

Sarasota County Schools

Emma E. Booker Elementary School



2017-18 School Improvement Plan

Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 96% |
| Primary Service Type (per MSID File) | Charter School | 2016-17 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 91% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | C | D* | 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Emma E. Booker Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Southwest - Julio Valle | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

“High Expectations For All”

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

b. Provide the school's vision statement

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

2. School Environment

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

Emma E. Booker works to build lasting relationships between teachers and students throughout the school year. All teachers are trained in Positive Behavior Intervention Support (PBIS) techniques to respond appropriately to students and to work to build a classroom community. In addition, multiple events are held throughout the year to improve and increase parent engagement and support. EEB has two parent conferences that our families attend that help build relationships between teachers and families. Teachers work throughout the year getting to know families, welcoming them to events, and building lasting relationships with students.

In addition, all classrooms learn the Booker B's as well as the behavior expectations that are positively reinforced throughout the day. Additionally upon registering, EEB gives all families a Home Language survey to collect information. When applicable, EEB sends all communication home in families native languages.

As a means of student reflection and teacher/ student dialogue, students in Kindergarten complete a communication log/ Character Builder that focuses students classroom. The 1st-5th grade students complete a Character Builder daily focusing on the Booker B's expectations. This tool is also a way of communicating with parents the quality of their child's day based on a combination of their personal assessments and teacher discussion with the student.

In addition, EEB staff have been trained in Crisis Prevention Institute (CPI) techniques and strategies to assist in de-escalation of situations to foster better teacher/ student relationships. Students also participate in Innerexplorer for self regulation and calming activities that also gives everyone at EEB a common language and specific steps to reduce negative interactions caused by stress or trauma.

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

EEB teachers and staff work diligently to create an environment where students feel safe and respected throughout the day. Students are greeted at the door every morning by their classroom teacher. Throughout the day, students are rewarded for positive choices and behaviors. Recognition ceremonies such as Rewards and Recognition (R & R) and Principal's Awards recognize students for making the right choices. After school programs such as YMCA Operation Graduation and Booker

Boost, our 21st Century Program, provides students with a healthy dinner and instructional support that is needed for struggling students. This school year, teachers and administration are working towards collaboration and cohesiveness with a continued focus on student learning.

As a shared investment between School district and the Sarasota Sheriff's department, we have the support of a full-time School Resource Officer (SRO) to help maintain a safe and secure campus focused on learning. Deputy Livingston is providing additional programs for students such as DARE to teach them safe choices. The SRO also provides support to families, students and the school community based on needs building positive relationship on campus. As an additional security measures for all families and visitors, we try to provide a staff escort for all students and visitors during school hours.

Through the support of our district, EEB has developed a Response Team that provide proactive and preventive "walk and talks" to support students during times of struggle. The Response Team was developed in conjunction with the revisited 7 Steps of progressive consequences guiding our teachers in addressing behaviors that could lead to student incident referrals.

To improve the climate of our cafeteria, the administration and support staff have designated times with grade levels to increase supervision and enhance the "Going for the Green" PBIS initiative teaching appropriate behaviors and recognizing model classes/ students. By ensuring the fidelity of the CHAMPs reward system, we expect a calm an safe place for students to eat and socialize effectively.

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

EEB has a school wide PBIS and behavior plan with 24/7 expectations that are posted throughout campus and in all classrooms. Classroom teachers teach, model, and positively reinforce school wide, grade level, and classroom expectations. EEB continues to incorporate the CHAMPs approach to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. The explicit nature of the CHAMPs approach improves time on task and focus on learning behaviors necessary for learning. In addition, EEB has implemented the Tornado Take-out using Booker Bucks to motivate students by focusing on students meeting expectations. Students are able to order preferred and school-spirit items using a purchasing system. Parents are sent updates to our PBIS plan through Open House, as well as our school newsletter. This school year, we are inviting interested teachers and parents to join Administration in reviewing our school-wide PBIS plan. EEB has recognition ceremonies to reward students who are positive examples of our PBIS plan. Additionally, our school guidance counselors, home school liaison, and behavior specialist works with grade levels to address grade level concerns and structures classroom and small group lessons as needed. Their focus on the social-emotional development of targeted students reduces distractions in classrooms and improves learning for all students at EEB.

A PBIS committee was established and meets on a monthly basis to to provide suggestions and ideas for teachers through a collaborative approach. Representatives from each team become the PBIS trainers and supports ensuring PBIS best practices across our campus. To include all stakeholders, we have student, parent and community members joining our committee to expand a commitment to a safe and positive school.

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

EEB offers numerous opportunities for students in relation to counseling services. All grade levels, K-5, have classroom guidance lessons, as well as small group lessons for those students in need. Our guidance staff works closely with families to offer school and community supports to families in crisis. EEB also employs a behavior specialist, as well as a Home School Liaison to ensure connection and resources to families.

As a part of the Emma's Dream Team (EDT) grant, EEB partners with JFCS providing a mental health counselor on site to help students who need additional support. Students and families being referred to EDT, also have access to outside resources and agencies.

EEB will be partnering with Booker Middle School's S.A.V.E. initiative, which is Sarasota Against Violence funded by the Community Foundation. This program provides students with resources and activities focused on reducing violence in our community. Our 3rd graders will be visited by the Tornado DIVAS from Booker Middle School monthly focusing on peer relationships and resolving conflicts.

As a part of meeting the social-emotional needs of our students, EEB will have staff trained with the Second Step Curriculum which is a comprehensive K-5 program that includes lessons, activities and streaming videos. This program is used for Tier II and III groups and is also available for classroom teachers for class-based social-emotional instruction and class meetings.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

EEB has set early warning systems in place to be able to address issues as quickly as possible.

Attendance: EEB has weekly attendance meetings with the district truancy worker, Home School Liaison, a support teacher, and the Assistant Principal to monitor attendance. Students who have 3 or more days out of school are monitored for attendance improvements and the teacher puts interventions in place, as needed. In addition, there are behavior contracts offered as incentives for children and parents, where needed. A report from the SIS system is run weekly to monitor this area. Tier II interventions include agenda labels, Phone contact, attendance letters and the EEB home school liaison contact. Students with severely chronic absenteeism enter Tier III interventions that include support from truancy worker, social worker, and administration. Attendance contracts are developed at this stage to ensure student, family and school are working together to problem solve attendance barriers.

Suspensions: To monitor students whose actions may warrant loss of instructional time, we have a database that is kept for students who are in our Refocus room or are in alternative placement outside of their core instruction. Furthermore, we run quarterly reports from the Student Information System (SIS) on students who have received Out of School Suspension. In response to a suspension or more serious incidents, students participate in restorative circles before returning to their classrooms. Alternatives to suspension includes referral to Emma's Dream Team (EDT) and Social-emotional learning groups.

Regarding course failures and students scoring Level 1 on the Florida State Assessment (FSA): EEB has mandatory Q1 parent conferences to keep families up-to-date on student progress. In addition, progress reports are sent out at every grade level mid-way through the quarter. Interventions are put in place for students who are below mastery in both Reading and Mathematics. Our classroom teacher offer targeted interventions for students based on specific deficit areas using i-Ready data. In addition to our classroom teachers, EEB utilizes supplemental and contracted staff to build our capacity to respond to a variety of instructional needs. EEB has MiniMax groups that allows for increased small group (Tier II and III) interventions in critical areas such as Phonics and Mathematics fluency. To monitor student progress, EEB has developed a Data Dashboard that allows grade level teams to sort students based on common assessments K-5 and scheduled throughout the year. Collaborative Planning Time (CPT) allow for teachers to review student performance and share lessons, activities, strategies and other means for improving instruction for better student outcomes. Data chats between teachers and administration further analyze and determine groups and

support. These students are monitored at SWST meetings, as well as with classroom teacher and MTSS facilitators to design and implement interventions.

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 | 25 | 19 | 17 | 11 | 15 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 5 | 2 | 9 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 36 | 35 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 |

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 | 2 | 0 | 6 | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

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

Classroom teachers provide Tier II and Tier III interventions to students in small group and/or one-on-one to work intensively with students who are behind. In addition, K-5 students who are performing in profile 1 and 2

(phonological awareness and vocabulary deficits) according to the i-Ready diagnostic data in reading and math at each grade level are provided additional intensive support during our school-wide Power Hour. The Power Hour is a time where every staff member teaches a reading group based on their level. This includes a mixture of SRA Reading Mastery, Corrective Reading and Reading Wonders (Students On or Near Grade Level).

Beyond the bells, we have an early morning reading and mathematics assistance program that includes EEB teachers assisting with homework and supporting additional i-Ready sessions. This allows students to meet the Strive for 45, 45 minutes in reading and in mathematics weekly and scaffolds students in practicing content through homework.

Students are also discussed between classroom teacher as well as the MTSS facilitator to ensure that students who may benefit from additional support are discussed at weekly School-wide Support Team (SWST) meetings. To improve teachers' capacity to provide multiple levels of intervention, administration is providing 5 professional development modules with the following learning intentions in mind.

- * Teachers will develop a better understanding of MTSS approach
- * Teachers will discuss as a team strategies and practices for interventions.
- * Teachers will align communication and feedback to students and parents to goals and needs
- * Teachers will learn that the documentation helps you navigate best practices.

EEB will also provide a structured pre-k/kindergarten transitional program for entering kindergarten students called the Summer Learning Academy. Early interventions for these students include, identification of specialized instruction for speech and language This summer program will take place for seven weeks prior to the start of their kindergarten year and address school readiness skills for children entering kindergarten.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/463670>.

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

EEB proudly works to build partnerships with our families and the overall community. Particularly at the start of the school year, we purposefully collaborate with parents, volunteers, teachers, and other members of the community to establish an academically focused, goal-oriented school year. In particular, our Annual Title I meeting, Open House, Donuts for Dads/ Muffins with Moms events, PTO, and SAC meetings are times that a review of current school-wide student data occurs, as well as establishing new programs.

