and Career Ready, make responsible choices and work productively both independently and as a team.

#### 2. School Environment

##### a. 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 that continue to build and foster relationships. They include: Parent University Workshops, Report Card Nights, Literacy Night, Science Fair Night, History Fair Night, Math Matters Night, VPA Performances, Parent Conferences, Community Service Projects, Club and Activities, Black History Month, Hispanic Heritage Month and many staff-student Teambuilding Days (Unity Days, Embracing Our Differences Activities, etc.). Students are assigned to teams and are active participants in our College For Every Student (CFES) Program and Project SUCCESS Program. Once a month, teachers and students explore CFES activities, which includes mentoring for college and career readiness tools and strategies. Booker Middle School teachers also set the tone for all students during the first 20 days of school, by building positive teacher/student interaction. Teachers are strongly encouraged to attend all student activities and events, thus building and promoting positive relationships among all stakeholders.

##### b. 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 where students feel safe and respected before, during and after school. Through the Booker Middle School PBS system, the focus is on teaching and re-teaching behavior as opposed to punishment. Dismissal procedures are organized in a secure, structured manner. Students are released via designated areas, including parent pick-up or bus loop. All positive behavior expectations are reviewed on the morning news, used in the classroom and posted throughout the campus. Booker Middle School Guidance Counselors also engage students in a differentiated system of school counseling services. Booker Middle School staff are expected to reinforce the PBS expectations for positive interactions, 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. Booker Middle also facilitates quarterly student assemblies to reinforce expectations for all students. Teachers greet students at their classroom door, welcoming students to school and creating an atmosphere of respect. There is a selected crisis-response team to respond to any and all emergencies. Drills are reviewed and practiced in accordance with district policy and procedures.

**c. 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) model allows for a fair and consistent process and is designed to maximize student time on task. Prior to submitting referrals, teachers are expected to follow the school-wide behavior management plan, which includes a comprehensive due process system (student intervention report). The process allows teachers to re-teach appropriate behaviors as necessary while also utilizing support staff. 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. Students that do not respond positively will be allowed to express themselves in restorative practices.

**d. 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. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. Students requiring tier II and tier III behavioral interventions are provided with weekly social-emotional development strategies. Communication with the family occurs throughout the process. 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 year. Booker Middle provides an array of support services to ensure that the social-emotional needs of our students are met. These include the following programs: SATOSS/ADAPT, Forty Carrots, Take Stock in Children, YMCA, Big Brothers/Big Sisters, SAVE Grant, 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 to remove the barriers to success (Evidence-Based Intervention), and (3) Evaluate the interventions implemented to ensure student success.

### 3. 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).

**a. 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. The School-Wide Support Team (SWST) meets weekly to problem solve regarding the early warning signs. Interventions are developed to address concerns related to academics, behavior concerns, and attendance. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. The student intervention report ensures parent communication throughout the process. School counselors provide academically at-risk students with advisement.

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

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

| Indicator                       | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 3  | 2  | 3  | 0 | 0  | 0  | 0  | 8     |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 3  | 2  | 2  | 0 | 0  | 0  | 0  | 7     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0  | 2  | 2  | 0 | 0  | 0  | 0  | 4     |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 56 | 72 | 87 | 0 | 0  | 0  | 0  | 215   |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0  | 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 |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 5 | 0 | 0  | 0  | 0  | 15    |

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

All Booker Middle School staff members have been trained in the MTSS process. Grade level/content PLC's meet weekly to discuss student performance data. Data chats are held every 4-6 weeks to review student performance and identify trends. Interventions are created at SWST meetings to best meet the needs of students. Progress and results are reviewed regularly and interventions are modified as needed. The Leadership Team also meets weekly to problem solve and address areas of need. PLC members work collaboratively to develop tier II and tier III strategies to close the achievement gap. In addition, intervention strategies are employed by Booker Middle School teachers to improve academic performance of students identified by the early warning system also include the following: SRA, Spring Board Curriculum, small group instruction, I-Ready, I-XL, agency and community outreach, effective counseling services, and partnerships with local organizations to meet student needs.

**B. Family and Community Engagement**

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).

**1. 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).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**



The school completes a Parental Involvement Plan (PIP), which is available at the school site.

## 2. Description

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

## 2. 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 stakeholders and strives 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. This process is designed to strengthen and build strong relationships. Community partners are encouraged to participate on all school committees and to become actively engaged in the learning community. Booker Middle School supports businesses through various forms of advertisements, such as: advertising banners that are located on campus and inside the school cafeteria, advertisement on our website and/or yearbook, names listed in our monthly newsletters, electronic marquee, name and logo on the back of t-shirts. Businesses support our students through monetary donations or business certificates used to support PBS celebrations, Renaissance, Principal Awards and other miscellaneous celebrations. Selected business partners have also participated as volunteers at schoolwide events and volunteer projects. SunCoast United Way, All Faiths Food Bank, Rotary Club of Sarasota, Parent-Teacher-Student Association and the JFCS. We currently have more than 50 local businesses and non-profit agencies working collaboratively to meet the needs of BMS students and families. In addition, we have numerous volunteers who work collaboratively with teachers in the learning environment to increase student achievement.

## C. 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).

### 1. School Leadership Team

#### a. Membership

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

| Name              | Title               |
|-------------------|---------------------|
| Frost, LaShawn    | Principal           |
| Parker, Cameron   | Assistant Principal |
| Jenkins, Derek    | Assistant Principal |
| Clark, Tracey     | Guidance Counselor  |
| Thomas, Cheryl    | Guidance Counselor  |
| Lowrey, Cindy     | Teacher, ESE        |
| Schmidt, Mary     | Teacher, ESE        |
| Clay, Kim         | Instructional Coach |
| Schaffer, Grace   | Instructional Coach |
| Dilego, Anostasia | Other               |
| Campbell, LaTonya | Psychologist        |

#### b. Duties

**1. 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 such as co-teaching.

School Counselor: Facilitate the MTSS process; 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.

#### Academic Inter

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.

**2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                  | Stakeholder Group          |
|-----------------------|----------------------------|
| LaShawn Frost         | Principal                  |
| Kay Daniels           | Teacher                    |
| LaShawn Frost         | Principal                  |
| Cindy Kenneddy        | Business/Community         |
| Gene Wilson           | Business/Community         |
| Isaac Pinkney         | Business/Community         |
| Debra Alvis-Greenwald | Education Support Employee |
| Paul Sutton           | Business/Community         |
| Susan Morin           | Business/Community         |
| Kim Clay              | Teacher                    |
| Brenda Zofora         | Teacher                    |
| Andrea Justiniano     | Parent                     |
| Larisa Lipoff         | Parent                     |
| Elizabeth Boyers      | Business/Community         |
| Theresa Dwuilit       | Teacher                    |
| Rebecca Lockwood      | Parent                     |

### b. Duties

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

##### a. Evaluation of last year's school improvement plan

Last year's School Improvement Plan was presented by the Principal, LaShawn Frost October 13, 2015 to the entire School Advisory Council membership. The 2015-2016 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 plan was presented in hard copy and also as a visual on the ActivPanel. The plan was shared and was brought to the floor for discussion. The committee agreed that we should develop additional ways to include all stakeholders in the teaching and learning process. After a collaborative discussion with all members, the plan was unanimously approved. The goals of the SIP Plan will be reviewed throughout the year, allowing the committee to effectively evaluate the written goals of the 2015-2016 SIP Plan. The SAC committee reviewed and progress monitored the goals of the SIP plan on a monthly basis.

##### b. Development of this school improvement plan

SAC members of Booker Middle School are requested by email and written communication for input. SAC members were asked specific questions regarding improved academics and improvements for

parent and community involvement. The completed SIP will be reviewed with all members at the designated SAC meeting scheduled for October 25, 2016. The SAC committee will review the school-wide data and provide additional input as needed regarding the academic needs of the school. SAC will approve the plan with a motion. This process will allow the SAC committee to provide ongoing feedback to support the Booker Middle School SIP Plan throughout the 2016-2017 school year.

*c. Preparation of the school's annual budget and plan*

The Principal of Booker Middle School received a District prepared budget with allotted positions. The Principal reviewed and identified each teacher and other staff for each position. The Principal received input from the

Assistant Principals. Once the budget was prepared, the Principal reviewed the budget with all members of the Leadership Team, Shared Decision-Making Team and the School Advisory Council in April of 2016. The budget was approved by all committees. 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 SAC 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.

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

Teacher Professional Development: \$500.00

VPA Program Activities: \$1,000.00

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name              | Title               |
|-------------------|---------------------|
| Frost, LaShawn    | Principal           |
| Parker, Cameron   | Assistant Principal |
| Schaffer, Grace   | Other               |
| Clay, Kim         | Other               |
| Lowrey, Cindy     | Teacher, ESE        |
| Jenkins, Derek    | Assistant Principal |
| Daniels, Sandra   | Teacher, K-12       |
| Morrow, GeorgeAnn | Teacher, K-12       |
| Larkins, Tiffany  | Paraprofessional    |
| Lee, Stephanie    | Teacher, K-12       |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The 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 school-wide literacy goals 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. The Literacy Leadership team will continue to focus on the implementation of Florida Standards specifically close reading, analyzing various texts, lexile ranges, and vertical alignment. Finally, the LLT will create and share school-wide initiatives and activities that will promote literacy throughout the learning community.

## D. 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).

### 1. 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 collaborative planning time that would allow teachers to meet with their colleagues by grade-level content. Research-based protocols are utilized to focus the meetings on students' academic needs, data-driven decisions and continuous improvement in teaching and learning. Student achievement is monitored and data is used to drive instruction. Teacher instruction is modified as needed and based on decisions made through collaboration. The Administrative Team at Booker Middle School also provides opportunities to engage in collaborative learning at monthly staff meetings.

### 2. 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:

1. New Teacher Mentoring Program (SCIP)
2. SCIP Lead Mentor/Administration
3. Professional Development Opportunities to Strengthen Teacher Skills and Proficiency
4. Collaborative Team Planning to ensure teacher support
5. Administration will Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs
6. Administration will Provide Additional Curriculum Resources and Materials as needed
7. Administration will Facilitate Workshop Presentations at Local Colleges to recruit highly effective teachers
8. Partnering New Staff with Veteran Teachers
9. Administration will Facilitate 30-60-90 Day Collaborative Coaching Meetings with New Hires
10. Highly Effective Teachers will Model Lessons, Co-Teach, or Support with Lesson Planning whenever Necessary
11. Monthly Meetings with SCIP Mentors
12. Collaborative Coaching Meetings with all BMS Teachers

### 3. 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 Sarasota County School District'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. The pairings are determined with similar grade level or special area experiences in mind. Mentors meet with their new teachers daily for the first two weeks of school and then weekly thereafter to complete SCIP requirements, collaborate, and problem solve. The lead mentor provides monthly meetings to ensure the SCIP requirements are being met and provides additional areas of training and needs for the mentees. Mentees complete required documentation, a video reflection of both mentor teaching and mentee teaching. All requirements are turned in to the District Mentee Coordinator at the end of the first year. These programs set high expectations for all school personnel and include valid and reliable measures of performance. The SCIP Program at Booker Middle School also provides mini PD workshops at each monthly meeting.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. 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. Computer-based instructional programs such as, i-Ready and IXL are used as additional resources and are aligned to the Florida State Standards. The district provides instructional focus guides that provide FSA materials and strategies that teachers can access and utilize to ensure that the Florida State

Standards are being met. The district and school site offers on-going professional development on Standards-Based Instruction, Webbs DOK and additional highly effective instructional strategies. Booker Middle School has also provided staff with training on the implementation of Inclusionary Practices, Accountable Talk, Cornell Note Taking Strategies and College and Career Readiness Strategies. Booker School also facilitates monthly learning walks to support instructional programs throughout the learning community.

#### b. Instructional Strategies

##### **1. 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**

In order to facilitate a continuous improvement model, Booker Middle School uses data to differentiate instruction and meet the diverse needs of students. We have on-going progress

monitoring meetings in which student data is analyzed to identify learning gaps. Teachers differentiate instruction and provide tiered remediation to address the skill deficits. Support team members meet weekly/monthly with classroom teachers to review progress and modify intervention plans as needed. We use various resources to modify instruction including i-Ready, IXL, CPALMS, FSA Tools and supplemental resources located in the IFG. Level one and Level two students are enrolled in an intensive reading course to provide additional support. The school ensures that every teacher contributes to literacy improvement of all students by:

1. Holding meetings on a regular basis to make decisions about literacy instruction at Booker Middle School.
2. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Math Florida Standards (MFS)
3. Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
4. Creating a schedule with an additional 60 minute reading block (option for extended day)
5. Providing Tier 3 instruction based on student needs
6. Providing grade level instruction aligned with the Language Arts Florida Standards
7. Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
8. Administering I-Ready and/or benchmark assessments which measure instructed standards
9. Progress Monitoring through Formative and Summative Assessments, while obtaining feedback in PLC's
10. Conducting data chats with students and teachers
11. Creating units of study based on current data
12. Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
13. Students self-selecting texts based on Lexile levels
14. Students receiving push-in/pull out services for ESE/ELL

***2. 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)***

- 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***

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. Data will also be collected by the University of South Florida tutors and data analyst.

**Strategy: After School Program**

**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**

Research shows that students come to school from a variety of different backgrounds and experiences. For Those students who need extra support to be successful academically, can benefit from programs that provide before and after school opportunities to learn.

**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 and IXL reports will be used to progress monitor students achievement and the goals of the after-school program.

**Strategy: Extended School Day**

**Minutes added to school year: 5,400**

The Lunch and Learn School Program is designed to supplement the educational needs of Booker Middle School students. Students receive additionally support via i-Ready and IXL to increase fluency skills of students. Enrichment activities are incorporated to allow for a well-rounded educational program.

**Strategy Rationale**

Research shows that successful reading and math instruction requires a strong basis in the fundamentals, as a lack of fluency in foundational skills is detrimental to the understanding of more challenging concepts, The best method for developing these basic skills is practice.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Schaffer, Grace, grace.schaffer@sarasotacountyschools.net

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

i-ready and IXL reports will be analyzed to support student learning throughout the learning community.

## 2. Student Transition and Readiness

### a. 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).

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

All Booker Middle School staff members participate in Professional Learning Communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder elementary and high schools. A spring "Open House" and "Magnet Night" is held for all rising 6th grade students. During this process, teachers engage students and parents in a formal process that promotes productive discussion about student learning. The school offers tours to students and parents that includes a visit to classrooms. Grade-level orientations are held the week before school begins. This event offers students and families an opportunity to meet their teachers and explore classrooms. During the spring, eighth grade students are provided opportunities to meet with our feeder high schools for registration. In addition, students are afforded the opportunity to shadow at BMS or feeder high schools. Booker Middle staff participates in articulation meetings with local elementary and high schools. This ensures a smooth transition for rising sixth graders and outgoing 8th graders.

### b. College and Career Readiness

#### **1. 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 fosters a college-going culture to support and assist administrators, teachers and families as they work toward achieving college readiness for all students. Some of these initiatives include:

1. An increased number of student participation in advanced course offerings.
2. College and Career Clubs Program focuses on increasing the participation of students in STEM and online advanced courses, improved performance in advance courses through student tutorials, teacher and administrator professional development and summer transition programs. This program also facilitates 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.
3. The PSAT test administration which allows students the opportunity to take the PSAT as a middle school student.
4. The Project SUCCESS program which promotes student self-management and personal responsibility for academic success through an elective. Project SUCCESS also includes instruction in college readiness topics and strategies.
5. The use of the SpringBoard® curriculum to increase rigor in English Language Arts and Mathematics classes in middle school
6. 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. Students tour colleges, businesses and are provided various opportunities to obtain information through focused activities and events.

