

Sarasota County Schools

Emma E. Booker Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

Demographics

Principal: Edwina Oliver

Start Date for this Principal: 8/8/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2020-21: (39%) 2018-19: D (39%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

“High Expectations For All”

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Parker, Cameron	Principal	<p>Drives the continued development of and monitors the performance of all school systems and processes which result in student achievement and the safety & well being of all students and staff. Specifically ensuring fidelity to instructional best practices in all content areas.</p> <p>Defines and enforces school policies and guidelines for students and staff.</p> <p>Works with staff to develop a school culture that embraces the three big ideas that drive the work of a PLC.</p> <ol style="list-style-type: none"> 1. A focus on learning 2. A collaborative culture and collective responsibility 3. A results orientation <p>Develops and fosters community partner relationships for the benefit of students and staff.</p> <p>Develops and fosters strong relationships with staff to ensure low turnover ratios, resulting in continuity of instructional practices and teacher capacity.</p>
Cirillo, Gina	Assistant Principal	<p>Assists principal to ensure student growth and achievement are obtained through the use of instructional best practices in all content areas.</p> <p>Assists principal with school management, student activities and services.</p> <p>Assists principal with developing and fostering community partner relationships for the benefit of students and staff.</p> <p>Assists principal with developing and fostering strong relationships with staff, to ensure low turnover ratios, resulting in continuity of instructional practices and teacher capacity.</p> <p>Ensures teacher fidelity to EEB curriculum resources and block model.</p> <p>Coordinate with principal to assist in defining and enforcing school policies and guidelines for students and staff.</p> <p>Responsible for the oversight of the ESE department and CARE to ensure student IEP goals are met.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Responsible for student behavior management in grades 3-5.</p> <p>Assists principal in working with staff to develop a school culture that embraces the three big ideas that drive the work of a PLC.</p> <ol style="list-style-type: none"> 1. A focus on learning 2. A collaborative culture and collective responsibility 3. A results orientation <p>Assist principal to ensure student growth and achievement are obtained through the use of instructional best practices in all content areas.</p> <p>Assist principal with school management, student activities and services.</p> <p>Assists principal with developing and fostering community partner relationships for the benefit of students and staff.</p> <p>Assist principal with developing and fostering strong relationships with staff, to ensure low turnover ratios, resulting in continuity of instructional practices and teacher capacity.</p>
<p>Stroughter, Keatrun</p>	<p>Assistant Principal</p>	<p>Ensure teacher fidelity to EEB curriculum resources and block model.</p> <p>Coordinate with principal to assist in defining and enforcing school policies and guidelines for students and staff.</p> <p>Assists principal in working with staff to develop a school culture that embraces the three big ideas that drive the work of a PLC.</p> <ol style="list-style-type: none"> 1. A focus on learning 2. A collaborative culture and collective responsibility 3. A results orientation <p>Responsible for the oversight of the MTSS process and SWST to ensure student needs are met within each classroom environment and the integrity of interventions are upheld.</p>

Name	Position Title	Job Duties and Responsibilities
		Responsible for student behavior management in grades K-2.
Major-Harper, Carolyn	SAC Member	Ms. Major-Harper is a SAC member. As such she provides support and advice in regards to EEB's academic programs and activities.
Fernandez, Debra	Teacher, K-12	As the ESOL Teacher/Liaison, Ms. Fernandez assists in the coordination of eligibility and placement for ESOL students at EEB. In addition, she provides leadership for improving instruction for our ESOL students.
Washington, Dwana	Teacher, K-12	Small group instruction teacher for lower quartile students, as well as Tier 2 and Tier 3 students. Ms. Washington's groups are comprised of students from grades 3-5 for lower quartile. Tier 2 and Tier 3 students are serviced in various grades K-5, depending on the need. Third Grade Team Leader, Data Coach, SLA Coordinator, Testing Coordinator, Guiding Coalition Member
Bosak, Rachel	Teacher, K-12	Ms. Nero is a first grade teacher at EEB and as such is responsible for the academic success of her students, as well as their social and emotional needs. Ms. Nero is also the first grade team leader and a member of the Guiding Coalition.
Mahoney, Megan	Teacher, K-12	Ms. Mahoney is a third grade teacher at EEB and as such is responsible for the academic success of her students, as well as their social and emotional needs. In addition, Ms. Mahoney is the Parent & Family Engagement Coordinator and works for Booker Boost, our after care program.
Taylor, Tami	Instructional Coach	As an instructional facilitator Ms. Taylor assists in ensuring teacher fidelity to the ELA curriculum and the classroom block model in grades 2-5. This includes providing teachers feedback from classroom visits, modeling and coaching. Half day planning and content area planning are also IF responsibilities, which provide the ability to build teacher capacity in their content areas. Ms. Taylor participates in ELA professional developments to remain current in ELA best practice, and is a member of the Guiding Coalition.