The partnership with the Community Foundation of Sarasota has offered time, facilities and resources to support teacher professional development, such as the Newtown Alive Experience. In addition, the Community Foundation of Sarasota works directly with district and school leadership to access resources to fund programs that enhance the learning experiences of our students. They are also true partners working directly with families by presenting to parents about involvement opportunities outside of school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------------------|---------------------|
| Oliver, Edwina | Principal |
| Thompson, Troy | Assistant Principal |
| Pazink, Jennifer | Teacher, K-12 |
| Gunderson, Sherry | Teacher, K-12 |
| Wunderlin-VanArsdall, Laura | Other |
| Williams, Robin | Teacher, ESE |
| Davis, Ashleigh | Teacher, K-12 |
| Martin, Sherry | Teacher, K-12 |
| Bartley, Laurice | Teacher, ESE |
| Flanigan, Barbara | Teacher, K-12 |
| Fernandez, Debra | Teacher, K-12 |

b. Duties

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

Each member of the school based leadership team has a specific function and role as it relates to MTSS and SIP. Edwina Oliver (Principal) and Troy Thompson (AP) both review progress monitoring and summative data (Florida's statewide ELA and Mathematics FSA, Statewide Science Assessments) and engage stake-holders to make decisions to improve the quality of teaching and learning experiences. Collaborative conversations are held during SAC meetings, SDMT, and Curriculum Team meetings to ensure that our school's SIP is a document that guides our school's instructional decisions. In addition, Administration monitors the i-Ready diagnostic tool for Reading and mathematics for K-5 grade 3 times annually. The i-Ready student growth and prescriptive information support instructional decisions and helps assess the impact of instruction. Active members of the MTSS team oversee and ensure Tier II and Tier III interventions are being properly implemented. Ms. Oliver serves as the instructional leader of the school ensuring that all programs are implemented with fidelity.

Troy Thompson, Assistant Principal, reviews progress monitoring and summative data (Florida's statewide ELA and Mathematics FSA, Statewide Science Assessments) and engages stake-holders to make decisions to improve the quality of instructional programming. Active members of the MTSS team oversee and ensure Tier II and Tier III interventions are being properly implemented. In addition, Administration monitors the i-Ready diagnostic tool for Reading and mathematics for K-5 grade 3 times annually. The i-Ready student growth and prescriptive information support instructional decisions and helps assess the impact of instruction. Mr. Thompson supports Ms. Oliver and all instructional programs.

Team Leaders- The remaining members of the School Leadership Team represent their grade-levels and programs on our campus. They provide feedback from teams and assist the shared decision making process to ensure quality instructional programming.

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

EEB's MTSS team meets weekly and looks at each grade level progress monitoring data. There are three MTSS facilitators assigned to 2 grade levels each (K-2,3-5) that meets with grade level teams regularly to plan for and implement Tier II and Tier III interventions. Additional instructional supports are offered in grades K-5 for students who are performing below level. There are 2 Title I teachers that support classroom teachers with providing additional supports to below level students through intervention blocks to look at frequent data points of each student and tailor instruction around their needs.

Title I Part A Flexible Direct instruction dollars are utilized to provide additional services to children. These services include a variety of instructional materials that are needed in classrooms to support engaging learning experiences that are aligned to adopted standards. The Flexible Direct Instruction also provides supplemental direct instruction to support students in reading and math. Other Title I monies include the professional development budget which provides support for professional development implementation of science, ELA and math instruction. Title I Parent Involvement funds will be utilized to increase parent participation in school activities designed to improve student achievement. The district's Food and Nutrition department provides a daily healthy fruit or vegetable to every child at EEB. Additionally, a full dinner is provided to every child in the after school programs at EEB. EEB coordinates with the largest Head Start provider within the community (Children's First). The district has provided two Children's First classrooms to be housed at EEB. Children that will eventually attend EEB when they reach school age are identified and enrolled within these classrooms.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------------|----------------------------|
| McCauley | Parent |
| Theresa Marks | Teacher |
| Carolyn Major-Harper | Education Support Employee |
| Marvin Smith | Parent |
| Peggy Wiggins | Business/Community |
| Arsy Upshaw | Parent |
| Tony Humphrey | Parent |
| Ophelia Fleetwood | Parent |
| Kevin Jones | Parent |
| Deputy Donnell Livingston | Education Support Employee |
| Darlis Scott | Parent |
| Ada Sajardo | Parent |
| Leah Greene | Parent |
| Stephanie Jones | Parent |
| Arthur Larkins | Business/Community |
| Edwina M. Oliver | Principal |
| Phyllis Woods | Teacher |
| Marie Truwell | Education Support Employee |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC team meets monthly to review school wide programs and goals. At the end of the 2016-17 school year, EEB's SAC met and reviewed the progress toward our SIP and PIP's stated goals. On October 10, 2017 the school wide data was shared with SAC and the group reviewed what academic and parent engagement areas would be a focus this year. SAC recommended the implementation of additional parent engagement opportunities to support academic support at home. It is recommended that we continue our academic focus with the lowest quartile as well working on proficiency with students in ELA and Math.

b. Development of this school improvement plan

The SAC committee meetings are held the 2nd Tuesday of each month. The committee reviewed the school data from the previous school year and how students were progress through formative and summative data (iReady, FSA-ELA/Math, Statewide Science Assessments) of Florida's high-stakes testing. Mr. Thompson provided a copy of a SIP short form he created with suggested goals/objectives to address the focus areas based upon data for social-emotional and academic goals. The SAC will review and provide final approval of the yearly School Improvement Plan, the annual Parent Involvement Plan, budgets, and other needs assessment data such as the Title I surveys and the district's parent climate surveys.

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

Every year the school budget is sent to the Principal. From there, SAC and SDMT are active participants in aligning dollars to instructional programs and needs. SAC discusses and has input into all areas and decision-making through the budget process. Before the school budget is submitted to the district, it is approved and voted on by SAC. This will include feedback for the Title I Budget as well.

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

School Improvement Funds were utilized to host a Saturday school experience for our 3rd, 4th and 5th grade children. This year, SAC will meet and determine how to best use the instructional funds that have been allocated for instruction.

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 |
|-------------------|---------------------|
| Oliver, Edwina | Principal |
| Thompson, Troy | Assistant Principal |
| Williams, Tanisha | Instructional Coach |
| Washington, Dwana | Instructional Coach |
| Cheaves, Deana | Teacher, K-12 |
| Davis, Ashleigh | Teacher, K-12 |

b. Duties

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

The major initiatives of the LLT ensure that teachers are supported and coached in highly effective instructional programs. Members of this team provide current and relevant PD to all teachers, collaborate weekly with teachers, and progress monitor grade level and class data. A critical function of the LLT team is also to promote and track student participation in the state's SSYRA program, Accelerated Reader, and the breakdown of non-fiction/fiction books. The LLT team also provides iReady interventions and accesses Reading Wonders (district adopted reading curriculum) for interventions based on the Florida Standards.

In addition, the LLT has coordinated the implementation of the new SRA Language, Reading Mastery, Reading Recovery, MiniMax Reading Intervention groups, and Corrective Reading programs in K-5. The participation in training alongside teachers, assessment of students, organization of materials, and coaching of teachers in SRA practices is an essential promotion of literacy school-wide.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

EEB reserves every Wednesday or Thursday for weekly collaborative planning time for each grade level. These CPT sessions are driven directly by the needs of our staff and students. Teachers have the opportunity to plan and share lesson progress and development. In addition, Title I funds have been allocated for additional Math PD and planning for teachers to work together through the Florida math standards, GPS Math curriculum and expectations. In order to provide support to teachers and enhance collaboration, specific training are provided by administration at a monthly CPT that is aligned with the SIP. In addition, administration provides hands on professional development with district specialists for grade level teams to continue to work on best practices.

For the 2017-2018 school year, we have district support for CPI Training, iReady Trainings, Arts Integration, FST Writing Program as well as Progress Monitoring Meetings with teachers.

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

Sarasota County and EEB provide a SCIP mentoring program available to all new teachers. A teacher mentor is provided for the school year to help new teachers with the transition to our school and/or the profession. Highly qualified teachers function as teacher mentors to provide the best mentoring experience possible. In addition, the principal and assistant principal are meeting at 30, 60 and 90 days during our CCC (Caffeine, Conversation and Chew) to ensure our new teachers have what they need to grow as teacher leaders at EEB. We are hoping this will improve our retention rate along with putting

other things in place to maintain a positive, nurturing culture.

As a part of the support model at EEB, instructional coaches are assigned at the primary and intermediate level to support all teachers to reflect and improve their teaching practices.

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district, as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels and the strengths of the mentor with the new teacher. There are monthly SCIP meetings to keep new teachers on pace to complete the program as well as having face-face time with their mentor. In addition to the SCIP program, we have two instructional coaches who can and do provide on-going support for their assigned teams. Each coach has 3 grade-levels they focus on and support offering times for observation, modeling lessons, and assisting with assessment.

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

All instructional programs, materials, and resources are aligned with the Florida Standards. To ensure this, our school uses District approved programs such as Reading Wonders, SRA, Science Fusion, Go Math!, and i-Ready. Each of these programs have been vetted through our district office to ensure alignment. In addition, we plan our instruction using our district Instructional Focus Guide which is directly aligned to the Florida Standards, CPALMS, and other resources that have been district approved. Further support for teachers has been developed using an Instructional Focus Guide that connect teachers to standard aligned resources and assessments.

As a continuation from last year's SRA implementation. Reading curriculum for student improvement also aligned with the Florida Standards. To assist with the concurrent use of SRA and Reading Wonders to align with the Reading and Writing Standards, we have the district reading specialist continuing their work from last year. The primary goal is to identify materials, curriculum, instruction and assessments that best guide students to reading proficiency.

In addition, the Literacy Leadership Team is working with teachers and support staff to ensure that i-Ready instructional and diagnostic programs support and align with the Mathematics and Reading Florida standards. In addition, the use of profiles and diagnostics that are standards focused and align with MTSS.