#### **2. 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 and Career Clubs 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  
Coding  
Technology/Robotics

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

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

**4. 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 post-secondary level by offering a weekly College and Career Clubs Day. Booker Middle School fosters a College and Career Readiness environment by:

1. Offering afterschool college readiness workshops for College and Career Clubs students
2. Allowing counselors to conduct classroom guidance and individual counseling sessions with students
3. Offering Parent University Workshops to explain the parent's role in assisting students with being ready for college
4. Weekly College and Career T-shirt days
5. Providing a rigorous learning environment that will foster high expectations

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** During the 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions.
- G2.** During the 2017 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.
- G3.** During the 2017 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.
- G4.** During the 2017 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.
- G5.** During the 2017 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 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions. 1a

G082597

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| 2+ Behavior Referrals   | 10.0          |
| One or More Suspensions | 10.0          |

**Targeted Barriers to Achieving the Goal** 3

- High Number of Behavioral Referrals
- Consistently Following the "Time To Teach" Strategy
- Home Environment
- Classroom Engagement

**Resources Available to Support the Goal** 2

- Behavior Specialist
- Positive Behavior Support
- School Counselor
- Restorative Practices
- SATOSS Program
- Engaging Lessons

**Plan to Monitor Progress Toward G1.** 8

Data indicating behavior incident trends( SIRs, Referrals)

**Person Responsible**

Mary Schmidt

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Leadership Team minutes and agenda, data charts

**G2.** During the 2017 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**

G082598

### Targets Supported **1b**

| Indicator                   | Annual Target |
|-----------------------------|---------------|
| AMO Math - African American | 66.0          |
| AMO Math - ED               | 69.0          |
| AMO Math - ELL              | 67.0          |
| AMO Math - Asian            | 93.0          |
| AMO Math - SWD              | 62.0          |
| AMO Math - White            | 83.0          |
| FSA Mathematics Achievement | 60.0          |
| AMO Math - All Students     | 72.0          |
| AMO Math - Hispanic         | 69.0          |
| Math Gains                  | 69.0          |
| Math Lowest 25% Gains       | 69.0          |
| Algebra I EOC Pass Rate     | 91.0          |
| Geometry EOC Pass Rate      | 100.0         |

### Targeted Barriers to Achieving the Goal **3**

- Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills
- Vocabulary Deficits
- Teacher Depth of Knowledge of Core Curriculum and the Florida Standards
- Home Environment
- Larger Percentage of ELL students
- Low achievement levels for SWD students

### Resources Available to Support the Goal **2**

- I-Ready
- I-XL
- Interactive Notebooks
- Tech-Active Classrooms
- Data Coach
- Academic Interventionist/Math Coach
- Gizmos
- Skills Inventory
- Algebra Nation
- District Think Tanks
- VPA Support (Arts Integration)
-



**Plan to Monitor Progress Toward G2. 8**

i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 10/24/2016 to 6/2/2017

**Evidence of Completion**

i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory

**G3.** During the 2017 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

G082599

### Targets Supported 1b

| Indicator                            | Annual Target |
|--------------------------------------|---------------|
| FSA ELA Achievement                  |               |
| AMO Reading - All Students           | 74.0          |
| AMO Reading - African American       | 67.0          |
| AMO Reading - ED                     | 71.0          |
| AMO Reading - ELL                    | 68.0          |
| AMO Reading - Hispanic               | 71.0          |
| AMO Reading - SWD                    | 62.0          |
| ELA/Reading Gains                    | 64.0          |
| AMO Reading - Asian                  | 93.0          |
| AMO Reading - White                  | 87.0          |
| CELLA Listening/Speaking Proficiency |               |
| CELLA Reading Proficiency            |               |
| FAA Reading Proficiency              |               |
| ELA/Reading Lowest 25% Gains         |               |

### Targeted Barriers to Achieving the Goal 3

- Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks
- Vocabulary Deficits
- Level of Rigor on the Florida Standards Assessment
- Larger Percentage of ELL students
- Low achievement levels for SWD students
- Home Environmet

### Resources Available to Support the Goal 2

- I-Ready
- Interactive Cornell Notebooks
- Spring Board Curriculum and Strategies
- SRA
- I-Engage Lesson Design
- I-XL
- Achieve 3000
- Project SUCCESS
- Skills Inventory

**Plan to Monitor Progress Toward G3. 8**

Classroom Observations, Interactive Notebooks, i-Ready, IXL, Common Assessments, Skills Inventory

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Sample Student Work, Lesson Plans, Learning Walks Data Sheets, Data Charts

**G4.** During the 2017 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

G082600

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 43.0          |

**Targeted Barriers to Achieving the Goal** 3

- Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.
- Lack of engagement.
- Reading stamina in nonfiction and technical texts
- Home Environment
- Large percentage of ELL students
- Low achievement for SWD

**Resources Available to Support the Goal** 2

- Interactive Science Notebooks
- Science Fair
- Inquiry Based Science
- Science Fair Night
- Gizmos
- Field Trip Experiences
- Science for Every Student Days

**Plan to Monitor Progress Toward G4.** 8

Benchmark testing, Common Assessments, Internal progress monitoring

**Person Responsible**

LaShawn Frost

**Schedule**

Biweekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Data Analysis Sheets, Charts,

**G5.** During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1a

G082601

**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          |

**Targeted Barriers to Achieving the Goal** 3

- Lack of Student Engagement
- Academic Difficulties
- Home Environment

**Resources Available to Support the Goal** 2

- Renaissance Awards
- Parent/Student Workshops
- Counseling Services

**Plan to Monitor Progress Toward G5.** 8

Review and analyze attendance data

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

SIS attendance reports, SWST Notes

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** During the 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions. 1

G082597

**G1.B1** High Number of Behavioral Referrals 2

B218736

**G1.B1.S1** Support staff meeting with teachers to discuss concerns, offer support, and brainstorm interventions. 4

S231067

### Strategy Rationale

Using a team-approach to collaborate with teachers will facilitate consistent interventions, expectations, and support.

### Action Step 1 5

Collaborate with teachers weekly during PLC meetings to discuss data and concerns

#### Person Responsible

Mary Schmidt

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

PLC minutes, agendas

### Action Step 2 5

"Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings

#### Person Responsible

Mary Schmidt

#### Schedule

Monthly, from 8/30/2016 to 6/2/2017

#### Evidence of Completion

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

Leadership Team will review data and concerns

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Leadership Team Agenda and Minutes

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

Administrative Team will review monthly staff meeting agendas

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 8/30/2016 to 6/2/2017

**Evidence of Completion**

Staff Meeting Agendas and Minutes

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

Administrative observations, review of behavior and parent contact data

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Observation notes, behavior data, parent contact sheets



**G1.B1.S2 PBS Interventions** 4

S231068

**Strategy Rationale**

PBS recognizes positive behavior choices made by students that support a safe and engaging learning environment for all.

**Action Step 1** 5

Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards

**Person Responsible**

Mary Schmidt

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Observation

**Action Step 2** 5

Quarterly PBS celebrations

**Person Responsible**

Mary Schmidt

**Schedule**

Quarterly, from 10/14/2015 to 6/2/2017

***Evidence of Completion***

pictures, participation list, caught being good observation

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration will review discipline data and SIRS

**Person Responsible**

Derek Jenkins

**Schedule**

Quarterly, from 10/7/2016 to 6/2/2017

***Evidence of Completion***

SIS discipline data, caught being good count

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administration will analyze the discipline reports in correlation with the PBS initiatives to determine trends. The administrative team will also monitor achievement of the at-risk behavior students.

**Person Responsible**

Derek Jenkins

**Schedule**

Quarterly, from 10/10/2016 to 6/2/2017

***Evidence of Completion***

SIS discipline data, PBS celebrations

**G1.B1.S3 Behavior Specialist** 4

 S231069

**Strategy Rationale**

The Behavior Specialist works with ESE students on developing appropriate peer interactions and following school expectations. She also provides support to staff members in developing behavior interventions.

**Action Step 1** 5

The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.

**Person Responsible**

Mary Schmidt

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, Behavior Point Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Meet with support staff to review data

**Person Responsible**

Mary Schmidt

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Meeting minutes, behavior incident data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Review and analyze behavior data and lesson plans

**Person Responsible**

Derek Jenkins

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Data indicating behavior incident trends

**G1.B2 Consistently Following the "Time To Teach" Strategy** 2

 B218737

**G1.B2.S1 Quarterly Grade Level Assemblies** 4

 S231070

**Strategy Rationale**

Reinforcing school-wide expectations with the administrative team will help to improve the school climate

**Action Step 1** 5

The administrative team will reinforce school-wide behavior expectations for all students during a quarterly assembly

**Person Responsible**

Derek Jenkins

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

School Calendar, Powerpoint Presentation

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

Meet with support staff to review data

**Person Responsible**

Derek Jenkins

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Leadership team meeting agendas, leadership team minutes, discipline data

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

Review of behavior data and lesson plans

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Data indicating behavior incident trends

**G1.B2.S2** Monthly "Time to Teach" tips for students 4

 S231071

**Strategy Rationale**

Appropriate use of the "Time to Teach" classroom management system will improve instructional time on task

**Action Step 1** 5

Provide monthly "Time to Teach" tips to teachers

**Person Responsible**

Mary Schmidt

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Meeting agendas, documented tips, feedback forms

**Action Step 2** 5

Restorative Practices

**Person Responsible**

Mary Schmidt

**Schedule**

Daily, from 9/10/2016 to 6/2/2017

***Evidence of Completion***

Restorative practices notes, teacher feedback forms

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Classroom walk-thrus, lesson plans,

**Person Responsible**

LaShawn Frost

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

classroom walk-thru data, lesson plans, discipline data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Review of behavior data and lesson plans

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017


***Evidence of Completion***

data indicating behavior incident trends

**G1.B3 Home Environment** 2

 B218738

**G1.B3.S1 Continue to foster positive relationships with all families to build a cohesive relationship** 4

 S231072

**Strategy Rationale**

When families are engaged in the educational process, students are more likely to succeed

**Action Step 1** 5

Parent University workshops and activities

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Agendas, sign-in sheets, powerpoint presentations

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Leadership Team will meet weekly to discuss monthly Parent University topics and goals

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Leadership meeting agendas, minutes



**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

The support staff will survey parents, staff and students

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 9/9/2016 to 6/2/2017

**Evidence of Completion**

Evaluation survey data, evaluation sheets

**G1.B3.S2 SATOSS Program** 4

 S231073

**Strategy Rationale**

This program offers an alternative to out-of-school- suspension. The program includes parental input, social skills and support from the family counselor

**Action Step 1** 5

Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school suspensions

**Person Responsible**

LaShawn Frost

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

SATOSS referral data, sign-in sheets, discipline referrals

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Administration will conduct walk-throughs of SATOSS program

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 9/12/2016 to 6/2/2017

**Evidence of Completion**

Walk-through notes

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

SATOSS counselor will meet with administration monthly

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 9/14/2016 to 6/2/2017

**Evidence of Completion**

Discussion notes, walk-through notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Administration will review and analyze referral data and identify trends

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 9/14/2016 to 6/2/2017


**Evidence of Completion**

SIS referral data

**G1.B4 Classroom Engagement** 2

 B218761

**G1.B4.S1 Teachers will facilitate highly effective lesson to include real-world activities.** 4

 S231138

**Strategy Rationale**

When students are engaged in the learning environment, teachers are less likely to have behavior problems.

**Action Step 1** 5

College and Career Readiness Training

**Person Responsible**

LaShawn Frost

**Schedule**

Quarterly, from 10/12/2016 to 6/2/2017

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

The Leadership Team will meet once a week to ensure the successful implementation of PD to support engaging lessons.

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Leadership Team Agendas, Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Classroom Observations

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 10/11/2016 to 6/2/2017

**Evidence of Completion**

Classroom Observation Data

**G2.** During the 2017 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

G082598

**G2.B1** Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills 2

B218739

**G2.B1.S1** i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need 4

S231074

**Strategy Rationale**

i-Ready is a researched based program which includes diagnostic assessments administered three times a year throughout the school year. This program includes teacher-led and computer assisted lesson based on diagnostic data.

**Action Step 1 5**

i-Ready will be used 45 minutes a week during Math classes

**Person Responsible**

Grace Schaffer

**Schedule**

Weekly, from 9/30/2016 to 6/2/2017

**Evidence of Completion**

Class and Individual i-Ready reports

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

The administrative team will review and analyze i-Ready reports

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 10/3/2016 to 6/2/2017

***Evidence of Completion***

Classroom walkthroughs, lesson plans, i-Ready reports

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

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

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 11/14/2016 to 6/2/2017

***Evidence of Completion***

Observation Data, Learning Walks Data Sheets and Lesson Plans

**G2.B1.S2 Instructional/Data Coach** 4

S231075

**Strategy Rationale**

The Instructional/Data Coach facilitates a school-wide progress monitoring system that assists in meeting the goals of the learning community

**Action Step 1** 5

The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions

**Person Responsible**

Isaiah Carpenter

**Schedule**

Every 3 Weeks, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

i-Ready data, benchmark assessments, IXL data, Skills Inventory

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

The leadership team will meet weekly with the Data Coach to review and analyze data.

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Data from all departments and assessments, data reports, agendas, leadership team minutes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

The leadership team will meet weekly to review the progress monitoring notes

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Leadership Team Meeting, Data Charts

**G2.B1.S3 Using Coaching to Build a Learning Community** 4

 S231076

**Strategy Rationale**

This professional Development will afford teachers the opportunity to gain coaching skills that will improve teaching and learning through the learning community.

**Action Step 1** 5

Collaborative coaching and learning walks to improve instruction.

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 10/10/2016 to 6/2/2017

**Evidence of Completion**

Learning walks notes, coaching notes, PD agenda

**Plan to Monitor Fidelity of Implementation of G2.B1.S3 6**

The administrative team and curriculum leaders will facilitate Classroom learning walks, classroom observations,

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

learning walks data, classroom walk-through data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Administration will review of data at staff meetings and leadership team meetings

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 10/10/2016 to 6/2/2017

**Evidence of Completion**

Classroom walk-through data, progress monitoring logs, agendas, staff meeting minutes and leadership team minutes



**G2.B1.S4** IXL researched based computer program 4

S231077

**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

IXL will be used to improve the fluency skills of students

**Person Responsible**

Grace Schaffer

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

IXL Reports, PLC minutes

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Reports will be reviewed at the Leadership Team Meetings

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 10/10/2016 to 6/2/2017

**Evidence of Completion**

Leadership Team Meeting Notes, PLC Meeting Notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

Leadership Team Meetings and PLC Meetings

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 10/10/2016 to 6/2/2017

**Evidence of Completion**

Leadership Team Minutes and Agendas, PLC Minutes and Agendas, IXL Reports

**G2.B2 Vocabulary Deficits** 2

 B218740

**G2.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

 S231078

**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, Vocabulary.com

**Person Responsible**

Derek Jenkins

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

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

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

The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks

**Person Responsible**

Derek Jenkins

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Notesbooks, Observation Data and Learning Walks Data

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

This Process will be Monitored by Classroom Walkthroughs and Learning Walks

**Person Responsible**

Derek Jenkins

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

***Evidence of Completion***

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

**G2.B2.S2 C2 (College and Career Readiness) Collaboration PD** 4

S231079

**Strategy Rationale**

This PD allows teachers to explore what it means to be College and Career Ready. In addition, teachers will examine the implications of their instructional practices and understand how to plan for student success.

**Action Step 1** 5

College and Career Readiness PD

**Person Responsible**

LaShawn Frost

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

PD agendas, sign-in sheets, presentations

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Classroom walk-throughs, PLC discussion

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, classroom walk-throughs, student performance

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Classroom observations, review of student performance data

**Person Responsible**

Isaiah Carpenter

**Schedule**

On 6/2/2017

**Evidence of Completion**

Progress monitoring, formative and summative assessments, spiral notebooks

**G2.B3 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards 2**

 B218741

**G2.B3.S1 Ongoing DOK training and support during PLCs and Snacks for Strats 4**

 S231080

**Strategy Rationale**

Teachers must learn how to develop classroom activities and assessments that match the rigor expected in the corresponding learning expectations.

**Action Step 1 5**

Ongoing DOK Training and Support

**Person Responsible**

Grace Schaffer

**Schedule**

Biweekly, from 9/19/2016 to 6/2/2017

**Evidence of Completion**

Agendas, sign-in sheets, powerpoint presentations, learning walks

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

Classroom Walk-thrus, PLC discussion, Learning Walks

**Person Responsible**

LaShawn Frost

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans, classroom observations, student performance

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

Classroom observations, review of student performance data

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks

**G2.B3.S2 Title I Math Teacher** 4

S231081

**Strategy Rationale**

This Math teacher will utilize and coach others using research-based curriculum and strategies that are proven to increase math achievement.