Name	Position Title	Job Duties and Responsibilities
Hachem, Diana	Instructional Coach	As an instructional facilitator Ms. Hachem assists in ensuring teacher fidelity to the Math curriculum and the classroom block model in grades 2-5. This includes providing teachers feedback from classroom visits, modeling and coaching. Half day planning and content area planning are also IF responsibilities, which provide the ability to build teacher capacity in their content areas. Ms. Hachem participates in math professional developments to remain current in math best practices and is a member of the Guiding Coalition.
Jaffee, Andrew	Instructional Coach	As an instructional facilitator Mr. Jaffee assists in ensuring teacher fidelity to the Science curriculum and the classroom block model in grades K-5. This includes providing teachers feedback from classroom visits, modeling and coaching. Half day planning and content area planning are also IF responsibilities, which provide the ability to build teacher capacity in their content areas. Mr. Jaffee participates in Science professional developments to remain current in Science best practice, and is a member of the Guiding Coalition.
Countryman, Robyn	Instructional Coach	As an instructional facilitator Ms. Countryman assists in ensuring teacher fidelity to the ELA and Math curriculum and the classroom block model in grades K-2. This includes providing teachers feedback from classroom visits, modeling and coaching. Half day planning and content area planning are also IF responsibilities, which provide the ability to build teacher capacity in their content areas. Ms. Countryman participates in ELA and Math professional developments to remain current in best practices and is a member of the Guiding Coalition.

Demographic Information

Principal start date

Monday 8/8/2022, Edwina Oliver

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

443

Identify the number of instructional staff who left the school during the 2021-22 school year.

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	73	80	68	73	90	0	0	0	0	0	0	0	443
Attendance below 90 percent	1	20	16	12	13	27	0	0	0	0	0	0	0	89
One or more suspensions	0	7	4	6	8	14	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	3	5	8	5	0	0	0	0	0	0	0	21
Course failure in Math	0	0	3	8	6	6	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	7	23	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	13	37	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	6	17	28	53	0	0	0	0	0	0	0	111

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	8	6	17	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 9/21/2022

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	
Number of students enrolled	25	87	76	88	96	94	0	0	0	0	0	0	0	466
Attendance below 90 percent	0	32	26	20	35	24	0	0	0	0	0	0	0	137
One or more suspensions	0	5	10	7	10	13	0	0	0	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	5	3	4	9	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	0	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	25	87	76	88	96	94	0	0	0	0	0	0	0	466
Attendance below 90 percent	0	32	26	20	35	24	0	0	0	0	0	0	0	137
One or more suspensions	0	5	10	7	10	13	0	0	0	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	5	3	4	9	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	0	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	66%	56%	31%			39%	68%	57%
ELA Learning Gains	51%	66%	61%	41%			47%	62%	58%
ELA Lowest 25th Percentile	50%	55%	52%	52%			48%	53%	53%
Math Achievement	45%	68%	60%	36%			39%	73%	63%
Math Learning Gains	58%	65%	64%	29%			43%	67%	62%
Math Lowest 25th Percentile	66%	56%	55%	45%			32%	53%	51%
Science Achievement	50%	60%	51%	41%			27%	65%	53%

Grade Level Data Review - State Assessments**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	70%	-32%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	43%	67%	-24%	58%	-15%
Cohort Comparison		-38%				
05	2022					
	2019	29%	68%	-39%	56%	-27%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	73%	-30%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	40%	72%	-32%	64%	-24%
Cohort Comparison		-43%				
05	2022					
	2019	25%	70%	-45%	60%	-35%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	65%	-39%	53%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	36	33	26	45	50	28				
ELL	54	70		44	63		47				
BLK	33	42	43	35	57	68	36				
HSP	51	66		58	66		58				
MUL	32	38		40	31						
WHT	80	83		73	67						
FRL	39	51	50	43	59	67	48				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	45	54	19	41	62	18				
ELL	28	27		26	36						
BLK	28	40	53	30	25	50	33				
HSP	30	42		43	33		53				
MUL	29			21							
WHT	67			67							
FRL	30	39	55	36	32	50	37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	32	44	16	33	29					
ELL	41	55		26	27		20				
BLK	31	38	43	37	44	33	15				
HSP	42	61		40	40	31	40				
MUL	72	70		53	50						
WHT	62			31							
FRL	37	46	46	38	43	32	26				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Learning gains across content areas displayed a positive trend from 2021-2022. ELA LG increased from 41% to 51%, Math Learning gains increased from 29% to 58% and Math lowest 25 increased from 45% to 66%. The outlier as it pertains to learning gains is ELA lowest 25 which decreased 2%.