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

Instruction is differentiated in all classrooms based on how students are currently performing. Small groups are run daily targeting students in both reading and math and providing intensive instruction. Classroom teachers use regular data points located on the Data Dashboard such as: i-Ready diagnostics, unit tests, quick checks, and district/state administered tests to ensure that instruction at each student level is being met. Instruction is modified for struggling students in many ways. The

following are examples: providing scaffolded-supports, guided instruction from the classroom teacher, and intensive re-teaching as necessary. This is a constant process, as teachers are always looking to aide students whenever possible. To increase the level of intervention, additional small groups (MiniMax) support is being provided based on student i-Ready and other measures.

In addition AWC (advanced work classes) are provided for those students who are above proficiency. These classes are designated through a student performance matrix that warrants additional enrichment and faster instructional pacing. This vertical team and student groups are reviewed annually and determined based on similar measures.

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: Extended School Day

Minutes added to school year: 13,500

This school year EEB was once again awarded a 21st Century Grant to run our afterschool program called "Booker Boost." This program serves about 110 children in grades 2-5, many of who are below level in reading and/or math. Teachers from our school site utilize the Project-Based Learning approach to remediate and provide enrichment opportunities. Materials are aligned with the Florida Standards and NGSS 2.0 Science standards to provide additional time and instruction to students in areas that they are below level.

Strategy Rationale

Booker Boost provides after school opportunities and additional academic assistance to our families that might not otherwise be able to have. Many of the students in Booker Boost would otherwise be going home without the supports needed to help them be successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Oliver, Edwina, edwina.oliver@sarasotacountyschools.net

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

School wide progress monitoring data in the Data Dashboard broken down by each student will be used to determine how students are performing towards mastery.

Strategy: Weekend Program

Minutes added to school year: 720

In the Spring EEB provides an FSA Academy, aimed at providing intensive Saturday instruction in the core areas of reading and math. All 3-5 students are invited to attend.

Strategy Rationale

With the addition instruction with highly-qualified teachers in reading and mathematics, this supplemental intervention helps address foundational skill deficits that creates a barrier for fluency and comprehension in these areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oliver, Edwina, edwina.oliver@sarasotacountyschools.net

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

Summative FSA data will be used to determine effectiveness. In addition, we will use i-Ready diagnostic results comparison between AP 1 and AP 2 to determine predicted proficiency to estimate 2018 FSA outcomes.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. We provide them with learning materials and offer activities they can be working on at home with their child. In addition, EEB continues to have strong collaboration with the Children's First program, housing 2 Pre-K programs on our campus. We meet yearly with the leadership of this organization and have worked to develop expectations for incoming K students.

The Tornado Learning Academy 6 week summer program for in-coming K students to build school readiness and establish foundational skills that increase the probability for Kindergarten success. In order to also support our incoming 2nd and 3rd grade students, we also provide a 6 week summer program that provides engaging reading, math and arts integration experiences to combat the summer slide.

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

As a part of our Booker News Network (BNN) every morning we highlight specific careers including what it takes to prepare for the career and related fields. Each week the "Career in Focus" segment plays on the newscast. Individuals from the Career in Focus around the community will be invited to discuss their field bringing a tangible and authentic feel for students.

Every year through a partnership with Bay Haven Elementary and the University of South Florida, EEB 5th graders participate in the "What I can be with a College Degree" program. The program includes a in depth discussion about potential careers and careers of interest that students have shared. They create a portrait that is displayed which includes the self image and illustrations connect to the selected career. The capstone event includes a field trip to the University of South Florida-Sarasota with their Bay Haven counterparts as students learn more about the possibilities of college in their future.

In addition, the 4th and 5th graders participate in the annual Career Day on the EEB campus. Local professionals, businesses and other partners are invited to our school to share their experiences and knowledge of a variety of careers. Students are able to ask questions, interact with professionals, and learn more about the pathway to college and careers.

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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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:

| |
|--|
| Student_Growth_by_Grade_and_Class_Report-_Reading.pdf |
| <i>i-Ready Student Growth in Reading for all grades between Window 1 and 2.</i> |
| Student_Growth_by_Grade_and_Class_Report-_Math.pdf |
| <i>i-Ready Student Growth in Math for all grades between Window 1 and 2.</i> |
| Predicted_Proficiency_Report-_Reading_Window_1.pdf |
| <i>i-Ready Predicted Reading Proficiency scores by grade level Window 1. Fall results.</i> |
| Predicted_Proficiency_Report-Reading_Window_2.pdf |
| <i>i-Ready Predicted Reading Proficiency scores by grade level Window 2- Winter results</i> |
| Predicted_Proficiency_Report-_Math_Window_1.pdf |
| <i>i-Ready Predicted Mathematics Proficiency scores by grade level Window 1- Fall results.</i> |
| Predicted_Proficiency_Report-_Math_Window_2.pdf |
| <i>i-Ready Predicted Mathematics Proficiency scores by grade level Window 2- Winter Results.</i> |

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.

An area of concern for students at EEB is Reading and Math. Based upon iReady Predicted Reading Proficiency 42% of our students in grades 3-5 are predicted to be proficient on the FSA at the end of the year based upon assessment 1 and 2. In Math, for AP2 in grades 3-5, 46% of our students are predicted to be proficient on the FSA at the end of the year. We need to increase our overall proficiency to be at least 50% or higher for Math and Reading.

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.

Many of our students lack the foundational reading and math skills that would increase their proficiency. We have included in our daily schedule an intervention time for Reading and Math for grade levels K-5.

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.** By the year 2018, the school will decrease the number of discipline incidents by 25% and decrease students who are chronically absent by 4%, as well as increase positive student relationships.
- G2.** By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment.
- G3.** By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment.
- G4.** By the year 2018, Emma E. Booker Elementary 5th Graders will show a minimum increase of 4% in Science proficiency as evident on the Science Standards Assessments.

Strategic Goals Detail

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

G1. By the year 2018, the school will decrease the number of discipline incidents by 25% and decrease students who are chronically absent by 4%, as well as increase positive student relationships. 1a

G094703

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 20.0 |
| Attendance Below 90% | 15.0 |

Targeted Barriers to Achieving the Goal 3

- Family hardships and access to school- Limited parent engagement
- High number of discipline referrals in previous years
- School readiness- Development of social-emotional skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS program- Character Builder
- Restorative justice- Circle process
- Behavior Specialist
- 2 Guidance Counselors
- Home School Liaison
- Instructional Coaches for to support teacher development
- School Resource Officer- SRO
- Booker BEST Mentoring Program
- CHAMPs Book Study and Training
- Second Step Curriculum- Streaming materials
- InnerExplorer Program

Plan to Monitor Progress Toward G1. 8

Yearly behavior data/ ESD Attendance Reports

Person Responsible

Edwina Oliver

Schedule

On 5/25/2018

Evidence of Completion

End of year data- ESD Reports

G2. By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment. 1a

G094704

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 42.0 |

Targeted Barriers to Achieving the Goal 3

- Students significantly below grade level
- Lack of Foundational Reading Skills
- Scope and Sequence of ELA standards
- Access to Reading Materials at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders series
- IFGs for the new Florida Standards
- SRA- Language and Reading Mastery K-2
- I-Ready- Reading
- Study Island
- Thinking Maps (Intermediate 4-5)
- Booker Boost 21st Century After School Program
- SRA Corrective Reading Program 3-5
- Additional Reading Instruction Support
- Multi-Tiered System of Support (MTSS) Training Modules

Plan to Monitor Progress Toward G2. 8

PRIDE observations and Indicators for Success tool to document instructional strategies used in classrooms.

Person Responsible

Troy Thompson

Schedule

Every 6 Weeks, from 9/25/2017 to 4/30/2018

Evidence of Completion

PRIDE tools. Indicators for Success tools. CPT agendas and notes.

G3. By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment. 1a

G094705

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 48.0 |

Targeted Barriers to Achieving the Goal 3

- Significant changes in standards requiring additional time and planning.
- Lack of mathematics fluency and opportunities for regular practice.
- Additional Opportunities for Math Talk and collaboration in the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supplemental math materials, PD opportunities for Go Math! GPS
- Booker Boost 21st Century After School Program
- Spiral Review Math Materials
- i-Ready Mathematics Instructional Program
- Multi-Tiered System of Support (MTSS) Training Modules
- Math Journals/ Problem of the Day, Number Talk Resources

Plan to Monitor Progress Toward G3. 8

PD documentation and implementation of strategies observed in classrooms.

Person Responsible

Edwina Oliver

Schedule

Annually, from 8/14/2017 to 5/25/2018

Evidence of Completion

PRIDE observation notes and PD documentation.

Plan to Monitor Progress Toward G3. 8

Student performance data from the monthly GPS assessments

Person Responsible

Troy Thompson

Schedule

Monthly, from 10/26/2017 to 5/25/2018

Evidence of Completion

GPS monthly assessment data on Data Dashboard/ Results of Math FSA 3-5 and i-Ready K-2.

G4. By the year 2018, Emma E. Booker Elementary 5th Graders will show a minimum increase of 4% in Science proficiency as evident on the Science Standards Assessments. 1a

G094706

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 48.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of Science Inquiry skills and questioning techniques
- Lack of engaging Science experiences outside of school
- Students reading proficiency levels makes science text difficult

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fab Lab Outreach and Lending Libraries
- Defined STEM Resources- Activities
- Fusion Science Series
- School-wide Science Focus Calendar
- Science Lab Teacher, District Science Specialist
- S.T.E.M. Fair Materials and school/ district event

Plan to Monitor Progress Toward G4. 8

Student Science performance data discussions, Classroom Observation Notes

Person Responsible

Edwina Oliver

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PRIDE observation notes, Science committee notes, 2018 5th Grade Science Standards Assessment Results, Data Dashboard

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. By the year 2018, the school will decrease the number of discipline incidents by 25% and decrease students who are chronically absent by 4%, as well as increase positive student relationships. **1**

 G094703

G1.B1 Family hardships and access to school- Limited parent engagement **2**

 B254639

G1.B1.S1 PBIS lessons and Class Meetings- Character Builder for Parent communication to support engagement **4**

 S268951

Strategy Rationale

Continued teaching and modeling of school acceptable behaviors. Use of Second Step Curriculum for Tier II and III groups- Outcomes shared with parents on continuous basis.