**Action Step 1** 5

The Title I Math Teacher provides highly effective instructional Math strategies in the learning environment,

**Person Responsible**

Isaiah Carpenter

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Classroom walk-throughs, PLC minutes

**Person Responsible**

Derek Jenkins

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, classroom observations, student performance

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

classroom observations, review of student performance data

**Person Responsible**

Derek Jenkins

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks

**G2.B3.S3 Title I ELA Teacher 4**

 S231082

**Strategy Rationale**

This ELA teacher will utilize and coach others using research-based curriculum and strategies that are proven to increase math literacy.

**Action Step 1 5**

The Title I ELA/Social Studies Teacher provides highly effective instructional strategies throughout the learning community.

**Person Responsible**

Kim Clay

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, classroom walkthroughs



**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Classroom walk-throughs, PLC minutes

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans, classroom observations, student performance

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3** 7

Classroom observations, review of student performance data

**Person Responsible**

Kim Clay

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks

## G2.B4 Home Environment 2

 B218742

### G2.B4.S1 Parent University Workshops that will increase parents awareness of how to support their student 4

 S231083

#### Strategy Rationale

Research shows that parent engagement increases student achievement

#### Action Step 1 5

Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement

##### Person Responsible

LaShawn Frost

##### Schedule

Monthly, from 9/12/2016 to 5/15/2017

##### Evidence of Completion

Parent University agendas, sign-in sheets, powerpoints

#### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The Leadership Team will meet weekly to monitor the implementation of these workshops and discuss outcomes

##### Person Responsible

LaShawn Frost

##### Schedule

Weekly, from 9/12/2016 to 5/29/2017

##### Evidence of Completion

Leadership Team meeting agendas

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Surveys of each workshop will be developed and given to determine the effectiveness of the workshops

**Person Responsible**

LaShawn Frost

**Schedule**

On 5/30/2017

**Evidence of Completion**

Surveys from workshops

**G2.B5 Larger Percentage of ELL students** 2

 B218743

**G2.B5.S1** Booker Middle School's ESOL Liaison will foster a collaborative learning environment between the home and school. The Liaison will support the students in the classroom by providing the teachers with resources and strategies to support ELL students. 4

 S231084

**Strategy Rationale**

ELL students require certain research-based strategies and, at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

**Action Step 1** 5

We will utilize our ESOL Liaison to help support ELL students in the classroom.

**Person Responsible**

Cameron Parker

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student work samples, student performance data, formative and summative assessments, lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Administration will review the effectiveness of the ESOL Liaison.

**Person Responsible**

Cameron Parker

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results

**G2.B5.S2** After-school learning labs 4

S231085

**Strategy Rationale**

Intensive Instruction for ELL students

**Action Step 1** 5

After-school learning labs with IXL and i-Ready

**Person Responsible**

LaShawn Frost

**Schedule**

Daily, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

i-Ready data, IXL data, Sign-in sheets,

**Plan to Monitor Fidelity of Implementation of G2.B5.S2** 6

Weekly data chats with students, progress monitoring reports

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 11/30/2016 to 6/2/2017

***Evidence of Completion***

lab observations and student performance data

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2** 7

lab observations, review of student performance data

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 11/30/2016 to 6/2/2017

**Evidence of Completion**

Progress monitoring, i-Ready data, IXL data

**G2.B6 Low achievement levels for SWD students** 2

 B218744

**G2.B6.S1 Booker Middle School ESE Liaisons** 4

 S231086

**Strategy Rationale**

Booker Middle School ESE Liaisons will provide teachers with resources and instructional strategies to support the learning environment for ESE students.

**Action Step 1** 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

**Person Responsible**

Cindy Lowrey

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

student work samples, lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

**Person Responsible**

Cindy Lowrey

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Student work samples, lesson plans, assessment results, PLC and Progress Monitoring notes

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals

**G2.B6.S2** LRE Classrooms for SWD **4**

 S231087

**Strategy Rationale**

Implementation of LRE classrooms will provide our ESE students with access to grade level standards and materials.

**Action Step 1** **5**

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.

**Person Responsible**

Cindy Lowrey

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

lesson plans, Learning Walks

**Action Step 2** **5**

LRE Training

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 10/24/2016 to 6/2/2017

**Evidence of Completion**

Agendas, Powerpoint Presentation, Attendance Sheets



**Plan to Monitor Fidelity of Implementation of G2.B6.S2** 6

Review of lesson plans, classroom walk-thrus, Progress monitoring and PLC discussion about inclusion services

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

lesson plans, observation notes, PLC minutes, Progress Monitoring minutes

**Plan to Monitor Effectiveness of Implementation of G2.B6.S2** 7

Review of student progress

**Person Responsible**

Cindy Lowrey

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments

**G3.** During the 2017 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

G082599

**G3.B1** Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks 2

B218745

**G3.B1.S1** I-Engage Strategies: Modeling, Thinking Aloud, Guided Instruction and Accountable Team Task 4

S231088

### 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

Cameron Parker

#### Schedule

Monthly, from 9/6/2016 to 6/2/2017

#### Evidence of Completion

Agendas, Sign-In Sheets, Resources

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

Classroom Walkthroughs and Learning Walks

#### Person Responsible

Cameron Parker

#### Schedule

Monthly, from 9/6/2016 to 6/2/2017

#### Evidence of Completion

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

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

Lesson Plans and Classroom Walkthroughs

**Person Responsible**

Cameron Parker


**Schedule**

Weekly, from 9/6/2016 to 9/6/2016

**Evidence of Completion**

Classroom Walkthrough Data, Learning Walks Data and Indicators for Success

**G3.B1.S2** i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need 4

 S231089

**Strategy Rationale**

i-Ready is a research-based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

**Action Step 1 5**

i-Ready program will be used two times a week.

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Class and Individual i-Ready Reports

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

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-Ready program

**Person Responsible**

Kim Clay

**Schedule**

Biweekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Computer generated progress monitoring reports from the i-Ready Program

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

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, Achieve 3000, Purple Tests, other common assessments)

**Person Responsible**

Charles Roediger

**Schedule**

Every 3 Weeks, from 9/12/2016 to 6/2/2017

**Evidence of Completion**

Comparative analysis of iReady data and additional indicator(s)

**G3.B1.S3 Tornado Transition Program** 4

S231090

**Strategy Rationale**

The Tornado Transition Program provides students with a sound educational plan that is designed to close the achievement gap.

**Action Step 1** 5

Tornado Transition Program

**Person Responsible**

Sandra Daniels

**Schedule**

Daily, from 6/6/2016 to 8/5/2016

***Evidence of Completion***

Class rosters, lesson plans, attendance sheets, grades,

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

The Transition Program staff will meet with Principal to discuss program progress

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 6/6/2016 to 8/4/2016

***Evidence of Completion***

Meeting agendas and minutes, students performance reports and dats

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Classroom observations, review of student performance data

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 6/6/2016 to 8/4/2016

**Evidence of Completion**

Progress monitoring, formative and summative assessments, spiral notebooks

**G3.B1.S4 Resource Teachers** 4

 S231091

**Strategy Rationale**

These teachers will implement a prescriptive instructional plan aimed at providing remediation and targeted interventions to meet the academic needs of students.

**Action Step 1** 5

Resource Teachers that provide intensive strategies to students

**Person Responsible**

Grace Schaffer

**Schedule**

Biweekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** 6

Classroom Walkthroughs, Learning Walks

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans, Classroom Walkthrough Data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4** 7

Administration will review and discuss the Progress Monitoring sheets from resource teachers

**Person Responsible**

Grace Schaffer

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Agendas, Leadership Team Minutes and Lesson Plans

## G3.B2 Vocabulary Deficits 2

B218746

### G3.B2.S1 Participation in school-wide vocabulary initiative 4

S231092

#### 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, Vocabulary.com

##### Person Responsible

Cameron Parker

##### Schedule

Daily, from 6/1/2016 to 6/2/2017

##### Evidence of Completion

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

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

Wow Word Initiative

##### Person Responsible

Cameron Parker

##### Schedule

Weekly, from 8/22/2016 to 6/2/2017

##### Evidence of Completion

Composition Books, Interactive Cornell Notebooks, Language Purpose



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

Classroom Walk-thrus and Lesson Plans

### Person Responsible

Cameron Parker

### Schedule

Weekly, from 8/29/2016 to 6/2/2017

### Evidence of Completion

Composition Notebooks, Interactive Notebooks

## G3.B3 Level of Rigor on the Florida Standards Assessment 2

 B218747

### G3.B3.S1 Reading Support Teachers 4

 S231093

### Strategy Rationale

Students in today's classrooms have a diverse level of skills and knowledge. Giving them additional reading support and 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 Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment

### Person Responsible

Cameron Parker

### Schedule

Monthly, from 10/20/2016 to 6/2/2017

### Evidence of Completion

Agendas, Sign-In Sheets and Resources

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Classroom Walkthroughs, Lesson Plans, PLC's

**Person Responsible**

LaShawn Frost

**Schedule**

On 6/2/2017

***Evidence of Completion***

PLC Notes and Student Work, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Classroom Walkthroughs and Collaborative Coaching

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

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

**G3.B3.S2 Title I Reading Teacher** 4

S231094

**Strategy Rationale**

This teacher will provide high impact reading strategies to Booker Middle teachers and provide remediation and targeted instruction for Tier III students.

**Action Step 1** 5

The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum

**Person Responsible**

Kim Clay

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Teacher support logs, classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of G3.B3.S2** 6

The Title I reading teacher will provide weekly updates to the leadership team regarding the support provided for teachers

**Person Responsible**

Kim Clay

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Leadership team minutes, agendas, teacher support log

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7**

Classroom observations, review of student performance data

**Person Responsible**

Kim Clay


**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks

**G3.B3.S3 Secondary Reading Conference 4**

 S231095

**Strategy Rationale**

This conference will provide Booker Middle teachers with high impact strategies and best practices to increase student achievement

**Action Step 1 5**

Secondary Reading Conference

**Person Responsible**

LaShawn Frost

**Schedule**

On 10/22/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B3.S3** 6

Attendees will provide PD to Booker Middle Teachers

**Person Responsible**

LaShawn Frost

**Schedule**

Quarterly, from 10/20/2016 to 6/2/2017

**Evidence of Completion**

PD Agendas, PowerPoints, Classroom Walkthrough Data

**Plan to Monitor Effectiveness of Implementation of G3.B3.S3** 7

Classroom Walkthroughs, Learning Walks, Student Data

**Person Responsible**

LaShawn Frost

**Schedule**

On 6/2/2017

**Evidence of Completion**

Classroom Walkthrough Data, Learning Walks Data, I-Ready Reports

**G3.B4 Larger Percentage of ELL students** 2

B218748

**G3.B4.S1** Booker Middle School's ESOL Liaison will foster a collaborative learning environment between the home and school. The Liaison will support the students in the classroom by providing the teachers with resources and strategies to support ELL students. 4

S231096

**Strategy Rationale**

ELL students require certain research-based strategies and, at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

**Action Step 1** 5

We will utilize our ESOL Liaison to help support ELL students in the classroom.

**Person Responsible**

GeorgeAnn Morrow

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student work samples, student performance data, formative and summative assessments, lesson plans

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Leadership Team Meetings, PLC Meetings

**Person Responsible**

Cameron Parker

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Agendas, Leadership Team Minutes, PLC Agendas, PLC Minutes

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Review of ELL Data

**Person Responsible**

Cameron Parker

**Schedule**

Monthly, from 10/24/2016 to 6/2/2017

**Evidence of Completion**

I-Ready Data, Students Grades, LEP plans

**G3.B4.S2** After-school learning labs 4

 S231097

**Strategy Rationale**

This program provides ELL students with prescriptive intensive strategies that are designed to close the achievement gap.

**Action Step 1** 5

After-school learning labs

**Person Responsible**

LaShawn Frost

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Attendance sheets, class roster, student performance data

**Plan to Monitor Fidelity of Implementation of G3.B4.S2** 6

Teachers will meet with Principal to provide weekly progress monitoring updates

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 12/1/2016 to 6/2/2017

***Evidence of Completion***

i-Ready and IXL data reports

**Plan to Monitor Effectiveness of Implementation of G3.B4.S2** 7

Lab observations, review of student performance data

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 12/1/2016 to 6/2/2017

***Evidence of Completion***

Progress monitoring, district benchmarks, formative and summative assessments, FSA and interactive notebooks



### G3.B5 Low achievement levels for SWD students 2

B218749

### G3.B5.S1 Booker Middle School ESE Liaisons 4

S231098

#### Strategy Rationale

Booker Middle School ESE Liaisons will provide teachers with resources and instructional strategies to support the learning environment for ESE students.

#### Action Step 1 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

##### Person Responsible

Cindy Lowrey

##### Schedule

Daily, from 8/22/2016 to 6/2/2017

##### Evidence of Completion

Student work samples, lesson plans

#### Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

##### Person Responsible

Cindy Lowrey

##### Schedule

Weekly, from 8/22/2016 to 6/2/2017

##### Evidence of Completion

Leadership agendas, minutes, students work samples, student data

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

The ESE Liaison will provide updates at the Leadership Team meeting

**Person Responsible**

Cindy Lowrey


**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals

**G3.B5.S2** LRE Classrooms for SWD 4

 S231099

**Strategy Rationale**

Implementation of LRE classrooms will provide our ESE students with access to grade level standards and materials.

**Action Step 1** 5

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.

**Person Responsible**

Cindy Lowrey

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, PLC notes, student performance data

**Plan to Monitor Fidelity of Implementation of G3.B5.S2** 6

ESE Liaison will meet with teachers and provide update to Leadership Team

**Person Responsible**

Cindy Lowrey

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Meeting agendas, minutes, student performance data

**Plan to Monitor Effectiveness of Implementation of G3.B5.S2** 7

Ongoing PD, classroom observations

**Person Responsible**

Cindy Lowrey

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

PD agendas and presentations, classroom observations, student performance data

**G3.B6 Home Environmet** 2

B218750

**G3.B6.S1 Parent University Workshops** 4

S231100

**Strategy Rationale**

Students perform better when their parents are engaged in the educational process

**Action Step 1** 5

Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 9/12/2016 to 6/2/2017

**Evidence of Completion**

Workshop agendas, presentations, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

Support staff will provide updates at the leadership team meetings

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/23/2016 to 6/2/2017

**Evidence of Completion**

Leadership Team meeting agendas, minutes, student performance data

**Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7**

Support staff will analyze data and workshop feedback

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student performance data, parent surveys

**G4.** During the 2017 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

G082600

**G4.B1** Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text. 2

B218751

**G4.B1.S1** Participate in school-wide vocabulary initiative, emphasize common science vocabulary, collaboration with LA teachers 4

S231101

**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**

Quarterly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

PD Agenda, Sign-In Sheet and Resources

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

Classroom Walkthroughs, Lesson Plans and Student Work

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 10/26/2016 to 6/2/2017

***Evidence of Completion***

Highly Effective Indicators for Success Data

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

Classroom Walkthroughs and Lesson Plans

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

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

**G4.B1.S2** Ongoing I-Engage Training for increased knowledge of implementation of best practices in the classroom **4**

 S231102

### **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**

Quarterly, from 8/24/2015 to 6/6/2016

#### **Evidence of Completion**

Observation Feedback Forms Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2** **6**

Classroom Walkthroughs and Snacks for Strats PLC's

#### **Person Responsible**

LaShawn Frost

#### **Schedule**

Weekly, from 8/24/2015 to 6/6/2016

#### **Evidence of Completion**

Classroom Walkthrough Data and Snacks for Strats Artifacts

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7**

Classroom Walkthroughs and PLC's

**Person Responsible**

LaShawn Frost


**Schedule**

Weekly, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

Classroom Walkthrough Data and PLC Artifacts

**G4.B1.S3** Having an integrated approach to addressing Science topics in all content areas including use of the Marzano strategy with visual journals. 4

 S231103

**Strategy Rationale**

Rather than approaching science as an isolated subject, science concepts and materials will be reinforced using reading strategies during ELA block and connected (when appropriate) with math concepts.