Achievement while showing positive trends in all content areas (ELA 31% to 40%, Math 36% to 45%, Science 41% to 50%), is still at or below 50%. Given these positive trends in light of a pandemic environment, is worth celebrating, however, a minimum goal of 50% or higher in achievement levels is the expectation for 2023.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Achievement levels in all content areas demonstrate the greatest need for improvement. While learning gains have improved more than 10% in all content areas, achievement level increases were less than 10% in all content areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Several factors contribute to this need for improvement. School year 18-19 through school year 20-21, EEB has earned a school grade of D. At the time of those analytics, it was determined through collaboration with the Bureau of School Improvement, that the highest contributing factor to the school grade of D, was a tier 1 instructional practices problem. Areas of focus were designed and implementation began in school year 2019-2020, until March of 2020, when students and staff didn't return to school after Spring Break due to the Covid-19 pandemic.

Over the course of the next two years, pandemic protocols were in place in varying degrees depending on the year. Continued collaborative efforts with the BSI, and school district facilitators took place. The primary focus was standards aligned instruction, small group instruction, and student accountable talk. Data showed we scored the same number of total points in SY19-20 as in SY18-19, missing a C by 1 point, despite the pandemic conditions. The following year 21-22, the school grade increased to a high C, again solidifying the belief that the areas of focus centered on Tier 1 instructional practices were working.

New actions needed for SY 22-23 are more detailed areas of focus, honing in more deeply than standards aligned instruction and small group instruction. Specifically building teacher content knowledge, student use of strategies, increased student versus teacher talk (pacing) and student work accountability. In addition, an IF area of focus has been developed to be more specific with their work.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement was shown in in math learning gains (+29), and math lowest 25 learning gains (+21), with ELA learning gains (+10) third most improved.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Numerous contributing factors led to this improvement. First would be the work with the BSI and the area of focus components related to tier 1 instructional practices. Half day planning and content area sessions contributed to building teacher capacity both in content knowledge and lesson planning.

In addition, the new area of focus expectations were inspected regularly to ensure fidelity to these new systems. This was accomplished through district and school based administrative walk throughs, and instructional facilitator classroom observations.

Lastly, the exceptional increases in math learning gains is likely attributed to the Numeracy Initiative program. This program identifies very specific gaps in math learning and then provides specific interventions. A contracted math support staff member was hired to specifically conduct the Numeracy Initiative interventions in grades 3-5. It is this newly established system that we believe has made the biggest impact in math learning gains.

Lastly, beginning in January, math instruction was expanded in the intermediate grades through use of one of the specials periods. During this time, two instructional facilitators reviewed current standards with small groups of students.

What strategies will need to be implemented in order to accelerate learning?

The continuation of the emphasis on small group instruction in all content areas, with a deeper dive, will be the key to accelerating learning. Instructional facilitators will work with teachers to utilize formative data and answer the PLC questions: How will we respond if students don't learn? How will we respond if

they have already mastered the learning?

Keeping the focus on these two questions during teacher collaborative periods will assist in ensuring that learning is taking place at all levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Continuation of encouraging all staff to take advantage of content area district PD will continue. In addition, our half day planning and content area sessions will provide components of PD, specifically building content knowledge for all staff. Our ESE teachers will be afforded the opportunity to have their own half day plannings to ensure the content is specific to their needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Despite mandating of working with the BSI is no longer necessary, our school team and a district staff member attended the BSI training this summer. We will continue the BSI work with fidelity, as our school data shows positive trends across all content areas. It is our belief that as we dive deeper into the instructional priorities within the area of focus of Instructional Practices, we will continue to see positive trends, in all content areas.