Action Step 1 **5**

PBIS teaching- Social- Emotional Learning Groups

Person Responsible

Robin Williams

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Grade level orientations in August and January; lesson plan templates provided to teachers at beginning of the year and mid-year for review; ongoing review of expectations on morning announcements. Classroom Meeting tips and curriculum ideas. Second Step PD and observation of lessons being provided. Present Second Step concept with parents. Provide demonstration of InnerExplorer program for EEB families.

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

PBIS schedule, teaching, and parent demonstrations

Person Responsible

Robin Williams

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data collection monthly to monitor discipline incidents.

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

ESD Discipline reports and Refocus Room Time out of class data

Person Responsible

Troy Thompson

Schedule

Semiannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Monthly data reports showing suspensions and lost instructional time shared with parents.

G1.B1.S2 Multi-step Intervention plan for improving attendance; Parent communication and contracts designed to monitor and support good attendance habits. Contracted services include an attendance support to manage documentation, set up meetings and monitor student plans. 4

S270387

Strategy Rationale

With consistent and supportive communication with guardians/ parents, student attendance will improve due to clear expectations and a connection between success at school and regular time in school.

Action Step 1 5

Clear and sequential plan of communication and contract for attendance.

Person Responsible

Troy Thompson

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Generated Letters, contracts and truancy documentation as entered in the Attendance Database

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

Weekly Attendance reports generated by Attendance Support and SWST Meetings

Person Responsible

Troy Thompson

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

ESD- Weekly Attendance Reports

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

Attendance Database is kept on all students based on benchmarks- Fewer than 9 absences per Semester.

Person Responsible

Troy Thompson

Schedule

Semiannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Attendance Database as a part of the School-wide Support Team Documentation

G1.B1.S3 Parent Engagement Outreach, Family events, and additional Home School Liaison. Emma's Dream Team (EDT) that connects families to resources including therapy and supplemental services. 4

 S270388

Strategy Rationale

Deliberate outreach and connections with families from the school will increase the probability that parents support school decisions and are better informed on programs offered to their child.

Action Step 1 5

Parent Engagement Outreach and Family Events that improves the school and family relationship.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Parent Sign for events

Action Step 2 5

EDT provides an on-site therapy and family service fro students struggling

Person Responsible

Edwina Oliver

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

EDT Rosters, Intake information for referred students/ families.

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

Monthly Meetings/ reports from EDT therapist/ coordinator

Person Responsible

Troy Thompson

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Monthly EDT Rosters, SWST Notes for referred students, Parent Sign in sheets

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

Parent Engagement Sign In Sheets to measure participation.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Attendance Database, SWST Notes, ESD Discipline Reports

G1.B2 High number of discipline referrals in previous years 2

B254640

G1.B2.S1 School wide PBIS, regular review of data, small group re-teaching with selected students as needed. Class meetings. Character Builder. 4

S268952

Strategy Rationale

Students should be continually taught and reviewed behavior expectations. Those who need additional may require small group lessons using Second Step and other SEL lessons. Student reflection using Character Builder.

Action Step 1 5

TPS data, ESD Discipline Reports, Refocus Room data

Person Responsible

Robin Williams

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Comparative data from the 15-16 school year and the 16-17 school year, identify trends.

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

Meet with support staff to review behavior data (ESD Reports and Refocus room data)

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

SWST notes, Behavior data, Observation data use of Character Builder

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

Review of behavior data at Staff Meetings

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Data indicating behavior incidents

G1.B2.S2 Train staff on CHAMPs approach to classroom management and methods of increasing positive interactions. 4

 S268953

Strategy Rationale

Increasing strategies for positive interactions and explicit means of expectations will reduce the number of negative interactions that lead to student to student and student to teacher conflicts.

Action Step 1 5

Provide 20 hour training for teachers using the CHAMPs guide.

Person Responsible

Troy Thompson

Schedule

Triannually, from 8/7/2017 to 5/25/2018

Evidence of Completion

PD Site- Register Participants, Attend Trainings

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

Classroom observation focusing on Domain I and the implementation of CHAMPs methods in classrooms.

Person Responsible

Troy Thompson

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Classroom observation data, Teacher feedback

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

Regular classroom walk throughs to gauge classroom culture, gather teacher feedback, review student behavior data to determine if approach is decreasing student behavior incidents.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/7/2017 to 5/25/2018


Evidence of Completion

Observation notes, teacher survey results, Student discipline data

G1.B3 School readiness- Development of social-emotional skills **2**

 B254641

G1.B3.S1 Small group instruction provided through guidance groups using the Second Step program as well as Kelso choices. Use of Character Builder. Scheduled Class meetings. **4**

 S268954

Strategy Rationale

Students who are struggling with the school wide PBIS expectations, need additional teaching on social-emotional learning.

Action Step 1 **5**

Identify and teach our PBIS curriculum to students in small groups- Second Step/ Social Emotional Learning (SEL)

Person Responsible

Robin Williams

Schedule

Every 6 Weeks, from 8/28/2017 to 5/25/2018

Evidence of Completion

Small group rosters as identified and recommended from their classroom teacher

Action Step 2 **5**

Referral to EDT services for extensive support services- On campus therapy

Person Responsible

Troy Thompson

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

EDT rosters

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

SWST team updates on small guidance groups

Person Responsible

Robin Williams

Schedule

Every 6 Weeks, from 8/28/2017 to 5/25/2018

Evidence of Completion

SWST meets weekly and reviews students who are in need of additional guidance and behavior supports.

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

Continued documentation of SWST records and notes

Person Responsible

Troy Thompson

Schedule

Every 6 Weeks, from 8/28/2017 to 5/25/2018

Evidence of Completion

Student group meeting data is collected as well as behavior data monitored through the year.

G2. By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment. 1

G094704

G2.B1 Students significantly below grade level 2

B254643

G2.B1.S1 Intensive reading interventions- SRA Corrective Reading for 3rd-5th 4

S268956

Strategy Rationale

Students who are performing below grade level need additional time and support with skill area weaknesses. The Corrective Reading is a direct instruction reading intervention program that delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

Action Step 1 5

Daily intensive intervention assistance with struggling students.

Person Responsible

Dwana Washington

Schedule

Daily, from 10/2/2017 to 5/4/2018

Evidence of Completion

SRA reading intervention- small group and progress monitoring data

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

Progress monitoring data of all classrooms and struggling students. Walkthroughs of SRA intervention groups

Person Responsible

Edwina Oliver

Schedule

Every 6 Weeks, from 9/25/2017 to 4/30/2018

Evidence of Completion

PRIDE Feedback, CPT Minutes, MTSS Data, SRA Reports

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

Progress monitoring data

Person Responsible

Edwina Oliver

Schedule

Monthly, from 9/25/2017 to 4/30/2018

Evidence of Completion

Regular progress monitoring of student data and discussions during curriculum team meetings

G2.B1.S2 Summer program for incoming Kindergartners 4

 S268957

Strategy Rationale

Incoming Kindergarten students are not coming in with the necessary readiness skills to be successful in Kindergarten, either due to lack of resources in the home environment or lack of appropriate Pre-K opportunities

Action Step 1 5

An intensive summer program will be developed for incoming Kindergartners

Person Responsible

Dwana Washington

Schedule

Daily, from 6/11/2018 to 7/26/2018

Evidence of Completion

An attendance database will be updated regularly and data will be collected regarding the necessary K readiness skills, both pre- and post-assessments

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

Regular walk throughs and observations

Person Responsible

Edwina Oliver

Schedule

Weekly, from 7/27/2018 to 7/27/2018

Evidence of Completion

Observation Data, Teacher Survey, Parent survey, Fall i-Ready Data

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

Regular walk throughs and observations

Person Responsible

Edwina Oliver

Schedule

On 7/27/2017

Evidence of Completion

Student attendance, Fall i-Ready Data, End of Program Surveys, Parent attendance

G2.B2 Lack of Foundational Reading Skills 2

B254644

G2.B2.S1 Use of District approved i-Ready program. Students will take diagnostic assessment to determine progress of each student. 4

S268958

Strategy Rationale

i-Ready is an individualized instructional tool that targets students' instructional level and provides tailored instructional pathways.

Action Step 1 5

i-Ready to be used K-5 in classroom and lab use.

Person Responsible

Troy Thompson

Schedule

Daily, from 9/25/2017 to 5/18/2018

Evidence of Completion

i-Ready school level reports

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

Data progress monitoring

Person Responsible

Edwina Oliver

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Progress monitoring 3X per year that identify student growth

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

Administrator access to the program and review of reports

Person Responsible

Edwina Oliver


Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Computer generated reports from I-Ready

G2.B2.S2 Use of SRA Corrective Reading program. Students will work in smaller groups with Intervention and classroom teachers. 4

 S268959

Strategy Rationale

The SRA Corrective Reading is a direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

Action Step 1 5

SRA Training- Reading Mastery (K-2)

Person Responsible

Tanisha Williams

Schedule

On 8/9/2017

Evidence of Completion

Implementation of K-2 Reading Mastery

Action Step 2 5

SRA Coaching and Professional Development for Corrective, Language, and Reading Mastery

Person Responsible

Tanisha Williams

Schedule

Quarterly, from 11/6/2017 to 1/31/2018

Evidence of Completion

Training Logs, Survey Feedback, Agendas from SRA Trainings

Action Step 3 5

Providing Reading Pals for identified 3rd graders in Profile 1 that will work with students to think about text they have read, talk and write about. Reading Volunteers will learn how to model and coach children as they think about the text.