**Action Step 1 5**

Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G4.B1.S3 6**

PLC lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/units that integrate science concepts across content areas.

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

***Evidence of Completion***

PLC minutes, lesson/project plans

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7**

Data chats/Project review during PLC or Progress Monitoring meetings.

**Person Responsible**

LaShawn Frost

**Schedule**

Every 6 Weeks, from 9/6/2016 to 6/2/2017


***Evidence of Completion***

PLC Minutes and Notes from Data Chats

**G4.B2** Lack of engagement. 2

 B218752

**G4.B2.S1** Ongoing Training in I-Engage Lesson Design 4

 S231104

**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 9/6/2016 to 6/2/2017

***Evidence of Completion***

Agendas, Lesson Plans, Learning Walks

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

Ongoing Classroom Walkthroughs

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

***Evidence of Completion***

Agendas, Learning Walks, Indicators for Success

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

Ongoing Classroom Walkthroughs

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, Walkthrough Data

**G4.B2.S2 Effective use of Tech-Active Classrooms** 4

 S231169

**Strategy Rationale**

The effective use of best practices and 21st century technology skills will support in providing students with engaging lessons and real-world opportunities.

**Action Step 1** 5

Teachers will receive ongoing support for implementation of effective use of the Tech-Active Classroom

**Person Responsible**

Cameron Parker

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Agendas, PLC Minutes, Lesson Plans,

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Classroom Walkthroughs, Lesson Plans

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Classroom Walkthrough Data, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** 7

The Leadership Team will meet weekly to review data from Science Department

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Leadership Agendas, Lesson Plans, Classroom Walkthrough Data

**G4.B2.S3 Implementation of Inquiry Based Projects/Labs** 4

S231171

**Strategy Rationale**

Inquiry Based Projects will provide students with real-world experiences and engaging opportunities.

**Action Step 1** 5

Implementation of Inquiry Based Projects and Labs

**Person Responsible**

Alex Keel

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans, PLC Minutes and Agendas

**Plan to Monitor Fidelity of Implementation of G4.B2.S3** 6

Classroom Walkthroughs, PLC Meetings and Review of Lesson Plans by Administration

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

***Evidence of Completion***

Classroom Walkthrough Data, PLC Minutes and Agendas and Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7**

Review of Classroom Walkthrough Data and Lesson Plans by the Leadership Team, PLC Meetings

**Person Responsible**

Cameron Parker


**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Classroom Walkthrough Data, Lesson Plans, PLC Minutes and Agendas

**G4.B2.S4 Real-World experiences through field trips and garden experiences 4**

 S231172

**Strategy Rationale**

Real world experiences will make Science come alive to students. These opportunities will ensure relevance for students.

**Action Step 1 5**

Science Teachers will facilitate real-world experiences for students in an effort to make learning relevant

**Person Responsible**

Alex Keel

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, PLC Minutes and Agendas

**Plan to Monitor Fidelity of Implementation of G4.B2.S4** 6

Classroom Walkthroughs, Lesson Plans, PLC Meetings

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Classroom walkthrough data, Lesson Plans, PLC Minutes and Agendas

**Plan to Monitor Effectiveness of Implementation of G4.B2.S4** 7

ILT will met to review progress of the Science Department

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 9/6/2016 to 6/2/2017


**Evidence of Completion**

ILT Agendas and Minutes, Lesson Plans, Classroom Walkthrough Data

**G4.B3** Reading stamina in nonfiction and technical texts 2

 B218753

**G4.B3.S1** Title I ELA Teacher 4

 S231105

**Strategy Rationale**

This teacher utilizes research-based curriculum and strategies that are proven to increase literacy in Science.

**Action Step 1** 5

The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum

**Person Responsible**

Kim Clay

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, classroom walkthroughs, instructional support sheets

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

The Title I ELA teacher will be monitored through data meetings with administration regarding student performance data

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Progress monitoring data of the science students, encompassing multiple pieces of data, student work samples, assessment results



**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Student progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.

**Person Responsible**

Cameron Parker

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

student work samples, assessment results, lesson plans, PLC notes, progress monitoring meetings

**G4.B3.S2 Title I Science Teacher** 4

 S231106

**Strategy Rationale**

This teacher utilizes research-based curriculum and strategies that are designed to close the achievement gap in Science.

**Action Step 1** 5

The Title I Science Teacher provides highly effective instructional strategies to increase student achievement in Science

**Person Responsible**

Alex Keel

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of G4.B3.S2** 6

The Title I Science teacher is monitored through data meetings with administration to student work and progress.

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Progressing monitoring, student work, assessment results

**Plan to Monitor Effectiveness of Implementation of G4.B3.S2** 7

Student progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.

**Person Responsible**

Cameron Parker

**Schedule**

Every 3 Weeks, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Assessments results, student work samples, lesson plans, PLC notes and progress monitoring meetings

**G4.B3.S3** Correlating Reading and Science **4**

 S231173

**Strategy Rationale**

Correlating Reading and Science will afford students an opportunity to comprehend and access the non-fictional text in Science.

**Action Step 1** **5**

Ongoing instructional Support aligned with Reading Strategies for Success in Science

**Person Responsible**

Kim Clay

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Snacks for Strats Agendas, Instructional Support Log, PD Workshop Agendas

**Plan to Monitor Fidelity of Implementation of G4.B3.S3** **6**

Classroom Walkthroughs, PLC Meetings, Lesson Plans

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Classroom Walkthrough Data, PLC Minutes and Agendas, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G4.B3.S3** 7

Classroom Walkthroughs, ILT Meetings, I-Ready Data

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Classroom Walkthrough Data, Lesson Plans, I-Ready Reports, ILT Minutes

**G4.B4 Home Environment** 2

 B218754

**G4.B4.S1 Parent University workshops to support teaching and learning** 4

 S231108

**Strategy Rationale**

When parents are involved in their students education, students perform better in school.

**Action Step 1** 5

All parents will be invited to monthly Parent University Workshops

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 9/12/2016 to 6/2/2017

**Evidence of Completion**

Workshop agendas, attendance sheets, copies of presentations

**Plan to Monitor Fidelity of Implementation of G4.B4.S1** 6

Parent University presenters will provide a weekly update at the leadership team meetings

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Meeting minutes, agendas, Parent University calendar

**Plan to Monitor Effectiveness of Implementation of G4.B4.S1** 7

Parent surveys, attendance sheets, agendas

**Person Responsible**

LaShawn Frost

**Schedule**

Monthly, from 9/12/2016 to 6/2/2017


***Evidence of Completion***

Parent surveys, attendance sheets, workshops agendas, presentations

**G4.B5** Large percentage of ELL students **2**

 B218755

**G4.B5.S1** Booker Middle School's ESOL Liaison will foster a collaborative learning environment between the home and school. The Liaison will support the students in the classroom by providing the teachers with resources and strategies to support ELL students. **4**

 S231109

**Strategy Rationale**

ELL students require certain research-based strategies and, at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

**Action Step 1** **5**

We will utilize our ESOL Liaison to help support ELL students in the classroom.

**Person Responsible**

Cameron Parker

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student work samples, student performance data, formative and summative assessments, lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B5.S1** **6**

The ESOL Liaison will report ESOL data during the weekly Leadership Team meetings

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student work samples, lesson plans, assessment results, PLC notes,

**Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7**

Administration will review the effectiveness of the ESOL support services

**Person Responsible**

Cameron Parker

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

students work samples, parent conference notes, PLC notes, lesson plans, assessment results

**G4.B5.S2 After-school learning labs 4**

 S231110

**Strategy Rationale**

Intensive instruction for ELL students

**Action Step 1 5**

After-school learning labs

**Person Responsible**

LaShawn Frost

**Schedule**

Daily, from 10/24/2016 to 6/2/2017

**Evidence of Completion**

i-Ready and IXL data, attendance sheets and class roster

**Plan to Monitor Fidelity of Implementation of G4.B5.S2** 6

Administration will review the effectiveness of the program

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 11/30/2016 to 6/2/2017

***Evidence of Completion***

Student performance data

**Plan to Monitor Effectiveness of Implementation of G4.B5.S2** 7

Administration will review the program expectations with teachers and make changes as necessary

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 11/30/2016 to 6/2/2017

***Evidence of Completion***

Student Performance Data



## G4.B6 Low achievement for SWD 2

B218756

### G4.B6.S1 Booker Middle ESE Liaisons 4

S231111

#### Strategy Rationale

Booker Middle School ESE Liaisons will provide teachers with resources and instructional strategies to support the learning environment for ESE students.

#### Action Step 1 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

##### Person Responsible

Cindy Lowrey

##### Schedule

Daily, from 8/22/2016 to 6/2/2017

##### Evidence of Completion

#### Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

Collaborate with Case Managers to Progress Monitor SWD

##### Person Responsible

Cindy Lowrey

##### Schedule

Weekly, from 8/22/2016 to 6/2/2017

##### Evidence of Completion

Progress Monitoring Sheet for SWD, I-Ready Data, IXL Data

**Plan to Monitor Effectiveness of Implementation of G4.B6.S1** 7

Liaison will collaborate with Admin Team to ensure Progress of SWD

**Person Responsible**

Cameron Parker

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

ILT Minutes, I-Ready Data, SWD Progress Monitoring Sheet

**G4.B6.S2 LRE Classrooms for SWD** 4

 S231112

**Strategy Rationale**

Implementation of LRE classrooms will provide our ESE students with access to grade level standards and materials.

**Action Step 1** 5

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.

**Person Responsible**

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, student performance data, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G4.B6.S2** 6

Classroom walk-throughs, lesson plans

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Classroom walk-throughs, lesson plans, student performance data

**Plan to Monitor Fidelity of Implementation of G4.B6.S2** 6

Classroom walk-throughs, lesson plans

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Classroom walk-throughs, lesson plans, student performance data

**Plan to Monitor Effectiveness of Implementation of G4.B6.S2** 7

Classroom observations, lesson plans

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Observation notes, student performance data, lesson plans

**G5.** During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target. 1

G082601

**G5.B1** Lack of Student Engagement 2

B218757

**G5.B1.S1** Teachers will receive training on how to actively engage students in the learning environment

4

S231113

### 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

"The Art of Teaching and Learning" PD

#### Person Responsible

LaShawn Frost

#### Schedule

Every 6 Weeks, from 9/19/2016 to 6/2/2017

#### Evidence of Completion

Agenda Meetings, Sign-In Sheets and Resouces

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Classroom walk-throughs

#### Person Responsible

LaShawn Frost

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Walk-through notes, lesson plans

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

The Data Coach will analyze the attendance reports and walk-through data trends

**Person Responsible**

Charles Roediger

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

**Evidence of Completion**

SIS attendance reports, data charts

**G5.B1.S2 Project SUCCESS** 4

 S231114

**Strategy Rationale**

This College and Career Readiness Program will train teachers to use proven strategies that prepare students for high school, college and a career.

**Action Step 1** 5

Teachers will obtain high impact strategies to support a college and career culture.

**Person Responsible**

LaShawn Frost

**Schedule**

Quarterly, from 9/19/2016 to 6/2/2017

**Evidence of Completion**

Agendas, Classroom Walkthrough Data, Lesson plans

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Teachers will collaborate during their PLC meetings about the use of high impact strategies

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

PLC notes ad agenda

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Classroom walk-throughs will be facilitated

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017


***Evidence of Completion***

Classroom walk-through notes, lesson plans

**G5.B2 Academic Difficulties** 2

 B218758

**G5.B2.S1 Parent University Workshops** 4

 S231115

**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 9/19/2016 to 6/2/2017

***Evidence of Completion***

Agendas, sign-in sheets, copies of presentations

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Parent Surveys and Parent Participation

**Person Responsible**

Grace Schaffer

**Schedule**

Monthly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Parent Feedback Forms

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Parent Surveys

**Person Responsible**

Grace Schaffer

**Schedule**

Monthly, from 9/19/2016 to 6/2/2017

**Evidence of Completion**

Workshop attendance Data, feedback from surveys

**G5.B2.S2 Academic Interventionist** 4

 S231116

**Strategy Rationale**

The Academic Interventionist meets with students who are struggling academically, tracks grades and develops academic intervention plans to support struggling learners.

**Action Step 1** 5

Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.

**Person Responsible**

Grace Schaffer

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

MTSS data, grades, classroom observations



**Plan to Monitor Fidelity of Implementation of G5.B2.S2** 6

Meet with SWST to review data and parents conferences

**Person Responsible**

Grace Schaffer

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

**Evidence of Completion**

SWST notes, parent conference notes, AIPs

**Plan to Monitor Effectiveness of Implementation of G5.B2.S2** 7

Administrative observation, review of data

**Person Responsible**

Derek Jenkins

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Observation notes and forms, grades, SWST data, parent contact, AIPs

**G5.B3 Home Environment** 2

 B218759

**G5.B3.S1** School Counselors work with teachers and students on personal issues and are committed to providing the support needed for students to achieve academic success. 4

 S231117

**Strategy Rationale**

When students social and emotional needs are met, they will achieve academic success.

**Action Step 1** 5

The School counselor delivers individual, small group and classroom guidance lessons.

**Person Responsible**

Cheryl Thomas

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

Counselors will maintain a log of services provided to students

**Person Responsible**

Cheryl Thomas

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Log of Services, Agendas of groups facilitated

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** 7

Counselors will review data and Progress Monitor students.

**Person Responsible**

Tracey Clark

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Data Collections Sheets, Students Survey Data

**G5.B3.S2 Home visits** 4

S231118

**Strategy Rationale**

Making a connection with families will help to empower them in making sound decisions for their families

**Action Step 1** 5

School Social Worker

**Person Responsible**

Anostasia Dilego

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Referrals, referral notes

**Plan to Monitor Fidelity of Implementation of G5.B3.S2** 6

The School Social Worker with work with families to implement services as needed

**Person Responsible**

Anostasia Dilego

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

SWST notes, referral notes, family service referrals

**Plan to Monitor Effectiveness of Implementation of G5.B3.S2** 7

Review of service referral data, evaluation of services

**Person Responsible**

LaShawn Frost

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Data from service referrals, data from home visits, evaluation data