The Numeracy Initiative program will also continue focusing on closing the gaps in our student math learning and the tier 2 LLI language arts program will continue to close the gaps in our students reading abilities.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

For school years 18-19, 19-20, and 20-21, Emma E. Booker's school grade was a D. Despite working through unprecedented times, staff worked diligently to improve Tier 1 instructional practices with the assistance of the Bureau of School Improvement. That work raised the school grade to a high C in school year 21-22. Despite this amazing improvement, student achievement is still low.

EEB's Area of Focus will be to continue to improve tier 1 instructional practices, in all content areas, as it relates to Content Knowledge, Standards Aligned Tasks, Small Group Instruction, Student Use of Strategies and Pacing (teacher vs. student talk), questioning and student work accountability.

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

By the end of the first quarter, teacher walk through data will demonstrate at least 75% of teachers utilizing instructional best practices, as defined in the AOF above, and adhering to content area block model expectations. The goal is 100% of our teachers meeting the expectation by school year end.

Administration and Instructional Facilitators will follow prescribed protocols to determine teacher fidelity to the instructional practices and use of resources.

Goals:

ELA School Wide Achievement will increase from 40% to 50%.

Math School Wide Achievement will increase from 45% to 50%.

Science Achievement will increase from 50% to 55%.

Content area goals for learning gains are not included, as they will not be calculated this year due to this being the first year of new Progress Monitor testing.

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

Classroom walk throughs, observations, half day planning, content area planning. Administration will play an active role in observing planning sessions.

Person responsible for monitoring outcome:

Cameron Parker (cameron.parker@sarasotacountyschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative Planning to decrease the barriers which inhibit effective Tier 1 instruction. This includes one additional weekly 55 minute content area planning session, monthly half day planning sessions, and instructional modeling, coaching and feedback sessions led by Facilitators.

Rationale for Evidence-based Strategy:

Building teacher instructional capacity is an essential step in improving student achievement. Instructional facilitators are the primary support for teachers, providing modeling of standards-based, rigorous instruction, and providing half day and content

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

area planning sessions as well as coaching/feedback sessions with individual teachers.

Specifically, IF's build capacity through strengthening teacher content knowledge, which will help to ensure learning tasks chosen are standards aligned. They also build instructional capacity through improving teacher questioning of students, improving small group instructional practices, and improving classroom pacing, specifically as it relates to student accountable talk practices. Finally, strengthening teachers ability to elicit student use of strategies, and to plan for student accountability in centers (answer sheets turned in) will improve tier 1 instruction immeasurably.

Action Steps to Implement

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

Professional Development

Teachers will participate in monthly half day, during school, Standards-Based planning facilitated by district Program Specialists and EEB Instructional Facilitators. The Instructional Facilitators will observe, model, coach, and support in classrooms to ensure that teachers are putting planned strategies and lessons into practice with fidelity. This will be monitored through walk throughs, lesson plans, reviewing data from i-Ready, DreamBox, Penda, and formative and summative assessments.

Person Responsible

Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

Teachers will be provided an anonymous feedback form after 1/2 day plannings to ensure needs are being met.

Person Responsible

Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

Administrators and Facilitators will develop protocol for monitoring performance as it relates to the SIP goals.

Monitoring: Administrative and IF Team will self monitor use of protocol artifacts. The protocol artifacts are being uploaded into an IF TEAMS tile.

Person Responsible

Cameron Parker (cameron.parker@sarasotacountyschools.net)

Continued training will be provided to teachers for newly purchased resources related to ELA, Math and Science. Follow-up meetings will take place for answering questions, and to provide clarity to ensure that teachers are implementing standards-aligned programs with fidelity.

Monitoring: Attendance sheets will be utilized to monitor teacher participation.

Person Responsible

Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

Teachers will utilize data from formative assessments to inform their instruction during teacher team meetings. Collaborative conversation relating to the work of the PLC framework, specifically How to respond when students haven't learned?, How to respond when they are proficient? will be the focus of team meetings. These conversations will assist in driving instruction to ensure rigor is high and student learning is taking place.

Monitoring: Data trends conversation must be tracked on CPT Notes.