Person Responsible

Edwina Oliver

Schedule

Weekly, from 10/30/2017 to 3/16/2018

Evidence of Completion

Student attendance data and 3rd Grade FSA Reading Data

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

Observation of SRA Corrective Reading Lessons (3-5) /SRA Reading Mastery & Language (K-2)

Person Responsible

Edwina Oliver

Schedule

Biweekly, from 9/25/2017 to 5/18/2018

Evidence of Completion

Classroom Observation, CPT Discussions, Teacher Feedback, SRA Coach Notes

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

Review SRA Progress Monitoring Data- Dashboard

Person Responsible

Edwina Oliver

Schedule

Every 6 Weeks, from 9/25/2017 to 5/18/2018

Evidence of Completion

SRA Progress Monitoring, i-Ready Reading Diagnostic data

G2.B3 Scope and Sequence of ELA standards 2

B254645

G2.B3.S1 Teachers will continue to work through the updated IFGs to enhance their knowledge of the Florida Standards. 4

S268960

Strategy Rationale

A truly deep understanding of the Florida standards will assist teachers in their planning as well as direct instruction of each student in their class. It will provide teachers with a better understanding of instructional decision making and determination of strengths and weaknesses of each student as they work towards mastery.

Action Step 1 5

CPT meetings on a weekly basis that are relevant to academic instruction and instructional strategies

Person Responsible

Edwina Oliver

Schedule

Monthly, from 9/7/2017 to 3/8/2018

Evidence of Completion

Agendas from CPT meetings

Action Step 2 5

Reviewing Standard Based Common Assessments, Item Analysis to correlate with FSA

Person Responsible

Troy Thompson

Schedule

Quarterly, from 10/9/2017 to 2/28/2018

Evidence of Completion

Agendas from Admin CPTs, EEB Data Dashboard, evidence during walk-throughs and observations of teaching to the increased level of rigor associated with grade level standards.

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

CPT agendas are emailed and collected to ensure meetings are instructionally driven

Person Responsible

Edwina Oliver

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

CPT weekly meetings and collection of agendas. Administration will attend CPT meetings on a monthly basis to share relevant instructional information.

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

Classroom walkthroughs and PRIDE tools to ensure implementation of instructional practices

Person Responsible

Edwina Oliver

Schedule

Monthly, from 8/14/2017 to 5/25/2018


Evidence of Completion

Administration will use district approved PRIDE documentation to ensure effective instructional practices in classrooms.

G2.B4 Access to Reading Materials at home 2

 B254646

G2.B4.S1 Lending Library - Up with Books Partnership with Ashton Elementary 4

 S268961

Strategy Rationale

When students have books at home they are more likely to read or be read to increasing their opportunity for reading on grade-level.

Action Step 1 5

Collaborate with Ashton elementary regarding book drive, delivery and inventory.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Tracking number of books donated and given to students through different programs.

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

Using PBIS Tornado Take Out- we will determine the number of books students are receiving to build their home library.

Person Responsible

Troy Thompson

Schedule

Semiannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Tracking the number of PBIS tickets collected and inventory of donated books.

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

A student survey will be created asking about PBIS books and home libraries.

Person Responsible

Robin Williams

Schedule

On 5/18/2018

Evidence of Completion

Student Survey at the end of the year regarding books earned from school and the size of their home library.

G3. By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment. 1

G094705

G3.B1 Significant changes in standards requiring additional time and planning. 2

B254647

G3.B1.S1 Math Rounding and Debriefing 4

S268962

Strategy Rationale

PD offerings on and off site arranged by teams will allow for more collaboration to implement strategies in Math.

Action Step 1 5

Maximizing Math Mentality- GPS

Person Responsible

Troy Thompson

Schedule

Quarterly, from 9/4/2017 to 2/28/2018

Evidence of Completion

District Provided PD opportunity

Action Step 2 5

i-Ready District and School PD offerings- Mathematics

Person Responsible

Troy Thompson

Schedule

Quarterly, from 10/2/2017 to 3/30/2018

Evidence of Completion

PD opportunities

Action Step 3 5

Math fluency and Go Math! Ongoing Investigations

Person Responsible

Troy Thompson

Schedule

Quarterly, from 9/25/2017 to 4/30/2018

Evidence of Completion

PD opportunities

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

PD offerings at EEB during CPT times. Administration will attend these trainings.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 9/25/2017 to 4/30/2018

Evidence of Completion

PD agendas and trainings. Implementation of Mathematics strategies in the classroom.

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

PRIDE walkthroughs and classroom observations. Indicators for Success tool to measure effectiveness. Review of class data with teachers.

Person Responsible

Troy Thompson

Schedule

Semiannually, from 9/25/2017 to 4/30/2018

Evidence of Completion

Administration will meet with classroom teachers utilizing the PRIDE documents to provide coaching and feedback. Feedback will be specific to instructional strategies that as a staff we are working on through PD.

G3.B2 Lack of mathematics fluency and opportunities for regular practice. 2

B254648

G3.B2.S1 Use of i-Ready Math to build Mathematics fluency. 4

S268963

Strategy Rationale

Successful math instruction requires a strong basis in the fundamentals, as a lack of fluency in simple arithmetic functions is detrimental to the understanding of more challenging concepts. The best method for developing these basic skills is practice in becoming mathematically fluent.

Action Step 1 5

Develop Lab schedule that supports 45-60 minutes per week in i-Ready Mathematics

Person Responsible

Troy Thompson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

i-Ready Diagnostic Data, Usage reports

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

Observation of students in computer labs or classroom stations, Ensure progress in i-Ready program.

Person Responsible

Troy Thompson

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

i-Ready Diagnostic Reports, Growth Monitoring

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

Track student growth scores over the 3 i-Ready Math diagnostics.

Person Responsible

Troy Thompson

Schedule

Annually, from 8/14/2017 to 5/25/2018

Evidence of Completion

i-Ready Math data, FSA Mathematics results

G3.B3 Additional Opportunities for Math Talk and collaboration in the classroom 2

B256293

G3.B3.S1 Math Structures- Number of the Day, Problem of the day, Journals/notebooks that allow for student to students collaboration and sharing Math thinking. 4

S270957

Strategy Rationale

When students have an opportunity to struggle with math concepts, talk about and write their thinking, while defending their solutions, they are more likely to gain proficiency and math fluency.

Action Step 1 5

Math training that provides an opportunity for teachers to observe the Math structures being used in a model classroom and bring back to their classrooms to support Math among students.

Person Responsible

Troy Thompson

Schedule

Semiannually, from 9/7/2017 to 5/25/2018

Evidence of Completion

Classroom walk throughs and observation data demonstrating the use of Math talk and supporting activities/ structures.

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

Classroom walk through and observations with a follow up PLC with district support on Math structure progress as a school.

Person Responsible

Troy Thompson

Schedule

Every 3 Weeks, from 8/14/2017 to 11/15/2017

Evidence of Completion

Use of the Indicators for Success and observation forms, Informal checklist created by administration. i-Ready and Math FSA data.

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

Fall PLC to meet with Teachers and get feedback about implementation. Data Chats using the Dashboard (GPS monthly assessments).

Person Responsible

Troy Thompson

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Effectiveness will be determined by observation data and the use of Math talk in classrooms. In addition, Monthly GPS assessments from the district to assess student math performance in specifically taught standards.

G4. By the year 2018, Emma E. Booker Elementary 5th Graders will show a minimum increase of 4% in Science proficiency as evident on the Science Standards Assessments. 1

G094706

G4.B1 Lack of Science Inquiry skills and questioning techniques 2

B254649

G4.B1.S1 Provide training for Science teachers in order to build instructional strategies that address inquiry skills, science vocabulary, and scientific process for science literacy. 4

S268964

Strategy Rationale

Staff will learn techniques from each other and begin implementing best practices in their classrooms.

Action Step 1 5

Science Committee meetings/ trainings

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

CPT/ Committee Minutes, Observation notes from science instruction.

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

Administration involved in training and planning, CPT Notes and Discussions with teachers.

Person Responsible

Troy Thompson

Schedule

Semiannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

CPT Minutes, PD site, Lesson Plans, Observation notes from Science instruction

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

Review Student performance data on Science Benchmarks

Person Responsible

Troy Thompson


Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Science benchmark results- Fusion Unit assessments, 5th Grade Science Standards Assessment

G4.B1.S2 FAB Labs instruction as a part of the outreach program for modeling inquiry and scientific questioning. 4

 S268965

Strategy Rationale

These quality Science experiments model scientific method to students and provide exemplar lessons for teachers to observe and learn from to improve best practices.

Action Step 1 5

Exemplar Science lessons- experiences for practicing questioning and inquiry skills. Aligned with Science Focus Calendar

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Science Focus Calendar, Observation Notes

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

Observe FAB LAB activities, Lesson plans and observation notes.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

FAB LAB lesson plans, Science Focus Calendar, Teacher feedback

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

Review Student Science Performance Data, Gather Teacher feedback on lessons

Person Responsible

Troy Thompson

Schedule

On 5/25/2018

Evidence of Completion

5th Grade Science Standards Assessment data, Observation notes

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

Science Benchmark Assessments- Study Island Science

Person Responsible

Troy Thompson

Schedule

On 5/25/2018

Evidence of Completion

Science Benchmark results and Data discussions- Study Island Grade level and individual reports

G4.B2 Lack of engaging Science experiences outside of school **2**

 B254650

G4.B2.S1 FabLabs are a part of the Suncoast Science Center Outreach program available to schools to offer Science Experiences to elementary students. **4**

 S268966

Strategy Rationale

When students participate in hands-on, engaging, and dynamic science experiences, they are more likely to retain the content and connect science to the world around them.

Action Step 1 **5**

Coordinate a calendar of FabLab experiences for K-5 students.

Person Responsible

Troy Thompson

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Observation of FabLab Experiences/ Schedule

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

Science Committee Quarterly Meetings- Notes and Plans

Person Responsible

Troy Thompson

Schedule

On 5/25/2018

Evidence of Completion

Schedule of FabLab Activities- Science Committee Notes

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

Students will take Science benchmark and Fusion Assessments related to Lab Topics.

Person Responsible

Troy Thompson

Schedule

On 5/25/2018

Evidence of Completion

Science Committee Meeting Notes- Science Performance Assessments

G4.B3 Students reading proficiency levels makes science text difficult **2**

 B255825

G4.B3.S1 Integration of Science informational text into the ELA blocks while also providing reading instruction and interventions to improve reading proficiency. **4**

 S270389

Strategy Rationale

By providing reading interventions to build reading proficiency, students are more likely to be able to read Science text and attack new words in context.

Action Step 1 **5**

Integration of Science and non-fiction text into the reading blocks in all grade levels.