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion                                      | Due Date/End Date  |
|-------------------------|---|-----------------|-------------------------------|--|--------------------|
| <b>2015</b>             |   |                 |                               |  |                    |
| G4.B6.S2.MA1<br>M298134 | Classroom walk-throughs, lesson plans   | Frost, LaShawn  | 8/24/2015                     | Classroom walk-throughs, lesson plans, student performance data            | 6/3/2016 weekly    |
| G2.B1.S2.MA1<br>M298066 | The leadership team will meet weekly to review the progress monitoring notes                    | Frost, LaShawn  | 8/24/2015                     | Leadership Team Meeting, Data Charts                                       | 6/3/2016 weekly    |
| G4.B1.S1.MA1<br>M298112 | Classroom Walkthroughs and Lesson Plans   | Frost, LaShawn  | 8/24/2015                     | Benchmark Assessments, i-Ready Data, Common Assessments, I-XL Data         | 6/3/2016 weekly    |
| G4.B1.S2.MA1<br>M298115 | Classroom Walkthroughs and Snacks for Strats PLC's  | Frost, LaShawn  | 8/24/2015                     | Classroom Walkthrough Data and Snacks for Strats Artifacts                 | 6/6/2016 weekly    |
| G4.B1.S2.MA1<br>M298114 | Classroom Walkthroughs and PLC's  | Frost, LaShawn  | 8/24/2015                     | Classroom Walkthrough Data and PLC Artifacts                               | 6/6/2016 weekly    |
| G4.B1.S2.A1<br>A295306  | PD on Inquiry Based Learning  | Frost, LaShawn  | 8/24/2015                     | Observation Feedback Forms Lesson Plans                                    | 6/6/2016 quarterly |
| G1.B1.S2.A2<br>A295272  | Quarterly PBS celebrations  | Schmidt, Mary   | 10/14/2015                    | pictures, participation list, caught being good observation                | 6/2/2017 quarterly |
| <b>2016</b>             |   |                 |                               |  |                    |
| G3.B2.S1.A1<br>A295296  | Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com                     | Parker, Cameron | 6/1/2016                      | Agendas, Sign-In Sheets, Composition Notebooks, Flip Charts                | 6/2/2017 daily     |
| G3.B1.S3.MA1<br>M298095 | Classroom observations, review of student performance data                                      | Frost, LaShawn  | 6/6/2016                      | Progress monitoring, formative and summative assessments, spiral notebooks | 8/4/2016 weekly    |
| G3.B1.S3.MA1<br>M298096 | The Transition Program staff will meet with Principal to discuss program progress               | Frost, LaShawn  | 6/6/2016                      | Meeting agendas and minutes, students performance reports and dats         | 8/4/2016 weekly    |
| G3.B1.S3.A1<br>A295295  | Tornado Transition Program  | Daniels, Sandra | 6/6/2016                      | Class rosters, lesson plans, attendance sheets, grades,                    | 8/5/2016 daily     |
| G4.B2.S2.A1<br>A295386  | Teachers will receive ongoing support for implementation of effective use of the Tech-Active... | Parker, Cameron | 8/15/2016                     | Agendas, PLC Minutes, Lesson Plans,  | 6/2/2017 monthly   |
| G1.MA1<br>M298063       | Data indicating behavior incident trends( SIRs, Referrals)                                      | Schmidt, Mary   | 8/22/2016                     | Leadership Team minutes and agenda, data charts                            | 6/2/2017 monthly   |
| G3.B1.S4.MA1<br>M298231 | Administration will review and discuss the Progress Monitoring sheets from resource teachers    | Schaffer, Grace | 8/22/2016                     | Agendas, Leadership Team Minutes and Lesson Plans                          | 6/2/2017 weekly    |
| G1.B3.S1.MA1<br>M298059 | Leadership Team will meet weekly to discuss monthly Parent University topics and goals          | Frost, LaShawn  | 8/22/2016                     | Leadership meeting agendas, minutes  | 6/2/2017 weekly    |
| G1.B3.S1.A1<br>A295277  | Parent University workshops and activities  | Frost, LaShawn  | 8/22/2016                     | Agendas, sign-in sheets, powerpoint presentations                          | 6/2/2017 monthly   |
| G2.B1.S4.A1<br>A295368  | IXL will be used to improve the fluency skills of students                                      | Schaffer, Grace | 8/22/2016                     | IXL Reports, PLC minutes   | 6/2/2017 daily     |
| G4.B3.S3.A1<br>A295393  | Ongoing instructional Support aligned with Reading Strategies for Success in Science            | Clay, Kim       | 8/22/2016                     | Snacks for Strats Agendas, Instructional Support Log, PD Workshop Agendas  | 6/2/2017 monthly   |
| G4.B3.S3.MA1<br>M298253 | Classroom Walkthroughs, PLC Meetings, Lesson Plans  | Parker, Cameron | 8/22/2016                     | Classroom Walkthrough Data, PLC Minutes and Agendas, Lesson Plans          | 6/2/2017 weekly    |
| G4.B3.S3.MA1<br>M298254 | Classroom Walkthroughs, ILT Meetings, I-Ready Data  | Parker, Cameron | 8/22/2016                     | Classroom Walkthrough Data, Lesson Plans, I-Ready Reports, ILT Minutes     | 6/2/2017 weekly    |

| Source                  | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date  |
|-------------------------|---|-----------------|-------------------------------|---|--------------------|
| G2.B2.S1.MA1<br>M298071 | The Administrative Team will Facilitate Classroom Walkthroughs and Learning Walks                     | Jenkins, Derek  | 8/22/2016                     | Notesbooks, Observation Data and Learning Walks Data  | 6/2/2017 daily     |
| G2.B2.S1.A1<br>A295282  | WoW Word PD, Vocabulary.com   | Jenkins, Derek  | 8/22/2016                     | Agendas, Notebooks/Student Samples, Sign-In Sheets and other Resources  | 6/2/2017 quarterly |
| G2.B3.S1.MA1<br>M298074 | Classroom observations, review of student performance data  | Frost, LaShawn  | 8/22/2016                     | Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks                                     | 6/2/2017 weekly    |
| G2.B3.S1.MA1<br>M298075 | Classroom Walk-thrus, PLC discussion, Learning Walks  | Frost, LaShawn  | 8/22/2016                     | Lesson plans, classroom observations, student performance   | 6/2/2017 daily     |
| G4.B2.S3.A1<br>A295389  | Implementation of Inquiry Based Projects and Labs   | Keel, Alex      | 8/22/2016                     | Lesson Plans, PLC Minutes and Agendas   | 6/2/2017 weekly    |
| G1.B2.S1.MA1<br>M298055 | Meet with support staff to review data  | Jenkins, Derek  | 8/22/2016                     | Leadership team meeting agendas, leadership team minutes, discipline data   | 6/2/2017 weekly    |
| G1.B2.S1.MA1<br>M298054 | Review of behavior data and lesson plans  | Frost, LaShawn  | 8/22/2016                     | Data indicating behavior incident trends  | 6/2/2017 monthly   |
| G1.B2.S1.A1<br>A295274  | The administrative team will reinforce school-wide behavior expectations for all students during a... | Jenkins, Derek  | 8/22/2016                     | School Calendar, Powerpoint Presentation  | 6/2/2017 quarterly |
| G2.B5.S1.MA1<br>M298082 | Administration will review the effectiveness of the ESOL Liaison.                                     | Parker, Cameron | 8/22/2016                     | Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results                                   | 6/2/2017 quarterly |
| G2.B5.S1.MA1<br>M298083 | The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.                    | Parker, Cameron | 8/22/2016                     | Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results                                   | 6/2/2017 weekly    |
| G2.B5.S1.A1<br>A295288  | We will utilize our ESOL Liaison to help support ELL students in the classroom.                       | Parker, Cameron | 8/22/2016                     | Student work samples, student performance data, formative and summative assessments, lesson plans   | 6/2/2017 daily     |
| G2.B6.S1.MA1<br>M298086 | The ESE Liaisons will report ESE data during weekly Administrative Team Meetings                      | Parker, Cameron | 8/22/2016                     | Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals | 6/2/2017 weekly    |
| G2.B6.S1.MA1<br>M298087 | The ESE Liaisons will report ESE data during weekly Administrative Team Meetings                      | Lowrey, Cindy   | 8/22/2016                     | Student work samples, lesson plans, assessment results, PLC and Progress Monitoring notes   | 6/2/2017 weekly    |
| G2.B6.S1.A1<br>A295290  | We will utilize our ESE liaisons to help support ESE students in the classroom.                       | Lowrey, Cindy   | 8/22/2016                     | student work samples, lesson plans  | 6/2/2017 daily     |
| G2.B3.S3.A1<br>A295286  | The Title I ELA/Social Studies Teacher provides highly effective instructional strategies...          | Clay, Kim       | 8/22/2016                     | Lesson plans, classroom walkthroughs  | 6/2/2017 daily     |
| G2.B3.S3.MA1<br>M298079 | Classroom walk-throughs, PLC minutes  | Frost, LaShawn  | 8/22/2016                     | Lesson plans, classroom observations, student performance   | 6/2/2017 weekly    |
| G2.B3.S3.MA1<br>M298078 | Classroom observations, review of student performance data  | Clay, Kim       | 8/22/2016                     | Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks  | 6/2/2017 weekly    |
| G2.B1.S3.MA1<br>M298069 | The administrative team and curriculum leaders will facilitate Classroom learning walks, classroom... | Frost, LaShawn  | 8/22/2016                     | learning walks data, classroom walk-through data  | 6/2/2017 monthly   |
| G3.B2.S1.MA1<br>M298098 | Wow Word Initiative   | Parker, Cameron | 8/22/2016                     | Composition Books, Interactive Cornell Notebooks, Language Purpose  | 6/2/2017 weekly    |
| G3.B1.S4.MA1<br>M298230 | Classroom Walkthroughs, Learning Walks  | Parker, Cameron | 8/22/2016                     | Lesson Plans, Classroom Walkthrough Data  | 6/2/2017 weekly    |

| Source                  | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date |
|-------------------------|---|-------------------|-------------------------------|---|-------------------|
| G3.B3.S1.MA1<br>M298099 | Classroom Walkthroughs and Collaborative Coaching   | Frost, LaShawn    | 8/22/2016                     | Classroom and Learning Walk Data, Indicators for Success Data/Feedback  | 6/2/2017 weekly   |
| G1.B1.S3.A1<br>A295273  | The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.  | Schmidt, Mary     | 8/22/2016                     | Lesson Plans, Behavior Point Sheets   | 6/2/2017 daily    |
| G1.B1.S3.MA1<br>M298053 | Meet with support staff to review data  | Schmidt, Mary     | 8/22/2016                     | Meeting minutes, behavior incident data   | 6/2/2017 weekly   |
| G1.B1.S3.MA1<br>M298052 | Review and analyze behavior data and lesson plans   | Jenkins, Derek    | 8/22/2016                     | Data indicating behavior incident trends  | 6/2/2017 monthly  |
| G3.B4.S1.MA1<br>M298234 | Leadership Team Meetings, PLC Meetings  | Parker, Cameron   | 8/22/2016                     | Agendas, Leadership Team Minutes, PLC Agendas, PLC Minutes  | 6/2/2017 daily    |
| G3.B1.S2.MA1<br>M298094 | Administrator access of the program is provided to a point person to monitor teacher usage and...   | Clay, Kim         | 8/22/2016                     | Computer generated progress monitoring reports from the i-Ready Program   | 6/2/2017 biweekly |
| G3.B5.S1.MA1<br>M298105 | The ESE Liaison will provide updates at the Leadership Team meeting                                 | Lowrey, Cindy     | 8/22/2016                     | Student work samples, Planning notes, lesson plans, PLC notes and Progress Monitoring notes, assessment results, observation notes, IEP Goals | 6/2/2017 weekly   |
| G3.B5.S1.MA1<br>M298106 | The ESE Liaisons will report ESE data during weekly Administrative Team Meetings                    | Lowrey, Cindy     | 8/22/2016                     | Leadership agendas, minutes, students work samples, student data  | 6/2/2017 weekly   |
| G3.B5.S1.A1<br>A295302  | We will utilize our ESE liaisons to help support ESE students in the classroom.                     | Lowrey, Cindy     | 8/22/2016                     | Student work samples, lesson plans  | 6/2/2017 daily    |
| G3.B6.S1.MA1<br>M298109 | Support staff will analyze data and workshop feedback   | Frost, LaShawn    | 8/22/2016                     | Student performance data, parent surveys  | 6/2/2017 weekly   |
| G1.B1.S1.A1<br>A295270  | Collaborate with teachers weekly during PLC meetings to discuss data and concerns                   | Schmidt, Mary     | 8/22/2016                     | PLC minutes, agendas  | 6/2/2017 weekly   |
| G4.B2.S2.MA1<br>M298244 | Classroom Walkthroughs, Lesson Plans  | Parker, Cameron   | 8/22/2016                     | Classroom Walkthrough Data, Lesson Plans  | 6/2/2017 weekly   |
| G3.B1.S4.A1<br>A295374  | Resource Teachers that provide intensive strategies to students                                     | Schaffer, Grace   | 8/22/2016                     |   | 6/2/2017 biweekly |
| G5.B3.S2.A1<br>A295323  | School Social Worker  | Dilego, Anostasia | 8/22/2016                     | Referrals, referral notes   | 6/2/2017 weekly   |
| G5.B3.S2.MA1<br>M298145 | The School Social Worker with work with families to implement services as needed                    | Dilego, Anostasia | 8/22/2016                     | SWST notes, referral notes, family service referrals  | 6/2/2017 daily    |
| G5.B3.S2.MA1<br>M298144 | Review of service referral data, evaluation of services   | Frost, LaShawn    | 8/22/2016                     | Data from service referrals, data from home visits, evaluation data   | 6/2/2017 weekly   |
| G5.B2.S2.A1<br>A295320  | Booker Middle School has an Academic Interventionist who works with students who are struggling...  | Schaffer, Grace   | 8/22/2016                     | MTSS data, grades, classroom observations   | 6/2/2017 daily    |
| G5.B2.S2.MA1<br>M298142 | Administrative observation, review of data  | Jenkins, Derek    | 8/22/2016                     | Observation notes and forms, grades, SWST data, parent contact, AIPs  | 6/2/2017 monthly  |
| G4.B3.S1.MA1<br>M298120 | Student progress will be monitored as well as classroom observations/visits to support the...       | Parker, Cameron   | 8/22/2016                     | student work samples, assessment results, lesson plans, PLC notes, progress monitoring meetings   | 6/2/2017 monthly  |
| G4.B3.S1.MA1<br>M298121 | The Title I ELA teacher will be monitored through data meetings with administration regarding...    | Frost, LaShawn    | 8/22/2016                     | Progress monitoring data of the science students, encompassing multiple pieces of data, student work samples, assessment results              | 6/2/2017 weekly   |
| G4.B3.S1.A1<br>A295309  | The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy... | Clay, Kim         | 8/22/2016                     | Lesson plans, classroom walkthroughs, instructional support sheets  | 6/2/2017 daily    |

| Source                  | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date      |
|-------------------------|---|-----------------|-------------------------------|---|------------------------|
| G5.B1.S2.MA1<br>M298139 | Teachers will collaborate during their PLC meetings about the use of high impact strategies           | Frost, LaShawn  | 8/22/2016                     | PLC notes ad agenda   | 6/2/2017 weekly        |
| G4.B4.S1.MA1<br>M298127 | Parent University presenters will provide a weekly update at the leadership team meetings             | Frost, LaShawn  | 8/22/2016                     | Meeting minutes, agendas, Parent University calendar  | 6/2/2017 weekly        |
| G5.B1.S2.MA1<br>M298138 | Classroom walk-throughs will be facilitated   | Frost, LaShawn  | 8/22/2016                     | Classroom walk-through notes, lesson plans  | 6/2/2017 weekly        |
| G4.B5.S1.MA1<br>M298128 | Administration will review the effectiveness of the ESOL support services                             | Parker, Cameron | 8/22/2016                     | students work samples, parent conference notes, PLC notes, lesson plans, assessment results         | 6/2/2017 daily         |
| G4.B5.S1.MA1<br>M298129 | The ESOL Liaison will report ESOL data during the weekly Leadership Team meetings                     | Parker, Cameron | 8/22/2016                     | Student work samples, lesson plans, assessment results, PLC notes,                                  | 6/2/2017 weekly        |
| G4.B5.S1.A1<br>A295313  | We will utilize our ESOL Liaison to help support ELL students in the classroom.                       | Parker, Cameron | 8/22/2016                     | Student work samples, student performance data, formative and summative assessments, lesson plans   | 6/2/2017 daily         |
| G4.B6.S1.MA1<br>M298256 | Liaison will collaborate with Admin Team to ensure Progress of SWD                                    | Parker, Cameron | 8/22/2016                     | ILT Minutes, I-Ready Data, SWD Progress Monitoring Sheet  | 6/2/2017 weekly        |
| G4.B6.S1.MA1<br>M298255 | Collaborate with Case Managers to Progress Monitor SWD  | Lowrey, Cindy   | 8/22/2016                     | Progress Monitoring Sheet for SWD, I-Ready Data, IXL Data   | 6/2/2017 weekly        |
| G4.B6.S1.A1<br>A295315  | We will utilize our ESE liaisons to help support ESE students in the classroom.                       | Lowrey, Cindy   | 8/22/2016                     |   | 6/2/2017 daily         |
| G4.B6.S2.A1<br>A295316  | ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...     |                 | 8/22/2016                     | Lesson Plans, student performance data, classroom walk-throughs                                     | 6/2/2017 daily         |
| G5.B1.S1.MA1<br>M298137 | Classroom walk-throughs   | Frost, LaShawn  | 8/22/2016                     | Walk-through notes, lesson plans  | 6/2/2017 weekly        |
| G1.B1.S1.MA1<br>M298049 | Leadership Team will review data and cocerns  | Frost, LaShawn  | 8/22/2016                     | Leadership Team Agenda and Minutes  | 6/2/2017 weekly        |
| G4.B6.S2.MA1<br>M298133 | Classroom walk-throughs, lesson plans   | Frost, LaShawn  | 8/22/2016                     | Classroom walk-throughs, lesson plans, student performance data                                     | 6/2/2017 weekly        |
| G4.B6.S2.MA1<br>M298132 | Classroom observations, lesson plans  | Frost, LaShawn  | 8/22/2016                     | Observation notes, student performance data, lesson plans   | 6/2/2017 weekly        |
| G4.B3.S2.A1<br>A295310  | The Title I Science Teacher provides highly effective instructional strategies to increase student... | Keel, Alex      | 8/22/2016                     | Lesson plans, classroom walkthroughs  | 6/2/2017 daily         |
| G5.B3.S1.MA1<br>M298271 | Counselors will review data and Progress Monitor students.  | Clark, Tracey   | 8/22/2016                     | Data Collections Sheets, Students Survey Data   | 6/2/2017 weekly        |
| G5.B3.S1.MA1<br>M298270 | Counselors will maintain a log of services provided to students                                       | Thomas, Cheryl  | 8/22/2016                     | Log of Services, Agendas of groups facilitated  | 6/2/2017 weekly        |
| G5.B3.S1.A1<br>A295321  | The School counselor delivers individual, small group and classroom guidance lessons.                 | Thomas, Cheryl  | 8/22/2016                     |   | 6/2/2017 daily         |
| G4.B3.S2.MA1<br>M298123 | The Title I Science teacher is monitored through data meetings with administration to student work... | Parker, Cameron | 8/22/2016                     | Progressing monitoring, student work, assessment results  | 6/2/2017 weekly        |
| G1.B4.S1.MA1<br>M298180 | The Leadership Team will meet once a week to ensure the successful implementation of PD to support... | Frost, LaShawn  | 8/22/2016                     | Leadership Team Agendas, Minutes  | 6/2/2017 weekly        |
| G4.B3.S2.MA1<br>M298122 | Student progress will be monitored as well as classroom observations/visits to support the...         | Parker, Cameron | 8/22/2016                     | Assessments results, student work samples, lesson plans, PLC notes and progress monitoring meetings | 6/2/2017 every-3-weeks |