**Person
Responsible**

Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

For Students with Disabilities, ELA and Math Achievement continues to be an area of focus for Emma E. Booker. When students lack the foundational skills to successfully achieve targeted academic goals, this can lead to learning loss. As a result, they often fall behind their grade level peers. Students must have the skills and knowledge necessary to use Reading and Math as a tool to learn and understand in every content area. It is also imperative for students to be able to use Reading and Math to learn critical academic information. The SWD target group will be monitored for improvement in ELA and Math learning growth. Ongoing data will be collected, analyzed and reviewed with teachers. ESE program manager will model instructional best practices in classrooms. ESE AP and School Instructional Facilitators will provide additional coaching in ELA, Math and Science content areas.

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

By the year 2023, Emma E. Booker will increase by ten percentage points to 29% in SWD ELA proficiency, increase by ten percentage points to 36% in SWD Math proficiency and 10% in SWD science proficiency to 38%.

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

Teachers will identify achievement goals that students must master by the end of the school year, and establish the rate of progress students must make to meet those goals. Teachers will measure the student's academic progress (weekly, biweekly, or monthly) using progress monitoring and common assessments. These assessments will include a range of skills that students must learn by the end of the school year. Teachers will determine whether the student has learned the skills covered in the IFG and whether the student is learning at a pace that will allow them to make an annual learning gain. Teachers will regularly measure all skills to be learned, and compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers will adjust instruction as needed.

Person responsible for monitoring outcome:

Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

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

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Building teacher instructional capacity is an essential step in improving student achievement. Instructional facilitators have been hired to support, teach and model standards-based, rigorous instruction for our teachers.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Implement, recently voted on and passed, additional content area CPT's, to be led by all content area Instructional Facilitators: math, science and ELA.

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

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

Person Responsible Tami Taylor (tami.taylor@sarasotacountyschools.net)

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

Person Responsible Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

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

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

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

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

Teachers will Facilitate Small Group Instruction Based on Student Needs.

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

Will work teachers to monitor data through the use of Penda and coach them on how to assign lessons and use it as an intervention.

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

#3. Positive Culture and Environment specifically relating to Character Education (Social/Emotional Learning)

Area of Focus

Description and Rationale: In school year 2021-2022, there was a marked increase in behavior incidents/referrals. Returning to school without masks and concurrent teaching, a more normal school year was expected. However, two years of interrupted learning combined with unusual circumstances caused gaps in learning. These gaps in learning likely caused student frustration levels to increase, thereby increasing behavior incidents. A positive culture and environment, specifically related to character education learning should be focused upon in school year 2022-2023 to lower behavior incidents, and positively impact student achievement.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

By the end of 2023, there will be a 10% decrease in the number of incidents that result in the loss of instructional time.

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

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

Person responsible for monitoring outcome:

Robin Williams (robin.williams@sarasotacountyschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Character Strong Program
Suite 360 Pilot School

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific

Using the Character Strong program will provide elementary school aged students with character lessons that will provide strategies for disengaging from negative situations. In addition, it is expected the Suite 360 program will provide additional support strategies for students and staff to implement in negative situations.

strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Continually revisit the PBIS program throughout the school year. Booker Bucks reward system to be reinstated and new Booker Bucks store opening. As staff collaborates together regarding positive behavior supports, strategies will become habits, impacting student behaviors in a positive manner.

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

Provide families opportunities to engage in programs such as Nurturing Families provided by the Truly Valued organization.
Provide students opportunities to engage in programs such as the I Am academy provided by the Truly Valued organization.

Person Responsible Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

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

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

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

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

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

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

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

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

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

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

Star Early Literacy Enterprise Assessment BOY 2022 data K: 29%

Star Early Literacy Enterprise Assessment BOY 2022 data 1: 40%

Star Early Literacy Enterprise Assessment BOY 2022 data 2: 51%

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

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

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

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

Specifically, kindergarten Star Early Literacy Enterprise Assessment data will demonstrate an increase from 29% to 39%.

First grade Star Early Literacy Enterprise Assessment data will demonstrate an increase from 40% to 50%.

Second grade Star Early Literacy Enterprise Assessment data will demonstrate an increase from 51% to 61%.

Grades 3-5: Measureable Outcome(s)

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

Specifically, third grade will increase ELA proficiency from 42% to 50%.

Fourth grade will increase ELA proficiency from 32% to 50%.

Fifth grade will increase ELA proficiency from 39% to 50%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Both areas of focus in instructional practices will be monitored in various ways. Half day planning and content area planning, and professional development will provide the opportunity for teachers to ask questions as it relates to both systems thereby deepening their capacity with both.