Person Responsible

Troy Thompson

Schedule

Every 6 Weeks, from 8/14/2017 to 5/25/2018

Evidence of Completion

Observation Notes- Lesson Plans- i-Ready and other Reading assessments

Action Step 2 **5**

Utilize MiniMax reading intervention times to improve reading proficiency in students.

Person Responsible

Troy Thompson

Schedule

Every 6 Weeks, from 8/14/2017 to 5/25/2018

Evidence of Completion

MiniMax Schedules- SWST Notes- Lesson Plans

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

Review SWST Notes and use the Data Dashboard to monitor student performance in reading.

Person Responsible

Troy Thompson

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

SWST Notes, MTSS Documentation

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

Utilize classroom walk throughs to check for Science integration, reading interventions, and ensure engaging Science Activities

Person Responsible

Troy Thompson

Schedule

Semiannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Observation Notes, MTSS documentation, SWST Notes, Schedules and Lesson Plans

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

Data chats with teachers to discuss observation data, lesson plans, and SWST documentation to ensure that students are improving reading proficiency while also having opportunities to read science text in ELA.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data chats and discussion notes, lesson plans, MTSS documentation, Observation notes, Student Performance data on Dashboard

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

Data chats with teachers to discuss observation data, lesson plans, and SWST documentation to ensure that students are improving reading proficiency while also having opportunities to read science text in ELA.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data chats and discussion notes, lesson plans, MTSS documentation, Observation notes, Student Performance data on Dashboard

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-------------------|-------------------------------|--|--------------------------|
| 2018 | | | | | |
| G2.B1.S2.MA1 M383373 | Regular walk throughs and observations | Oliver, Edwina | 6/12/2017 | Student attendance, Fall i-Ready Data, End of Program Surveys, Parent attendance | 7/27/2017 one-time |
| G2.B2.S2.A1 A358824 | SRA Training- Reading Mastery (K-2) | Williams, Tanisha | 8/8/2017 | Implementation of K-2 Reading Mastery | 8/9/2017 one-time |
| G3.B3.S1.MA1 M388010 | Classroom walk through and observations with a follow up PLC with district support on Math... | Thompson, Troy | 8/14/2017 | Use of the Indicators for Success and observation forms, Informal checklist created by administration. i-Ready and Math FSA data. | 11/15/2017 every-3-weeks |
| G2.B2.S2.A2 A358825 | SRA Coaching and Professional Development for Corrective, Language, and Reading Mastery | Williams, Tanisha | 11/6/2017 | Training Logs, Survey Feedback, Agendas from SRA Trainings | 1/31/2018 quarterly |
| G3.B1.S1.A1 A358828 | Maximizing Math Mentality- GPS | Thompson, Troy | 9/4/2017 | District Provided PD opportunity | 2/28/2018 quarterly |
| G2.B3.S1.A2 A358827 | Reviewing Standard Based Common Assessments, Item Analysis to correlate with FSA | Thompson, Troy | 10/9/2017 | Agendas from Admin CPTs, EEB Data Dashboard, evidence during walk-throughs and observations of teaching to the increased level of rigor associated with grade level standards. | 2/28/2018 quarterly |
| G2.B3.S1.A1 A358826 | CPT meetings on a weekly basis that are relevant to academic instruction and instructional... | Oliver, Edwina | 9/7/2017 | Agendas from CPT meetings | 3/8/2018 monthly |
| G2.B2.S2.A3 A362416 | Providing Reading Pals for identified 3rd graders in Profile 1 that will work with students to... | Oliver, Edwina | 10/30/2017 | Student attendance data and 3rd Grade FSA Reading Data | 3/16/2018 weekly |
| G3.B1.S1.A2 A358829 | i-Ready District and School PD offerings- Mathematics | Thompson, Troy | 10/2/2017 | PD opportunities | 3/30/2018 quarterly |
| G2.MA1 M383381 | PRIDE observations and Indicators for Success tool to document instructional strategies used in... | Thompson, Troy | 9/25/2017 | PRIDE tools. Indicators for Success tools. CPT agendas and notes. | 4/30/2018 every-6-weeks |
| G3.B1.S1.A3 A358830 | Math fluency and Go Math! Ongoing Investigations | Thompson, Troy | 9/25/2017 | PD opportunities | 4/30/2018 quarterly |
| G2.B1.S1.MA1 M383372 | Progress monitoring data of all classrooms and struggling students. Walkthroughs of SRA... | Oliver, Edwina | 9/25/2017 | PRIDE Feedback, CPT Minutes, MTSS Data, SRA Reports | 4/30/2018 every-6-weeks |
| G3.B1.S1.MA1 M383383 | PD offerings at EEB during CPT times. Administration will attend these trainings. | Thompson, Troy | 9/25/2017 | PD agendas and trainings. Implementation of Mathematics strategies in the classroom. | 4/30/2018 quarterly |
| G3.B1.S1.MA1 M383382 | PRIDE walkthroughs and classroom observations. Indicators for Success tool to measure... | Thompson, Troy | 9/25/2017 | Administration will meet with classroom teachers utilizing the PRIDE documents to provide coaching and feedback. Feedback will be specific to instructional strategies that as a staff we are working on through PD. | 4/30/2018 semiannually |
| G2.B1.S1.MA1 M383371 | Progress monitoring data | Oliver, Edwina | 9/25/2017 | Regular progress monitoring of student data and discussions during curriculum team meetings | 4/30/2018 monthly |
| G2.B1.S1.A1 A358821 | Daily intensive intervention assistance with struggling students. | Washington, Dwana | 10/2/2017 | SRA reading intervention- small group and progress monitoring data | 5/4/2018 daily |
| G2.B2.S2.MA1 M383377 | Review SRA Progress Monitoring Data- Dashboard | Oliver, Edwina | 9/25/2017 | SRA Progress Monitoring, i-Ready Reading Diagnostic data | 5/18/2018 every-6-weeks |