| Source                  | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|-------------------------|---|-------------------|-------------------------------|--|------------------------|
| G1.B1.S1.MA1<br>M298048 | Administrative observations, review of behavior and parent contact data                               | Frost, LaShawn    | 8/22/2016                     | Observation notes, behavior data, parent contact sheets  | 6/2/2017 weekly        |
| G5.MA1<br>M298146       | Review and analyze attendance data  | Frost, LaShawn    | 8/22/2016                     | SIS attendance reports, SWST Notes   | 6/2/2017 weekly        |
| G1.B1.S2.A1<br>A295271  | Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards          | Schmidt, Mary     | 8/22/2016                     | Observation  | 6/2/2017 daily         |
| G4.MA1<br>M298135       | Benchmark testing, Common Assessments, Internal progress monitoring                                   | Frost, LaShawn    | 8/22/2016                     | Data Analysis Sheets, Charts,  | 6/2/2017 biweekly      |
| G1.B2.S2.MA1<br>M298056 | Review of behavior data and lesson plans  | Frost, LaShawn    | 8/22/2016                     | data indicating behavior incident trends   | 6/2/2017 monthly       |
| G1.B2.S2.MA1<br>M298057 | Classroom walk-thrus, lesson plans,   | Frost, LaShawn    | 8/22/2016                     | classroom walk-thru data, lesson plans, discipline data  | 6/2/2017 daily         |
| G1.B2.S2.A1<br>A295275  | Provide monthly "Time to Teach" tips to teachers  | Schmidt, Mary     | 8/22/2016                     | Meeting agendas, documented tips, feedback forms   | 6/2/2017 monthly       |
| G3.MA1<br>M298111       | Classroom Observations, Interactive Notebooks, i-Ready, IXL, Common Assessments, Skills Inventory     | Frost, LaShawn    | 8/22/2016                     | Sample Student Work, Lesson Plans, Learning Walks Data Sheets, Data Charts                           | 6/2/2017 weekly        |
| G3.B5.S2.A1<br>A295303  | ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...     | Lowrey, Cindy     | 8/22/2016                     | Lesson plans, PLC notes, student performance data  | 6/2/2017 daily         |
| G3.B5.S2.MA1<br>M298108 | ESE Liaison will meet with teachers and provide update to Leadership Team                             | Lowrey, Cindy     | 8/22/2016                     | Meeting agendas, minutes, student performance data   | 6/2/2017 monthly       |
| G3.B5.S2.MA1<br>M298107 | Ongoing PD, classroom observations  | Lowrey, Cindy     | 8/22/2016                     | PD agendas and presentations, classroom observations, student performance data                       | 6/2/2017 weekly        |
| G1.B3.S2.A1<br>A295278  | Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school...         | Frost, LaShawn    | 8/22/2016                     | SATOSS referral data, sign-in sheets, discipline referrals   | 6/2/2017 daily         |
| G4.B2.S4.A1<br>A295392  | Science Teachers will facilitate real-world experiences for students in an effort to make learning... | Keel, Alex        | 8/22/2016                     | Lesson Plans, PLC Minutes and Agendas  | 6/2/2017 weekly        |
| G2.B1.S2.MA1<br>M298067 | The leadership team will meet weekly with the Data Coach to review and analyze data.                  | Frost, LaShawn    | 8/22/2016                     | Data from all departments and assessments, data reports, agendas, leadership team minutes            | 6/2/2017 weekly        |
| G2.B1.S2.A1<br>A295280  | The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate...   | Carpenter, Isaiah | 8/22/2016                     | i-Ready data, benchmark assessments, IXL data, Skills Inventory                                      | 6/2/2017 every-3-weeks |
| G2.B2.S2.MA1<br>M298072 | Classroom observations, review of student performance data  | Carpenter, Isaiah | 8/22/2016                     | Progress monitoring, formative and summative assessments, spiral notebooks                           | 6/2/2017 one-time      |
| G2.B2.S2.MA1<br>M298073 | Classroom walk-throughs, PLC discussion   | Frost, LaShawn    | 8/22/2016                     | Lesson plans, classroom walk-throughs, student performance   | 6/2/2017 weekly        |
| G2.B2.S2.A1<br>A295283  | College and Career Readiness PD   | Frost, LaShawn    | 8/22/2016                     | PD agendas, sign-in sheets, presentations  | 6/2/2017 quarterly     |
| G2.B3.S2.MA1<br>M298076 | classroom observations, review of student performance data  | Jenkins, Derek    | 8/22/2016                     | Progress monitoring, district benchmarks, formative and summative assessments, FSA, spiral notebooks | 6/2/2017 monthly       |
| G2.B3.S2.MA1<br>M298077 | Classroom walk-throughs, PLC minutes  | Jenkins, Derek    | 8/22/2016                     | Lesson plans, classroom observations, student performance  | 6/2/2017 weekly        |
| G2.B3.S2.A1<br>A295285  | The Title I Math Teacher provides highly effective instructional Math strategies in the learning...   | Carpenter, Isaiah | 8/22/2016                     | Lesson plans, classroom walkthroughs   | 6/2/2017 daily         |

| Source                  | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date  |
|-------------------------|---|-------------------|-------------------------------|---|--------------------|
| G3.B4.S2.A1<br>A295301  | After-school learning labs  | Frost, LaShawn    | 8/22/2016                     | Attendance sheets, class roster, student performance data   | 6/2/2017 daily     |
| G3.B3.S2.A1<br>A295298  | The Title I Reading Teacher provides researched-based strategies that are proven to increase...       | Clay, Kim         | 8/22/2016                     | Teacher support logs, classroom walkthroughs  | 6/2/2017 daily     |
| G3.B3.S2.MA1<br>M298102 | The Title I reading teacher will provide weekly updates to the leadership team regarding the...       | Clay, Kim         | 8/22/2016                     | Leadership team minutes, agendas, teacher support log   | 6/2/2017 weekly    |
| G2.B6.S2.MA1<br>M298088 | Review of student progress  | Lowrey, Cindy     | 8/22/2016                     | student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments   | 6/2/2017 monthly   |
| G2.B6.S2.MA1<br>M298089 | Review of lesson plans, classroom walk-thrus, Progress monitoring and PLC discussion about...         | Frost, LaShawn    | 8/22/2016                     | lesson plans, observation notes, PLC minutes, Progress Monitoring minutes                                 | 6/2/2017 weekly    |
| G2.B6.S2.A1<br>A295291  | ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA,...     | Lowrey, Cindy     | 8/22/2016                     | lesson plans, Learning Walks  | 6/2/2017 daily     |
| G3.B3.S2.MA1<br>M298101 | Classroom observations, review of student performance data  | Clay, Kim         | 8/22/2016                     | Progress monitoring, district benchmarks, formative and summative assessments, FSA, interactive notebooks | 6/2/2017 weekly    |
| G3.B1.S2.A1<br>A295294  | i-Ready program will be used two times a week.  | Frost, LaShawn    | 8/22/2016                     | Class and Individual i-Ready Reports  | 6/2/2017 weekly    |
| G3.B4.S1.A1<br>A295300  | We will utilize our ESOL Liaison to help support ELL students in the classroom.                       | Morrow, GeorgeAnn | 8/22/2016                     | Student work samples, student performance data, formative and summative assessments, lesson plans         | 6/2/2017 daily     |
| G3.B6.S1.MA1<br>M298110 | Support staff will provide updates at the leadership team meetings                                    | Frost, LaShawn    | 8/23/2016                     | Leadership Team meeting agendas, minutes, student performance data  | 6/2/2017 weekly    |
| G3.B2.S1.MA1<br>M298097 | Classroom Walk-thrus and Lesson Plans   | Parker, Cameron   | 8/29/2016                     | Composition Notebooks, Interactive Notebooks  | 6/2/2017 weekly    |
| G1.B1.S1.MA3<br>M298149 | Administrative Team will review monthly staff meeting agendas   | Frost, LaShawn    | 8/30/2016                     | Staff Meeting Agendas and Minutes   | 6/2/2017 monthly   |
| G1.B1.S1.A2<br>A295334  | "Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings         | Schmidt, Mary     | 8/30/2016                     |   | 6/2/2017 monthly   |
| G4.B1.S1.A1<br>A295305  | Inquiry Based Learning PD, Teaching Vocabulary in Science PD  | Frost, LaShawn    | 9/1/2016                      | PD Agenda, Sign-In Sheet and Resources  | 6/2/2017 quarterly |
| G3.B1.S1.MA1<br>M298091 | Lesson Plans and Classroom Walkthroughs   | Parker, Cameron   | 9/6/2016                      | Classroom Walkthrough Data, Learning Walks Data and Indicators for Success                                | 9/6/2016 weekly    |
| G4.B2.S1.MA1<br>M298118 | Ongoing Classroom Walkthroughs  | Frost, LaShawn    | 9/6/2016                      | Lesson Plans, Walkthrough Data  | 6/2/2017 weekly    |
| G4.B2.S3.MA1<br>M298246 | Classroom Walkthroughs, PLC Meetings and Review of Lesson Plans by Administration                     | Parker, Cameron   | 9/6/2016                      | Classroom Walkthrough Data, PLC Minutes and Agendas and Lesson Plans                                      | 6/2/2017 weekly    |
| G4.B2.S3.MA1<br>M298247 | Review of Classroom Walkthrough Data and Lesson Plans by the Leadership Team, PLC Meetings            | Parker, Cameron   | 9/6/2016                      | Classroom Walkthrough Data, Lesson Plans, PLC Minutes and Agendas   | 6/2/2017 weekly    |
| G4.B1.S3.A1<br>A295307  | Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the... | Frost, LaShawn    | 9/6/2016                      |   | 6/2/2017 weekly    |
| G2.B2.S1.MA1<br>M298070 | This Process will be Monitored by Classroom Walkthroughs and Learning Walks                           | Jenkins, Derek    | 9/6/2016                      | Lesson Plans, Learning Walks Data, Observation Data, WoW Notebooks  | 6/2/2017 weekly    |

| Source                  | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date      |
|-------------------------|---|-------------------|-------------------------------|---|------------------------|
| G4.B1.S3.MA1<br>M298116 | Data chats/Project review during PLC or Progress Monitoring meetings.                                 | Frost, LaShawn    | 9/6/2016                      | PLC Minutes and Notes from Data Chats   | 6/2/2017 every-6-weeks |
| G4.B2.S1.MA1<br>M298119 | Ongoing Classroom Walkthroughs  | Frost, LaShawn    | 9/6/2016                      | Agendas, Learning Walks, Indicators for Success                                   | 6/2/2017 weekly        |
| G4.B1.S3.MA1<br>M298117 | PLC lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/...  | Frost, LaShawn    | 9/6/2016                      | PLC minutes, lesson/project plans   | 6/2/2017 weekly        |
| G4.B2.S2.MA1<br>M298245 | The Leadership Team will meet weekly to review data from Science Department                           | Frost, LaShawn    | 9/6/2016                      | Leadership Agendas, Lesson Plans, Classroom Walkthrough Data                      | 6/2/2017 weekly        |
| G4.B2.S4.MA1<br>M298252 | ILT will met to review progress of the Science Department   | Parker, Cameron   | 9/6/2016                      | ILT Agendas and Minutes, Lesson Plans, Classroom Walkthrough Data                 | 6/2/2017 weekly        |
| G3.B1.S1.MA1<br>M298092 | Classroom Walkthroughs and Learning Walks   | Parker, Cameron   | 9/6/2016                      | Highly Effective Indicators for Success, Learning Walks Data and Observation Data | 6/2/2017 monthly       |
| G3.B1.S1.A1<br>A295293  | Understanding the I-Engage Lesson Design PD   | Parker, Cameron   | 9/6/2016                      | Agendas, Sign-In Sheets, Resources  | 6/2/2017 monthly       |
| G4.B2.S4.MA1<br>M298251 | Classroom Walkthroughs, Lesson Plans, PLC Meetings  | Parker, Cameron   | 9/6/2016                      | Classroom walkthrough data, Lesson Plans, PLC Minutes and Agendas                 | 6/2/2017 weekly        |
| G3.B3.S1.MA1<br>M298100 | Classroom Walkthroughs, Lesson Plans, PLC's   | Frost, LaShawn    | 9/6/2016                      | PLC Notes and Student Work, Lesson Plans  | 6/2/2017 one-time      |
| G4.B2.S1.A1<br>A295308  | Ongoing Training in I-Engage PD   | Frost, LaShawn    | 9/6/2016                      | Agendas, Lesson Plans, Learning Walks   | 6/2/2017 monthly       |
| G2.B4.S1.MA1<br>M298080 | Surveys of each workshop will be developed and given to determine the effectiveness of the workshops  | Frost, LaShawn    | 9/7/2016                      | Surveys from workshops  | 5/30/2017 one-time     |
| G1.B3.S1.MA1<br>M298058 | The support staff will survey parents, staff and students   | Frost, LaShawn    | 9/9/2016                      | Evaluation survey data, evaluation sheets   | 6/2/2017 monthly       |
| G1.B2.S2.A2<br>A295276  | Restorative Practices   | Schmidt, Mary     | 9/10/2016                     | Restorative practices notes, teacher feedback forms                               | 6/2/2017 daily         |
| G2.B4.S1.A1<br>A295287  | Booker Middle Support Staff members will facilitate Parent University Workshops to support student... | Frost, LaShawn    | 9/12/2016                     | Parent University agendas, sign-in sheets, powerpoints                            | 5/15/2017 monthly      |
| G2.B4.S1.MA1<br>M298081 | The Leadership Team will meet weekly to monitor the implementation of these workshops and discuss...  | Frost, LaShawn    | 9/12/2016                     | Leadership Team meeting agendas   | 5/29/2017 weekly       |
| G3.B1.S2.MA1<br>M298093 | Student assessment results will be analyzed to determine effectiveness of the program (iReady,...     | Roediger, Charles | 9/12/2016                     | Comparative analysis of iReady data and additional indicator(s)                   | 6/2/2017 every-3-weeks |
| G4.B4.S1.MA1<br>M298126 | Parent surveys, attendance sheets, agendas  | Frost, LaShawn    | 9/12/2016                     | Parent surveys, attendance sheets, workshops agendas, presentations               | 6/2/2017 monthly       |
| G3.B6.S1.A1<br>A295304  | Booker Middle Support Staff members will facilitate Parent University Workshops to support student... | Frost, LaShawn    | 9/12/2016                     | Workshop agendas, presentations, sign-in sheets                                   | 6/2/2017 monthly       |
| G4.B4.S1.A1<br>A295312  | All parents will be invited to monthly Parent University Workshops                                    | Frost, LaShawn    | 9/12/2016                     | Workshop agendas, attendance sheets, copies of presentations                      | 6/2/2017 monthly       |
| G1.B3.S2.MA1<br>M298061 | Administration will conduct walk-throughs of SATOSS program   | Frost, LaShawn    | 9/12/2016                     | Walk-through notes  | 6/2/2017 weekly        |
| G1.B3.S2.MA2<br>M298062 | SATOSS counselor will meet with administration monthly  | Frost, LaShawn    | 9/14/2016                     | Discussion notes, walk-through notes  | 6/2/2017 monthly       |
| G1.B3.S2.MA1<br>M298060 | Administration will review and analyze referral data and identify trends                              | Frost, LaShawn    | 9/14/2016                     | SIS referral data   | 6/2/2017 monthly       |