Daily in action monitoring will take place during district, school administration and instructional facilitator classroom observations and walks.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Stroughter, Keatrun, keatrun.stroughter@sarasotacountyschools.net

Evidence-based Practices/Programs:

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

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

Both programs meet Florida's definite of evidence-based in the strong category. They also align with the district K-12 reading plan and align to B.E.S.T. ELA Standards.

Both programs are highly vetted and are research based programs published by Fountas & Pinnell, a well respected educational resource company.

Rationale for Evidence-based Practices/Programs:

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

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

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

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

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Students needing extra explicit instruction acquiring reading skills will receive additional instruction during the Leveled Literacy Intervention (LLI). Ongoing collaboration between the Intervention Teachers and classroom teachers will occur during weekly CPT meetings to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.	Stroughter, Keatrun, keatrun.stroughter@sarasotacountyschools.net
Classroom teachers will participate in ongoing data chats with instructional coaches.	Stroughter, Keatrun, keatrun.stroughter@sarasotacountyschools.net
Create a planning protocol that will serve as the framework for all ½ day monthly planning sessions, as well as the weekly content area planning meetings.	Taylor, Tami, tami.taylor@sarasotacountyschools.net
Through the work of the Guiding Coalition, the school will work to become a High Impact PLC's to allow teachers to work together to identify at-risk students, while working collaboratively to problem-solve and intervene for each student.	Cirillo, Gina, gina.cirillo@sarasotacountyschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

School year 2022-2023 began with a half day at the Sarasota Art Museum. At the museum, school data related to the school grade of a C earned after 3 years of intense work, was shared. The opportunity to celebrate rising above "D level" was appreciated by all. Additionally, the new principal was introduced and addressed staff. Finally, a tour of the museum and a catered lunch rounded out the morning.

Emma E. Booker has several community organizations that support our students and will be back on campus this year. They include the Rise program through Children First, which offers assistance to our kindergarten through third grade students, and Truly Valued which offers group mentoring to our fifth grade girls. In addition, Truly Valued will be offering the Nurturing Families program this year to EEB families. Finally, Reading Rockets are a group of dedicated volunteers who read to our kindergarten and first grade students weekly during the after care program, Booker Boost.

Families will continue to be provided opportunities to engage in Meet the Teacher and Open House forums, as well as parent and family engagement activities that will support the needs of our families. Parent engagement activities will be designed based on feedback from parents. PFE activities planned for the 22-23 school year are 1-"C" How We've Grown, 2-Book Tasting Event, 3-Art/Science Collaborative Night and finally 4- Preparing for EOY testing.

Emma E. Booker provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. These are provided at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Technology, including social media and virtual meeting programs (Zoom, Teams, etc.), promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

Various events such as Donuts for Dads, Go for the Gold, Carnival, Principal's awards and end of year celebrations are also a part of the EEB culture. Often these events will provide a speaker to provide learning opportunities and make families aware of community organizations that can assist. As an example, Donuts for Dad, taking place in September, will have Dominic Harris, of Brotherhood of Men, speaking to dads and their students.

Parents and families are regularly invited to attend School Advisory Council (SAC) and Parent Teacher Organization (PTO) meetings to formulate suggestions and to participate, as appropriate, in decisions

relating to the education of their children. Emma E. Booker responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes.

A Title I Annual Meeting is scheduled for parents and families at a convenient time and date in the Fall. All parents are invited and encouraged to attend through timely notice. Additionally, strategies such as child care and a light snack provided during meal time may be provided in an effort to remove barriers and increase participation. The purpose of the Title I Annual Meeting is to describe the school's participation in the Title I, Part A program and the rights of families to be involved. During the Title I Annual Meeting, information related to curriculum, the states challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know will also be provided.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Mrs. Cameron Parker, Acting Principal, Ms. Gina Cirillo and Ms. Keatrun Stroughter, Assistant Principals will all lead the charge to promote, support and bolster a positive culture and environment at EEB for both students and staff. In addition, our staff, guiding coalition members and administrators will begin to work towards developing a Professional Learning Community mind set and culture at EEB.

Ms. Brooke Crowley, Home School Liaison, works diligently to bridge the relationship between school and home. She connects the families to the community resources that are available which creates a consistent positive relationship for all.

Ms. Megan Mahoney will continue as our Parent & Family Engagement Coordinator. Our Instructional Facilitators also assist Ms. Mahoney with Literacy, Math and Science Night planning.