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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 |
|-------------------------|---|-----------------|-------------------------------|--|-------------------------|
| G2.B4.S1.MA1 M388066 | A student survey will be created asking about PBIS books and home libraries. | Williams, Robin | 5/18/2018 | Student Survey at the end of the year regarding books earned from school and the size of their home library. | 5/18/2018 one-time |
| G3.B2.S1.A1 A358831 | Develop Lab schedule that supports 45-60 minutes per week in i-Ready Mathematics | Thompson, Troy | 8/28/2017 | i-Ready Diagnostic Data, Usage reports | 5/18/2018 monthly |
| G2.B2.S2.MA1 M383378 | Observation of SRA Corrective Reading Lessons (3-5) /SRA Reading Mastery & Language (K-2) | Oliver, Edwina | 9/25/2017 | Classroom Observation, CPT Discussions, Teacher Feedback, SRA Coach Notes | 5/18/2018 biweekly |
| G2.B2.S1.A1 A358823 | i-Ready to be used K-5 in classroom and lab use. | Thompson, Troy | 9/25/2017 | i- Ready school level reports | 5/18/2018 daily |
| G4.B1.S1.MA1 M383387 | Review Student performance data on Science Benchmarks | Thompson, Troy | 8/14/2017 | Science benchmark results- Fusion Unit assessments, 5th Grade Science Standards Assessment | 5/25/2018 quarterly |
| G2.B3.S1.MA1 M383380 | CPT agendas are emailed and collected to ensure meetings are instructionally driven | Oliver, Edwina | 8/14/2017 | CPT weekly meetings and collection of agendas. Administration will attend CPT meetings on a monthly basis to share relevant instructional information. | 5/25/2018 weekly |
| G2.B2.S1.MA1 M383376 | Data progress monitoring | Oliver, Edwina | 8/14/2017 | Progress monitoring 3X per year that identify student growth | 5/25/2018 quarterly |
| G2.B2.S1.MA1 M383375 | Administrator access to the program and review of reports | Oliver, Edwina | 8/14/2017 | Computer generated reports from I-Ready | 5/25/2018 monthly |
| G1.B3.S1.A2 A358818 | Referral to EDT services for extensive support services- On campus therapy | Thompson, Troy | 8/28/2017 | EDT rosters | 5/25/2018 monthly |
| G2.B4.S1.MA1 M388065 | Using PBIS Tornado Take Out- we will determine the number of books students are receiving to build... | Thompson, Troy | 8/14/2017 | Tracking the number of PBIS tickets collected and inventory of donated books. | 5/25/2018 semiannually |
| G2.B4.S1.A1 A363143 | Collaborate with Ashton elementary regarding book drive, delivery and inventory. | Thompson, Troy | 8/14/2017 | Tracking number of books donated and given to students through different programs. | 5/25/2018 quarterly |
| G1.B3.S1.A1 A358817 | Identify and teach our PBIS curriculum to students in small groups- Second Step/ Social Emotional... | Williams, Robin | 8/28/2017 | Small group rosters as identified and recommended from their classroom teacher | 5/25/2018 every-6-weeks |
| G1.B3.S1.MA1 M383367 | SWST team updates on small guidance groups | Williams, Robin | 8/28/2017 | SWST meets weekly and reviews students who are in need of additional guidance and behavior supports. | 5/25/2018 every-6-weeks |
| G1.B3.S1.MA1 M383366 | Continued documentation of SWST records and notes | Thompson, Troy | 8/28/2017 | Student group meeting data is collected as well as behavior data monitored through the year. | 5/25/2018 every-6-weeks |
| G1.B2.S1.A1 A358815 | TPS data, ESD Discipline Reports, Refocus Room data | Williams, Robin | 8/28/2017 | Comparative data from the 15-16 school year and the 16-17 school year, identify trends. | 5/25/2018 quarterly |
| G1.B2.S1.MA1 M383363 | Meet with support staff to review behavior data (ESD Reports and Refocus room data) | Thompson, Troy | 8/28/2017 | SWST notes, Behavior data, Observation data use of Character Builder | 5/25/2018 quarterly |
| G3.B2.S1.MA1 M383384 | Track student growth scores over the 3 i-Ready Math diagnostics. | Thompson, Troy | 8/14/2017 | i-Ready Math data, FSA Mathematics results | 5/25/2018 annually |
| G3.B2.S1.MA1 M383385 | Observation of students in computer labs or classroom stations, Ensure progress in i-Ready program. | Thompson, Troy | 8/14/2017 | i-Ready Diagnostic Reports, Growth Monitoring | 5/25/2018 triannually |
| G1.B2.S1.MA1 M383362 | Review of behavior data at Staff Meetings | Thompson, Troy | 8/28/2017 | Data indicating behavior incidents | 5/25/2018 quarterly |
| G2.B3.S1.MA1 M383379 | Classroom walkthroughs and PRIDE tools to ensure implementation of instructional practices | Oliver, Edwina | 8/14/2017 | Administration will use district approved PRIDE documentation to ensure effective instructional practices in classrooms. | 5/25/2018 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 |
|-------------------------|--|-----------------|-------------------------------|---|-------------------------|
| G4.B1.S1.MA1 M383388 | Administration involved in training and planning, CPT Notes and Discussions with teachers. | Thompson, Troy | 8/14/2017 | CPT Minutes, PD site, Lesson Plans, Observation notes from Science instruction | 5/25/2018 semiannually |
| G4.B1.S1.A1 A358832 | Science Committee meetings/ trainings | Thompson, Troy | 8/14/2017 | CPT/ Committee Minutes, Observation notes from science instruction. | 5/25/2018 quarterly |
| G4.B2.S1.MA1 M386691 | Students will take Science benchmark and Fusion Assessments related to Lab Topics. | Thompson, Troy | 11/1/2017 | Science Committee Meeting Notes- Science Performance Assessments | 5/25/2018 one-time |
| G4.B2.S1.MA1 M386690 | Science Committee Quarterly Meetings- Notes and Plans | Thompson, Troy | 11/1/2017 | Schedule of FabLab Activities- Science Committee Notes | 5/25/2018 one-time |
| G4.B2.S1.A1 A361970 | Coordinate a calendar of FabLab experiences for K-5 students. | Thompson, Troy | 11/1/2017 | Observation of FabLab Experiences/ Schedule | 5/25/2018 monthly |
| G4.B3.S1.MA1 M386694 | Data chats with teachers to discuss observation data, lesson plans, and SWST documentation to... | Thompson, Troy | 8/14/2017 | Data chats and discussion notes, lesson plans, MTSS documentation, Observation notes, Student Performance data on Dashboard | 5/25/2018 quarterly |
| G4.B3.S1.MA1 M386695 | Data chats with teachers to discuss observation data, lesson plans, and SWST documentation to... | Thompson, Troy | 8/14/2017 | Data chats and discussion notes, lesson plans, MTSS documentation, Observation notes, Student Performance data on Dashboard | 5/25/2018 quarterly |
| G4.B3.S1.MA1 M386692 | Review SWST Notes and use the Data Dashboard to monitor student performance in reading. | Thompson, Troy | 8/14/2017 | SWST Notes, MTSS Documentation | 5/25/2018 weekly |
| G4.B3.S1.MA2 M386693 | Utilize classroom walk throughs to check for Science integration, reading interventions, and ensure... | Thompson, Troy | 8/14/2017 | Observation Notes, MTSS documentation, SWST Notes, Schedules and Lesson Plans | 5/25/2018 semiannually |
| G4.B3.S1.A1 A361971 | Integration of Science and non-fiction text into the reading blocks in all grade levels. | Thompson, Troy | 8/14/2017 | Observation Notes- Lesson Plans- i-Ready and other Reading assessments | 5/25/2018 every-6-weeks |
| G1.B1.S3.MA1 M386687 | Monthly Meetings/ reports from EDT therapist/ coordinator | Thompson, Troy | 8/14/2017 | Monthly EDT Rosters, SWST Notes for referred students, Parent Sign in sheets | 5/25/2018 monthly |
| G3.B3.S1.MA1 M388011 | Fall PLC to meet with Teachers and get feedback about implementation. Data Chats using the... | Thompson, Troy | 8/14/2017 | Effectiveness will be determined by observation data and the use of Math talk in classrooms. In addition, Monthly GPS assessments from the district to assess student math performance in specifically taught standards. | 5/25/2018 monthly |
| G1.B1.S1.A1 A358814 | PBIS teaching- Social- Emotional Learning Groups | Williams, Robin | 8/14/2017 | Grade level orientations in August and January; lesson plan templates provided to teachers at beginning of the year and mid-year for review; ongoing review of expectations on morning announcements. Classroom Meeting tips and curriculum ideas. Second Step PD and observation of lessons being provided. Present Second Step concept with parents. Provide demonstration of InnerExplorer program for EEB families. | 5/25/2018 quarterly |
| G3.B3.S1.A1 A363105 | Math training that provides an opportunity for teachers to observe the Math structures being used... | Thompson, Troy | 9/7/2017 | Classroom walk throughs and observation data demonstrating the use of Math talk and supporting activities/ structures. | 5/25/2018 semiannually |
| G1.B2.S2.MA1 M383364 | Regular classroom walk throughs to gauge classroom culture, gather teacher feedback, review student... | Thompson, Troy | 8/7/2017 | Observation notes, teacher survey results, Student discipline data | 5/25/2018 quarterly |
| G1.B2.S2.MA1 M383365 | Classroom observation focusing on Domain I and the implementation of CHAMPs methods in classrooms. | Thompson, Troy | 8/7/2017 | Classroom observation data, Teacher feedback | 5/25/2018 weekly |

Sarasota - 0501 - Emma E. Booker Elementary School - 2017-18 SIP
Emma E. Booker Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-------------------|-------------------------------|--|-------------------------|
| G1.B2.S2.A1 A358816 | Provide 20 hour training for teachers using the CHAMPs guide. | Thompson, Troy | 8/7/2017 | PD Site- Register Participants, Attend Trainings | 5/25/2018 triannually |
| G1.B1.S1.MA1 M383361 | PBIS schedule, teaching, and parent demonstrations | Williams, Robin | 8/14/2017 | Data collection monthly to monitor discipline incidents. | 5/25/2018 quarterly |
| G1.B1.S3.A2 A361968 | EDT provides an on-site therapy and family service fro students struggling | Oliver, Edwina | 8/14/2017 | EDT Rosters, Intake information for referred students/ families. | 5/25/2018 weekly |
| G1.B1.S3.A1 A361967 | Parent Engagement Outreach and Family Events that improves the school and family relationship. | Thompson, Troy | 8/14/2017 | Parent Sign for events | 5/25/2018 quarterly |
| G1.B1.S1.MA1 M383360 | ESD Discipline reports and Refocus Room Time out of class data | Thompson, Troy | 8/14/2017 | Monthly data reports showing suspensions and lost instructional time shared with parents. | 5/25/2018 semiannually |
| G4.MA1 M383392 | Student Science performance data discussions, Classroom Observation Notes | Oliver, Edwina | 8/14/2017 | PRIDE observation notes, Science committee notes, 2018 5th Grade Science Standards Assessment Results, Data Dashboard | 5/25/2018 quarterly |
| G3.MA2 M388012 | Student performance data from the monthly GPS assessments | Thompson, Troy | 10/26/2017 | GPS monthly assessment data on Data Dashboard/ Results of Math FSA 3-5 and i-Ready K-2. | 5/25/2018 monthly |
| G3.MA1 M383386 | PD documentation and implementation of strategies observed in classrooms. | Oliver, Edwina | 8/14/2017 | PRIDE observation notes and PD documentation. | 5/25/2018 annually |
| G1.MA1 M383370 | Yearly behavior data/ ESD Attendance Reports | Oliver, Edwina | 8/28/2017 | End of year data- ESD Reports | 5/25/2018 one-time |
| G4.B1.S2.MA1 M383389 | Review Student Science Performance Data, Gather Teacher feedback on lessons | Thompson, Troy | 8/14/2017 | 5th Grade Science Standards Assessment data, Observation notes | 5/25/2018 one-time |
| G4.B1.S2.MA1 M383390 | Science Benchmark Assessments- Study Island Science | Thompson, Troy | 8/14/2017 | Science Benchmark results and Data discussions- Study Island Grade level and individual reports | 5/25/2018 one-time |
| G4.B1.S2.MA1 M383391 | Observe FAB LAB activities, Lesson plans and observation notes. | Thompson, Troy | 8/14/2017 | FAB LAB lesson plans, Science Focus Calendar, Teacher feedback | 5/25/2018 quarterly |
| G4.B1.S2.A1 A358833 | Exemplar Science lessons- experiences for practicing questioning and inquiry skills. Aligned with... | Thompson, Troy | 8/14/2017 | Lesson Plans, Science Focus Calendar, Observation Notes | 5/25/2018 quarterly |
| G1.B1.S2.MA1 M386686 | Attendance Database is kept on all students based on benchmarks- Fewer than 9 absences per Semester. | Thompson, Troy | 8/14/2017 | Attendance Database as a part of the School-wide Support Team Documentation | 5/25/2018 semiannually |
| G1.B1.S2.MA1 M386685 | Weekly Attendance reports generated by Attendance Support and SWST Meetings | Thompson, Troy | 8/14/2017 | ESD- Weekly Attendance Reports | 5/25/2018 weekly |
| G1.B1.S2.A1 A361966 | Clear and sequential plan of communication and contract for attendance. | Thompson, Troy | 8/14/2017 | Generated Letters, contracts and truancy documentation as entered in the Attendance Database | 5/25/2018 weekly |
| G1.B1.S3.MA1 M386688 | Parent Engagement Sign In Sheets to measure participation. | Thompson, Troy | 8/14/2017 | Attendance Database, SWST Notes, ESD Discipline Reports | 5/25/2018 quarterly |
| G4.B3.S1.A2 A361972 | Utilize MiniMax reading intervention times to improve reading proficiency in students. | Thompson, Troy | 8/14/2017 | MiniMax Schedules- SWST Notes- Lesson Plans | 5/25/2018 every-6-weeks |
| G2.B1.S2.A1 A358822 | An intensive summer program will be developed for incoming Kindergartners | Washington, Dwana | 6/11/2018 | An attendance database will be updated regularly and data will be collected regarding the necessary K readiness skills, both pre- and post-assessments | 7/26/2018 daily |
| G2.B1.S2.MA1 M383374 | Regular walk throughs and observations | Oliver, Edwina | 7/27/2018 | Observation Data, Teacher Survey, Parent survey, Fall i-Ready Data | 7/27/2018 weekly |

V. Professional Development Opportunities

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

G1. By the year 2018, the school will decrease the number of discipline incidents by 25% and decrease students who are chronically absent by 4%, as well as increase positive student relationships.