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| Source                  | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date      |
|-------------------------|---|-------------------|-------------------------------|---|------------------------|
| G5.B2.S1.MA1<br>M298140 | Parent Surveys  | Schaffer, Grace   | 9/19/2016                     | Workshop attendance Data, feedback from surveys   | 6/2/2017 monthly       |
| G5.B1.S1.A1<br>A295317  | "The Art of Teaching and Learning" PD   | Frost, LaShawn    | 9/19/2016                     | Agenda Meetings, Sign-In Sheets and Resouces  | 6/2/2017 every-6-weeks |
| G2.B3.S1.A1<br>A295284  | Ongoing DOK Training and Support  | Schaffer, Grace   | 9/19/2016                     | Agendas, sign-in sheets, powerpoint presentations, learning walks   | 6/2/2017 biweekly      |
| G5.B1.S1.MA1<br>M298136 | The Data Coach will analyze the attendance reports and walk-through data trends                     | Roediger, Charles | 9/19/2016                     | SIS attendance reports, data charts   | 6/2/2017 weekly        |
| G5.B2.S1.MA1<br>M298141 | Parent Surveys and Parent Participation   | Schaffer, Grace   | 9/19/2016                     | Parent Feedback Forms   | 6/2/2017 monthly       |
| G5.B2.S2.MA1<br>M298143 | Meet with SWST to review data and parents conferences   | Schaffer, Grace   | 9/19/2016                     | SWST notes, parent conference notes, AIPs   | 6/2/2017 weekly        |
| G5.B1.S2.A1<br>A295318  | Teachers will obtain high impact strategies to support a college and career culture.                | Frost, LaShawn    | 9/19/2016                     | Agendas, Classroom Walkthrough Data, Lesson plans   | 6/2/2017 quarterly     |
| G5.B2.S1.A1<br>A295319  | Parents will receive ongoing workshops that will empower them to support their student and the...   | Schaffer, Grace   | 9/19/2016                     | Agendas, sign-in sheets, copies of presentations  | 6/2/2017 monthly       |
| G2.B1.S1.A1<br>A295279  | i-Ready will be used 45 minutes a week during Math classes  | Schaffer, Grace   | 9/30/2016                     | Class and Individual i-Ready reports  | 6/2/2017 weekly        |
| G2.B5.S2.A1<br>A295289  | After-school learning labs with IXL and i-Ready   | Frost, LaShawn    | 10/3/2016                     | i-Ready data, IXL data, Sign-in sheets,   | 5/31/2017 daily        |
| G2.B1.S1.MA1<br>M298065 | The administrative team will review and analyze i-Ready reports                                     | Frost, LaShawn    | 10/3/2016                     | Classroom walkthroughs, lesson plans, i-Ready reports   | 6/2/2017 weekly        |
| G1.B1.S2.MA1<br>M298051 | Administration will review discipline data and SIRS   | Jenkins, Derek    | 10/7/2016                     | SIS discipline data, caught being good count  | 6/2/2017 quarterly     |
| G2.B1.S4.MA1<br>M298219 | Reports will be reviewed at the Leadership Team Meetings  | Frost, LaShawn    | 10/10/2016                    | Leadership Team Meeting Notes, PLC Meeting Notes  | 6/2/2017 weekly        |
| G1.B1.S2.MA1<br>M298050 | Administration will analyze the discipline reports in correlation with the PBS initiatives to...    | Jenkins, Derek    | 10/10/2016                    | SIS discipline data, PBS celebrations   | 6/2/2017 quarterly     |
| G2.B1.S3.A1<br>A295281  | Collaborative coaching and learning walks to improve instruction.                                   | Frost, LaShawn    | 10/10/2016                    | Learning walks notes, coaching notes, PD agenda   | 6/2/2017 monthly       |
| G2.B1.S3.MA1<br>M298068 | Administration will review of data at staff meetings and leadership team meetings                   | Frost, LaShawn    | 10/10/2016                    | Classroom walk-through data, progress monitoring logs, agendas, staff meeting minutes and leadership team minutes | 6/2/2017 monthly       |
| G2.B1.S4.MA1<br>M298220 | Leadership Team Meetings and PLC Meetings   | Frost, LaShawn    | 10/10/2016                    | Leadership Team Minutes and Agendas, PLC Minutes and Agendas, IXL Reports   | 6/2/2017 weekly        |
| G1.B4.S1.MA1<br>M298181 | Classroom Observations  | Frost, LaShawn    | 10/11/2016                    | Classroom Observation Data  | 6/2/2017 monthly       |
| G1.B4.S1.A1<br>A295344  | College and Career Readiness Training   | Frost, LaShawn    | 10/12/2016                    |   | 6/2/2017 quarterly     |
| G3.B3.S3.MA1<br>M298232 | Attendees will provide PD to Booker Middle Teachers   | Frost, LaShawn    | 10/20/2016                    | PD Agendas, PowerPoints, Classroom Walkthrough Data   | 6/2/2017 quarterly     |
| G3.B3.S1.A1<br>A295297  | Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning... | Parker, Cameron   | 10/20/2016                    | Agendas, Sign-In Sheets and Resources   | 6/2/2017 monthly       |
| G3.B3.S3.A1<br>A295299  | Secondary Reading Conference  | Frost, LaShawn    | 10/20/2016                    |   | 10/22/2017 one-time    |

| Source                  | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|--|-------------------|
| G2.B6.S2.A2<br>A295292  | LRE Training   | Frost, LaShawn  | 10/24/2016                    | Agendas, Powerpoint Presentation, Attendance Sheets  | 6/2/2017 monthly  |
| G3.B4.S1.MA1<br>M298236 | Review of ELL Data   | Parker, Cameron | 10/24/2016                    | I-Ready Data, Students Grades, LEP plans   | 6/2/2017 monthly  |
| G4.B5.S2.A1<br>A295314  | After-school learning labs   | Frost, LaShawn  | 10/24/2016                    | i-Ready and IXL data, attendance sheets and class roster   | 6/2/2017 daily    |
| G2.MA1<br>M298090       | i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory                    | Frost, LaShawn  | 10/24/2016                    | i-Ready Data, Benchmark Assessments, IXL data, Common Assessments, Skills Inventory                          | 6/2/2017 monthly  |
| G4.B1.S1.MA1<br>M298113 | Classroom Walkthroughs, Lesson Plans and Student Work  | Frost, LaShawn  | 10/26/2016                    | Highly Effective Indicators for Success Data   | 6/2/2017 weekly   |
| G3.B3.S3.MA1<br>M298233 | Classroom Walkthroughs, Learning Walks, Student Data   | Frost, LaShawn  | 11/7/2016                     | Classroom Walkthrough Data, Learning Walks Data, I-Ready Reports   | 6/2/2017 one-time |
| G2.B1.S1.MA1<br>M298064 | Classroom Walkthroughs and Learning Walks will be Facilitated. Coaching will be Provided as Necessary. | Frost, LaShawn  | 11/14/2016                    | Observation Data, Learning Walks Data Sheets and Lesson Plans  | 6/2/2017 weekly   |
| G4.B5.S2.MA1<br>M298131 | Administration will review the effectiveness of the program  | Frost, LaShawn  | 11/30/2016                    | Student performance data   | 6/2/2017 weekly   |
| G4.B5.S2.MA1<br>M298130 | Administration will review the program expectations with teachers and make changes as necessary        | Frost, LaShawn  | 11/30/2016                    | Student Performance Data   | 6/2/2017 weekly   |
| G2.B5.S2.MA1<br>M298085 | Weekly data chats with students, progress monitoring reports   | Frost, LaShawn  | 11/30/2016                    | lab observations and student performance data  | 6/2/2017 weekly   |
| G2.B5.S2.MA1<br>M298084 | lab observations, review of student performance data   | Frost, LaShawn  | 11/30/2016                    | Progress monitoring, i-Ready data, IXL data  | 6/2/2017 weekly   |
| G3.B4.S2.MA1<br>M298104 | Teachers will meet with Principal to provide weekly progress monitoring updates                        | Frost, LaShawn  | 12/1/2016                     | i-Ready and IXL data reports   | 6/2/2017 weekly   |
| G3.B4.S2.MA1<br>M298103 | Lab observations, review of student performance data   | Frost, LaShawn  | 12/1/2016                     | Progress monitoring, district benchmarks, formative and summative assessments, FSA and interactive notebooks | 6/2/2017 weekly   |

## V. Professional Development Opportunities

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

**G1.** During the 2017 school year, the school will decrease the number of discipline referrals and out-of-school suspensions.

### **G1.B1** High Number of Behavioral Referrals

**G1.B1.S1** Support staff meeting with teachers to discuss concerns, offer support, and brainstorm interventions.

#### **PD Opportunity 1**

"Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings

##### **Facilitator**

Mary Schmidt

##### **Participants**

Booker Middle Teachers

##### **Schedule**

Monthly, from 8/30/2016 to 6/2/2017

### **G1.B3** Home Environment

**G1.B3.S1** Continue to foster positive relationships with all families to build a cohesive relationship

#### **PD Opportunity 1**

Parent University workshops and activities

##### **Facilitator**

Support Staff

##### **Participants**

Parents

##### **Schedule**

Monthly, from 8/22/2016 to 6/2/2017

## G1.B4 Classroom Engagement

**G1.B4.S1** Teachers will facilitate highly effective lesson to include real-world activities.

### PD Opportunity 1

College and Career Readiness Training

#### Facilitator

Linda Dove

#### Participants

Booker Middle Teachers

#### Schedule

Quarterly, from 10/12/2016 to 6/2/2017

**G2.** During the 2017 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.B1** Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills

**G2.B1.S3** Using Coaching to Build a Learning Community

### PD Opportunity 1

Collaborative coaching and learning walks to improve instruction.

#### Facilitator

LaShawn Frost

#### Participants

Teachers, Administrators

#### Schedule

Monthly, from 10/10/2016 to 6/2/2017

## G2.B2 Vocabulary Deficits

### G2.B2.S2 C2 (College and Career Readiness) Collaboration PD

#### PD Opportunity 1

College and Career Readiness PD

##### Facilitator

Linda Dove

##### Participants

Teachers and administrators

##### Schedule

Quarterly, from 8/22/2016 to 6/2/2017

## G2.B3 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards

### G2.B3.S1 Ongoing DOK training and support during PLCs and Snacks for Strats

#### PD Opportunity 1

Ongoing DOK Training and Support

##### Facilitator

Administrative Team

##### Participants

Teachers

##### Schedule

Biweekly, from 9/19/2016 to 6/2/2017



## G2.B4 Home Environment

**G2.B4.S1** Parent University Workshops that will increase parents awareness of how to support their student

### PD Opportunity 1

Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement

#### Facilitator

All support staff

#### Participants

Parents and Students

#### Schedule

Monthly, from 9/12/2016 to 5/15/2017

## G2.B6 Low achievement levels for SWD students

**G2.B6.S2** LRE Classrooms for SWD

### PD Opportunity 1

LRE Training

#### Facilitator

Donna Marquis-Cox

#### Participants

Teachers and Para Professionals

#### Schedule

Monthly, from 10/24/2016 to 6/2/2017

**G3.** During the 2017 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.B1** Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks

**G3.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 9/6/2016 to 6/2/2017

**G3.B3** Level of Rigor on the Florida Standards Assessment

**G3.B3.S1** Reading Support Teachers

**PD Opportunity 1**

Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment

**Facilitator**

Administration

**Participants**

Teachers and Administration

**Schedule**

Monthly, from 10/20/2016 to 6/2/2017

### G3.B3.S3 Secondary Reading Conference

#### PD Opportunity 1

Secondary Reading Conference

##### Facilitator

Secondary Reading Facilitators

##### Participants

Teachers

##### Schedule

On 10/22/2017

**G4.** During the 2017 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.B1** Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.

**G4.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

Quarterly, from 9/1/2016 to 6/2/2017

**G4.B2** Lack of engagement.

**G4.B2.S1** Ongoing Training in I-Engage Lesson Design

**PD Opportunity 1**

Ongoing Training in I-Engage PD

**Facilitator**

Administration

**Participants**

Teachers

**Schedule**

Monthly, from 9/6/2016 to 6/2/2017

**G5.** During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

**G5.B1** Lack of Student Engagement

**G5.B1.S1** Teachers will receive training on how to actively engage students in the learning environment

**PD Opportunity 1**

"The Art of Teaching and Learning" PD

**Facilitator**

Curriculum Specialist

**Participants**

BMS Teachers

**Schedule**

Every 6 Weeks, from 9/19/2016 to 6/2/2017

## G5.B1.S2 Project SUCCESS

### PD Opportunity 1

Teachers will obtain high impact strategies to support a college and career culture.

#### Facilitator

Curriculum Support Staff

#### Participants

Teachers

#### Schedule

Quarterly, from 9/19/2016 to 6/2/2017

## G5.B2 Academic Difficulties

### G5.B2.S1 Parent University Workshops

### PD Opportunity 1

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

#### Facilitator

Academic Interventionist

#### Participants

Parents

#### Schedule

Monthly, from 9/19/2016 to 6/2/2017

## VI. Technical Assistance Items

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

**G2.** During the 2017 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.B1** Lack of Foundational Math Skills: Larger percentage of students with foundational Math skills

**G2.B1.S2** Instructional/Data Coach

### TA Opportunity 1

The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions

#### Facilitator

Isaiah Carpenter

#### Participants

Teachers and Administrators

#### Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

**G3.** During the 2017 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.B1** Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks

**G3.B1.S3** Tornado Transition Program

### TA Opportunity 1

Tornado Transition Program

#### Facilitator

Sandra Daniels

#### Participants

Students

#### Schedule

Daily, from 6/6/2016 to 8/5/2016

### G3.B3 Level of Rigor on the Florida Standards Assessment

#### G3.B3.S2 Title I Reading Teacher

##### TA Opportunity 1

The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum

##### Facilitator

Kim Clay

##### Participants

Teachers

##### Schedule

Daily, from 8/22/2016 to 6/2/2017

**G4.** During the 2017 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.B2 Lack of engagement.

#### G4.B2.S2 Effective use of Tech-Active Classrooms

##### TA Opportunity 1

Teachers will receive ongoing support for implementation of effective use of the Tech-Active Classroom

##### Facilitator

Isaiah Carpenter

##### Participants

Booker Middle School Teachers

##### Schedule

Monthly, from 8/15/2016 to 6/2/2017

## G4.B3 Reading stamina in nonfiction and technical texts

### G4.B3.S1 Title I ELA Teacher

#### TA Opportunity 1

The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum

#### Facilitator

Kim Clay

#### Participants

Booker Middle Science Teachers

#### Schedule

Daily, from 8/22/2016 to 6/2/2017

### G4.B3.S3 Correlating Reading and Science

#### TA Opportunity 1

Ongoing instructional Support aligned with Reading Strategies for Success in Science

#### Facilitator

Kim Clay, Ryan Miller, Alex Keel, BMS Adinistrators

#### Participants

Booker Middle Teachers

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017



**G5.** During the 2017 school year, the school will improve student attendance for the total population and all subgroups as measured by the district developed target.

### **G5.B2 Academic Difficulties**

#### **G5.B2.S2 Academic Interventionist**

##### **TA Opportunity 1**

Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.

##### **Facilitator**

Grace Schaffer

##### **Participants**

Teachers

##### **Schedule**

Daily, from 8/22/2016 to 6/2/2017

### **G5.B3 Home Environment**

**G5.B3.S1** School Counselors work with teachers and students on personal issues and are committed to providing the support needed for students to achieve academic success.

##### **TA Opportunity 1**

The School counselor delivers individual, small group and classroom guidance lessons.

##### **Facilitator**

School Counselors

##### **Participants**

Students and Parents

##### **Schedule**

Daily, from 8/22/2016 to 6/2/2017

**G5.B3.S2** Home visits

**TA Opportunity 1**

School Social Worker

**Facilitator**

Anostasia Dilego

**Participants**

Students and Parents

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**VII. Budget**

**Budget Data**

|  |             |   |                             |                |     |            |
|--|-------------|---|-----------------------------|----------------|-----|------------|
| 1  | G1.B1.S1.A1 | Collaborate with teachers weekly during PLC meetings to discuss data and concerns                                     |                             |                |     | \$0.00     |
| 2  | G1.B1.S1.A2 | "Time to Teach" Behavior Strategies will be facilitated at school-wide monthly staff meetings                         |                             |                |     | \$0.00     |
| 3  | G1.B1.S2.A1 | Teachers will provide students the opportunity to earn PBS stamps ad caught being good cards                          |                             |                |     | \$5,000.00 |
|  | Function    | Object  | Budget Focus                | Funding Source | FTE | 2016-17    |
|  |             |   | 0084 - Booker Middle School | Other          |     | \$5,000.00 |
| <i>Notes: Funds will be raised to ensure the success of the PBS Program.</i> |             |   |                             |                |     |            |
| 4  | G1.B1.S2.A2 | Quarterly PBS celebrations  |                             |                |     | \$5,000.00 |
|  | Function    | Object  | Budget Focus                | Funding Source | FTE | 2016-17    |
|  |             |   | 0084 - Booker Middle School | Other          |     | \$5,000.00 |
| <i>Notes: Notes</i>  |             |   |                             |                |     |            |
| 5  | G1.B1.S3.A1 | The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.                    |                             |                |     | \$0.00     |
| 6  | G1.B2.S1.A1 | The administrative team will reinforce school-wide behavior expectations for all students during a quarterly assembly |                             |                |     | \$0.00     |
| 7  | G1.B2.S2.A1 | Provide monthly "Time to Teach" tips to teachers  |                             |                |     | \$0.00     |
| 8  | G1.B2.S2.A2 | Restorative Practices   |                             |                |     | \$1,000.00 |

## Budget Data

|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17     |                    |
|--|--------------------|---|-----------------------------|----------------|-----|-------------|--------------------|
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$1,000.00  |                    |
| <i>Notes: Restorative Practices Conference</i>                                       |                    |   |                             |                |     |             |                    |
| <b>9</b>   | <b>G1.B3.S1.A1</b> | <b>Parent University workshops and activities</b>   |                             |                |     |             | <b>\$13,400.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17     |                    |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$13,400.00 |                    |
| <i>Notes: Parent Involvement monthly workshops and activities</i>                    |                    |   |                             |                |     |             |                    |
| <b>10</b>  | <b>G1.B3.S2.A1</b> | <b>Booker Middle will continue to offer the SATOSS Program as an alternative to out-of-school suspensions</b>                   |                             |                |     |             | <b>\$26,000.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17     |                    |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$26,000.00 |                    |
| <i>Notes: SATOSS Counselor</i>   |                    |   |                             |                |     |             |                    |
| <b>11</b>  | <b>G1.B4.S1.A1</b> | <b>College and Career Readiness Training</b>  |                             |                |     |             | <b>\$0.00</b>      |
| <b>12</b>  | <b>G2.B1.S1.A1</b> | <b>i-Ready will be used 45 minutes a week during Math classes</b>   |                             |                |     |             | <b>\$20,000.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17     |                    |
|  |                    |   | 0084 - Booker Middle School | Other          |     | \$20,000.00 |                    |
| <i>Notes: Resources will be used in Intensive ELA Classes, ELA and Math Classes.</i> |                    |   |                             |                |     |             |                    |
| <b>13</b>  | <b>G2.B1.S2.A1</b> | <b>The Data Coach analyzes school-wide data to ensure that the learning community makes appropriate instructional decisions</b> |                             |                |     |             | <b>\$59,700.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17     |                    |
|  |                    |   | 0084 - Booker Middle School |                |     | \$0.00      |                    |
| <i>Notes: Notes</i>  |                    |   |                             |                |     |             |                    |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$59,700.00 |                    |
| <i>Notes: This teacher analyzes school-wide data</i>                                 |                    |   |                             |                |     |             |                    |
| <b>14</b>  | <b>G2.B1.S3.A1</b> | <b>Collaborative coaching and learning walks to improve instruction.</b>  |                             |                |     |             | <b>\$8,350.00</b>  |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17     |                    |

| Budget Data  |                    |   |                             |                |     |                    |
|--|--------------------|---|-----------------------------|----------------|-----|--------------------|
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$8,350.00         |
| <i>Notes: Booker Middle School teachers will engage in monthly learning walks to build capacity within learning environment.</i> |                    |   |                             |                |     |                    |
| <b>15</b>  | <b>G2.B1.S4.A1</b> | <b>IXL will be used to improve the fluency skills of students</b>   |                             |                |     | <b>\$8,000.00</b>  |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$8,000.00         |
| <i>Notes: IXL will be used in ELA and Math Classes</i>   |                    |   |                             |                |     |                    |
| <b>16</b>  | <b>G2.B2.S1.A1</b> | <b>WoW Word PD, Vocabulary.com</b>  |                             |                |     | <b>\$1,600.00</b>  |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$1,600.00         |
| <i>Notes: Vocabulary.com will be used in all classrooms.</i>   |                    |   |                             |                |     |                    |
| <b>17</b>  | <b>G2.B2.S2.A1</b> | <b>College and Career Readiness PD</b>  |                             |                |     | <b>\$30,000.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$30,000.00        |
| <b>18</b>  | <b>G2.B3.S1.A1</b> | <b>Ongoing DOK Training and Support</b>   |                             |                |     | <b>\$31,450.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$31,450.00        |
| <b>19</b>  | <b>G2.B3.S2.A1</b> | <b>The Title I Math Teacher provides highly effective instructional Math strategies in the learning environment,</b>                |                             |                |     | <b>\$59,700.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$59,700.00        |
| <b>20</b>  | <b>G2.B3.S3.A1</b> | <b>The Title I ELA/Social Studies Teacher provides highly effective instructional strategies throughout the learning community.</b> |                             |                |     | <b>\$57,600.00</b> |
|  | Function           | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |                    |   | 0084 - Booker Middle School | Title I Part A |     | \$57,600.00        |
| <i>Notes: Haley Shaffer</i>  |                    |   |                             |                |     |                    |

## Budget Data

|  |             |   |                             |                |     |                    |
|--|-------------|---|-----------------------------|----------------|-----|--------------------|
| 21   | G2.B4.S1.A1 | <b>Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement</b>                           |                             |                |     | <b>\$0.00</b>      |
| 22   | G2.B5.S1.A1 | <b>We will utilize our ESOL Liaison to help support ELL students in the classroom.</b>  |                             |                |     | <b>\$0.00</b>      |
| 23   | G2.B5.S2.A1 | <b>After-school learning labs with IXL and i-Ready</b>  |                             |                |     | <b>\$10,000.00</b> |
|  | Function    | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |   | 0084 - Booker Middle School | Title I Part A |     | \$10,000.00        |
| <i>Notes: After-School Contract to Facilitate Labs</i>         |             |   |                             |                |     |                    |
| 24   | G2.B6.S1.A1 | <b>We will utilize our ESE liaisons to help support ESE students in the classroom.</b>  |                             |                |     | <b>\$0.00</b>      |
| 25   | G2.B6.S2.A1 | <b>ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.</b> |                             |                |     | <b>\$0.00</b>      |
| 26   | G2.B6.S2.A2 | <b>LRE Training</b>   |                             |                |     | <b>\$10,000.00</b> |
|  | Function    | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |   | 0084 - Booker Middle School | Title I Part A |     | \$10,000.00        |
| <i>Notes: Training will be ongoing</i>                         |             |   |                             |                |     |                    |
| 27   | G3.B1.S1.A1 | <b>Understanding the I-Engage Lesson Design PD</b>  |                             |                |     | <b>\$10,000.00</b> |
|  | Function    | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |   | District-Wide               |                |     | \$10,000.00        |
| <i>Notes: I-Engage PD</i>                                      |             |   |                             |                |     |                    |
| 28   | G3.B1.S2.A1 | <b>i-Ready program will be used two times a week.</b>   |                             |                |     | <b>\$0.00</b>      |
| 29   | G3.B1.S3.A1 | <b>Tornado Transition Program</b>   |                             |                |     | <b>\$78,994.00</b> |
|  | Function    | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |   | 0084 - Booker Middle School | Title I Part A |     | \$78,994.00        |
| <i>Notes: The Budget includes 15,000.00 for Transportation</i> |             |   |                             |                |     |                    |
| 30   | G3.B1.S4.A1 | <b>Resource Teachers that provide intensive strategies to students</b>  |                             |                |     | <b>\$50,000.00</b> |
|  | Function    | Object  | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |   | 0084 - Booker Middle School | Title I Part A |     | \$50,000.00        |
| <i>Notes: Resource Teachers for Intensive Instruction</i>      |             |   |                             |                |     |                    |

| <b>Budget Data</b> |             |  |                             |                |     |             |
|--------------------|-------------|--|-----------------------------|----------------|-----|-------------|
| 31                 | G3.B2.S1.A1 | Participation in School-wide Vocabulary Initiative (WOW) PD, Vocabulary.com  |                             |                |     | \$0.00      |
| 32                 | G3.B3.S1.A1 | Teachers will Participate in PD and Coaching Regarding How to Use Multiple Texts in the Learning Environment   |                             |                |     | \$0.00      |
| 33                 | G3.B3.S2.A1 | The Title I Reading Teacher provides researched-based strategies that are proven to increase literacy across the curriculum  |                             |                |     | \$63,457.00 |
|                    | Function    | Object   | Budget Focus                | Funding Source | FTE | 2016-17     |
|                    |             |  | 0084 - Booker Middle School | Title I Part A |     | \$63,457.00 |
| 34                 | G3.B3.S3.A1 | Secondary Reading Conference   |                             |                |     | \$9,688.00  |
|                    | Function    | Object   | Budget Focus                | Funding Source | FTE | 2016-17     |
|                    |             |  | 0084 - Booker Middle School | Title I Part A |     | \$9,688.00  |
| 35                 | G3.B4.S1.A1 | We will utilize our ESOL Liaison to help support ELL students in the classroom.  |                             |                |     | \$0.00      |
| 36                 | G3.B4.S2.A1 | After-school learning labs   |                             |                |     | \$0.00      |
| 37                 | G3.B5.S1.A1 | We will utilize our ESE liaisons to help support ESE students in the classroom.  |                             |                |     | \$0.00      |
| 38                 | G3.B5.S2.A1 | ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.   |                             |                |     | \$0.00      |
| 39                 | G3.B6.S1.A1 | Booker Middle Support Staff members will facilitate Parent University Workshops to support student achievement   |                             |                |     | \$0.00      |
| 40                 | G4.B1.S1.A1 | Inquiry Based Learning PD, Teaching Vocabulary in Science PD   |                             |                |     | \$0.00      |
| 41                 | G4.B1.S2.A1 | PD on Inquiry Based Learning   |                             |                |     | \$0.00      |
| 42                 | G4.B1.S3.A1 | Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum |                             |                |     | \$0.00      |
| 43                 | G4.B2.S1.A1 | Ongoing Training in I-Engage PD  |                             |                |     | \$0.00      |
| 44                 | G4.B2.S2.A1 | Teachers will receive ongoing support for implementation of effective use of the Tech-Active Classroom   |                             |                |     | \$0.00      |
| 45                 | G4.B2.S3.A1 | Implementation of Inquiry Based Projects and Labs  |                             |                |     | \$0.00      |
| 46                 | G4.B2.S4.A1 | Science Teachers will facilitate real-world experiences for students in an effort to make learning relevant  |                             |                |     | \$0.00      |
| 47                 | G4.B3.S1.A1 | The Title I ELA Teacher provides researched-based curriculum and strategies to increase literacy across the curriculum   |                             |                |     | \$0.00      |

## Budget Data

|  |             |  |                             |                |     |                    |
|--|-------------|--|-----------------------------|----------------|-----|--------------------|
| 48   | G4.B3.S2.A1 | <b>The Title I Science Teacher provides highly effective instructional strategies to increase student achievement in Science</b>   |                             |                |     | <b>\$64,800.00</b> |
|  | Function    | Object   | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |  | 0084 - Booker Middle School |                |     | \$64,800.00        |
| <i>Notes: Science Curriculum Support and PD Teacher</i>  |             |  |                             |                |     |                    |
| 49   | G4.B3.S3.A1 | <b>Ongoing instructional Support aligned with Reading Strategies for Success in Science</b>  |                             |                |     | <b>\$0.00</b>      |
| 50   | G4.B4.S1.A1 | <b>All parents will be invited to monthly Parent University Workshops</b>  |                             |                |     | <b>\$8,640.00</b>  |
|  | Function    | Object   | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |  | 0084 - Booker Middle School | Title I Part A |     | \$8,640.00         |
| <i>Notes: This budget will also be used to obtain technology for communicating with parents.</i> |             |  |                             |                |     |                    |
| 51   | G4.B5.S1.A1 | <b>We will utilize our ESOL Liaison to help support ELL students in the classroom.</b>   |                             |                |     | <b>\$0.00</b>      |
| 52   | G4.B5.S2.A1 | <b>After-school learning labs</b>  |                             |                |     | <b>\$0.00</b>      |
| 53   | G4.B6.S1.A1 | <b>We will utilize our ESE liaisons to help support ESE students in the classroom.</b>   |                             |                |     | <b>\$0.00</b>      |
| 54   | G4.B6.S2.A1 | <b>ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in ELA, Math, Social Studies and Science classes.</b>                                    |                             |                |     | <b>\$0.00</b>      |
| 55   | G5.B1.S1.A1 | <b>"The Art of Teaching and Learning" PD</b>   |                             |                |     | <b>\$11,400.00</b> |
|  | Function    | Object   | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             |  | 0084 - Booker Middle School | Title I Part A |     | \$11,400.00        |
| <i>Notes: PD on Engaging Students</i>  |             |  |                             |                |     |                    |
| 56   | G5.B1.S2.A1 | <b>Teachers will obtain high impact strategies to support a college and career culture.</b>  |                             |                |     | <b>\$0.00</b>      |
| 57   | G5.B2.S1.A1 | <b>Parents will receive ongoing workshops that will empower them to support their student and the learning community.</b>  |                             |                |     | <b>\$0.00</b>      |
| 58   | G5.B2.S2.A1 | <b>Booker Middle School has an Academic Interventionist who works with students who are struggling academically and teachers who are in need of strategies to engage students.</b> |                             |                |     | <b>\$58,000.00</b> |
|  | Function    | Object   | Budget Focus                | Funding Source | FTE | 2016-17            |
|  |             | 120-Classroom Teachers   | 0084 - Booker Middle School | Title I Part A |     | \$58,000.00        |

### Budget Data

|               |             |   |                     |
|---------------|-------------|---|---------------------|
| 59            | G5.B3.S1.A1 | The School counselor delivers individual, small group and classroom guidance lessons. | \$0.00              |
| 60            | G5.B3.S2.A1 | School Social Worker  | \$0.00              |
| <b>Total:</b> |             |   | <b>\$701,779.00</b> |