G1.B1 Family hardships and access to school- Limited parent engagement

G1.B1.S1 PBIS lessons and Class Meetings- Character Builder for Parent communication to support engagement

PD Opportunity 1

PBIS teaching- Social- Emotional Learning Groups

Facilitator

Robin Williams

Participants

All Teachers

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

G1.B2 High number of discipline referrals in previous years

G1.B2.S2 Train staff on CHAMPs approach to classroom management and methods of increasing positive interactions.

PD Opportunity 1

Provide 20 hour training for teachers using the CHAMPs guide.

Facilitator

FDLRS Trainers

Participants

Teachers K-5

Schedule

Triannually, from 8/7/2017 to 5/25/2018

G1.B3 School readiness- Development of social-emotional skills

G1.B3.S1 Small group instruction provided through guidance groups using the Second Step program as well as Kelso choices. Use of Character Builder. Scheduled Class meetings.

PD Opportunity 1

Identify and teach our PBIS curriculum to students in small groups- Second Step/ Social Emotional Learning (SEL)

Facilitator

Troy Thompson

Participants

Support Team/ Classroom Teachers

Schedule

Every 6 Weeks, from 8/28/2017 to 5/25/2018

G2. By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in reading proficiency as evident on the ELA Florida Standards Assessment.

G2.B2 Lack of Foundational Reading Skills

G2.B2.S1 Use of District approved i-Ready program. Students will take diagnostic assessment to determine progress of each student.

PD Opportunity 1

i-Ready to be used K-5 in classroom and lab use.

Facilitator

District i-Ready Support Staff (Michelle Kloese)

Participants

All classroom teachers

Schedule

Daily, from 9/25/2017 to 5/18/2018

G2.B2.S2 Use of SRA Corrective Reading program. Students will work in smaller groups with Intervention and classroom teachers.

PD Opportunity 1

SRA Training- Reading Mastery (K-2)

Facilitator

McGraw-Hill (SRA)

Participants

Classroom, Intervention, Support Teachers, Instructional Aide

Schedule

On 8/9/2017

PD Opportunity 2

SRA Coaching and Professional Development for Corrective, Language, and Reading Mastery

Facilitator

Shari Tomlinson/or other McGraw-Hill Rep

Participants

Instructional Staff

Schedule

Quarterly, from 11/6/2017 to 1/31/2018

PD Opportunity 3

Providing Reading Pals for identified 3rd graders in Profile 1 that will work with students to think about text they have read, talk and write about. Reading Volunteers will learn how to model and coach children as they think about the text.

Facilitator

Dr. Naimann/ Ms. Cantese/ Dwana Washington

Participants

Community Volunteers and Rockin Readers' Volunteers

Schedule

Weekly, from 10/30/2017 to 3/16/2018

G3. By the year 2018, Emma E. Booker Elementary will show a minimum increase of 4% in mathematics proficiency as evident on the Mathematics Florida Standards Assessment.

G3.B1 Significant changes in standards requiring additional time and planning.

G3.B1.S1 Math Rounding and Debriefing

PD Opportunity 1

Maximizing Math Mentality- GPS

Facilitator

District- Mathematics Trainers

Participants

K-5 teachers

Schedule

Quarterly, from 9/4/2017 to 2/28/2018

PD Opportunity 2

i-Ready District and School PD offerings- Mathematics

Facilitator

District- i-Ready Support

Participants

K-5 Teachers

Schedule

Quarterly, from 10/2/2017 to 3/30/2018

G3.B3 Additional Opportunities for Math Talk and collaboration in the classroom

G3.B3.S1 Math Structures- Number of the Day, Problem of the day, Journals/notebooks that allow for student to students collaboration and sharing Math thinking.

PD Opportunity 1

Math training that provides an opportunity for teachers to observe the Math structures being used in a model classroom and bring back to their classrooms to support Math among students.

Facilitator

Sue D'Angelo

Participants

K-5 Teachers

Schedule

Semiannually, from 9/7/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|--------------------|---|---|-----------------|-----|-------------------|
| 1 | G1.B1.S1.A1 | PBIS teaching- Social- Emotional Learning Groups | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 310-Professional and Technical Services | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| <i>Notes: Second Step Curriculum- PD</i> | | | | | | |
| 2 | G1.B1.S2.A1 | Clear and sequential plan of communication and contract for attendance. | | | | \$2,100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | | | \$2,100.00 |
| <i>Notes: Contracted Attendance Support</i> | | | | | | |
| 3 | G1.B1.S3.A1 | Parent Engagement Outreach and Family Events that improves the school and family relationship. | | | | \$5,710.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | | | \$5,710.00 |
| <i>Notes: Varying Parent Engagement Activities</i> | | | | | | |
| 4 | G1.B1.S3.A2 | EDT provides an on-site therapy and family service fro students struggling | | | | \$0.00 |
| 5 | G1.B2.S1.A1 | TPS data, ESD Discipline Reports, Refocus Room data | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$0.00 |
| 6 | G1.B2.S2.A1 | Provide 20 hour training for teachers using the CHAMPs guide. | | | | \$0.00 |
| 7 | G1.B3.S1.A1 | Identify and teach our PBIS curriculum to students in small groups- Second Step/ Social Emotional Learning (SEL) | | | | \$3,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$3,400.00 |
| <i>Notes: Second Step Curriculum and Online resources</i> | | | | | | |
| 8 | G1.B3.S1.A2 | Referral to EDT services for extensive support services- On campus therapy | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |

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|-----------|--------------------|--|---|-----------------|-----|---------------------|
| | | | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | <i>Notes: Grant Support Program</i> | | | |
| 9 | G2.B1.S1.A1 | Daily intensive intervention assistance with struggling students. | | | | \$505,190.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$505,190.00 |
| | | | <i>Notes: Title I teachers- Reading Recovery- MiniMax Instruction</i> | | | |
| 10 | G2.B1.S2.A1 | An intensive summer program will be developed for incoming Kindergartners | | | | \$53,623.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | <i>Notes: Grant- Community Foundation of Sarasota</i> | | | |
| | | | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$53,623.00 |
| | | | <i>Notes: Combination of Funding Sources</i> | | | |
| 11 | G2.B2.S1.A1 | i-Ready to be used K-5 in classroom and lab use. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | <i>Notes: 30 Minute Per day/ per class</i> | | | |
| 12 | G2.B2.S2.A1 | SRA Training- Reading Mastery (K-2) | | | | \$4,697.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 310-Professional and Technical Services | 0501 - Emma E. Booker Elementary School | Title I, Part A | | \$4,697.00 |
| | | | <i>Notes: 1/2 Day Training for instructional Staff- Pre-planning week. SRA consultant</i> | | | |
| 13 | G2.B2.S2.A2 | SRA Coaching and Professional Development for Corrective, Language, and Reading Mastery | | | | \$0.00 |
| 14 | G2.B2.S2.A3 | Providing Reading Pals for identified 3rd graders in Profile 1 that will work with students to think about text they have read, talk and write about. Reading Volunteers will learn how to model and coach children as they think about the text. | | | | \$0.00 |
| 15 | G2.B3.S1.A1 | CPT meetings on a weekly basis that are relevant to academic instruction and instructional strategies | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |

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|----|-------------|--|---|----------------|-----|---|
| | | | | | | <i>Notes: Regular PLC Planning time</i> |
| 16 | G2.B3.S1.A2 | Reviewing Standard Based Common Assessments, Item Analysis to correlate with FSA | | | | \$38,264.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$38,264.00 |
| 17 | G2.B4.S1.A1 | Collaborate with Ashton elementary regarding book drive, delivery and inventory. | | | | \$0.00 |
| 18 | G3.B1.S1.A1 | Maximizing Math Mentality- GPS | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | | | | <i>Notes: Math Training- District supported through Grant</i> |
| 19 | G3.B1.S1.A2 | i-Ready District and School PD offerings- Mathematics | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | | | | <i>Notes: District i-Ready Specialist</i> |
| 20 | G3.B1.S1.A3 | Math fluency and Go Math! Ongoing Investigations | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | | | | <i>Notes: Daily and Weekly Math Materials</i> |
| 21 | G3.B2.S1.A1 | Develop Lab schedule that supports 45-60 minutes per week in i-Ready Mathematics | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| | | | | | | <i>Notes: Part of Master Schedule</i> |
| 22 | G3.B3.S1.A1 | Math training that provides an opportunity for teachers to observe the Math structures being used in a model classroom and bring back to their classrooms to support Math among students. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| | | | | | | <i>Notes: Math Training- District supported through Grant</i> |

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|---|--------------------|---|---|----------------|---------------|---------------------|
| 23 | G4.B1.S1.A1 | Science Committee meetings/ trainings | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | General Fund | | \$0.00 |
| <i>Notes: Science Committee Meetings</i> | | | | | | |
| 24 | G4.B1.S2.A1 | Exemplar Science lessons- experiences for practicing questioning and inquiry skills. Aligned with Science Focus Calendar | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0501 - Emma E. Booker Elementary School | Other | | \$0.00 |
| <i>Notes: FAB Lab Outreach Program- Grant</i> | | | | | | |
| 25 | G4.B2.S1.A1 | Coordinate a calendar of FabLab experiences for K-5 students. | | | | \$0.00 |
| 26 | G4.B3.S1.A1 | Integration of Science and non-fiction text into the reading blocks in all grade levels. | | | | \$0.00 |
| 27 | G4.B3.S1.A2 | Utilize MiniMax reading intervention times to improve reading proficiency in students. | | | | \$0.00 |
| | | | | | Total: | \$612,984.00 |