

Sarasota County Schools

Emma E. Booker Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	19
Budget to Support Goals	20

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: 7/1/2017

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: D (39%) 2017-18: C (43%) 2016-17: B (54%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	
* 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.

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

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

Name	Title	Job Duties and Responsibilities
Oliver, Edwina	Principal	
Henderson, Tia	Assistant Principal	
Fernandez, Debra	Teacher, K-12	ESOL Teacher/Liaison
Major-Harper, Carolyn	SAC Member	
Washington, Dwana	Teacher, K-12	Support small group Tier 2 and 3 intervention groups. Provides support to students in Tier 1 as well. Team Leader Grade 4
Bosak, Rachel	Teacher, K-12	
Mahoney, Megan	Teacher, K-12	Team Leader-3rd Grade
McCauley, Kristina	SAC Member	PTO President and Parent
Cirillo, Gina	Administrative Support	
Taylor, Tami	Instructional Coach	
Carter, Kelli	Instructional Coach	
Williams, Robin	Dean	
Hachem, Diana	Instructional Coach	The Math Instructional Facilitator is responsible for ensuring that the research based math curriculum resources are utilized with fidelity by EEB teachers. Modeling, coaching and feedback will be the primary responsibility.

Demographic Information

Principal start date

Saturday 7/1/2017, Edwina Oliver

Number of teachers with a 2019 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.*

2

Number of teachers with a 2019 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.*

8

Total number of teacher positions allocated to the school

44

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: D (39%) 2017-18: C (43%) 2016-17: B (54%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	

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

Early Warning Systems

Current Year

The number of students by 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	20	80	82	98	96	71	0	0	0	0	0	0	0	447
Attendance below 90 percent	9	13	8	15	6	6	0	0	0	0	0	0	0	57
One or more suspensions	0	3	7	27	15	29	0	0	0	0	0	0	0	81
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 ELA assessment	0	0	0	0	15	10	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	16	0	0	0	0	0	0	0	27
	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	2	5	11	21	20	0	0	0	0	0	0	0	59

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	6	7	9	24	27	27	0	0	0	0	0	0	0	100
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Sunday 8/16/2020

Prior Year - As Reported

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	63	79	106	114	70	108	0	0	0	0	0	0	0	540
Attendance below 90 percent	2	16	33	20	11	15	0	0	0	0	0	0	0	97
One or more suspensions	0	4	6	6	2	14	0	0	0	0	0	0	0	32
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	18	18	46	0	0	0	0	0	0	0	82

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	15	24	18	28	0	0	0	0	0	0	0	85
Students retained two or more times	0	0	0	1	3	0	0	0	0	0	0	0	0	4

Prior Year - Updated
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	63	79	106	114	70	108	0	0	0	0	0	0	0	540
Attendance below 90 percent	2	16	33	20	11	15	0	0	0	0	0	0	0	97
One or more suspensions	0	4	6	6	2	14	0	0	0	0	0	0	0	32
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	18	18	46	0	0	0	0	0	0	0	82

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	15	24	18	28	0	0	0	0	0	0	0	85
Students retained two or more times	0	0	0	1	3	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	68%	57%	32%	66%	56%
ELA Learning Gains	47%	62%	58%	42%	57%	55%
ELA Lowest 25th Percentile	48%	53%	53%	66%	46%	48%
Math Achievement	39%	73%	63%	40%	72%	62%
Math Learning Gains	43%	67%	62%	43%	63%	59%
Math Lowest 25th Percentile	32%	53%	51%	34%	51%	47%
Science Achievement	27%	65%	53%	47%	66%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
03	2019	38%	70%	-32%	58%	-20%
	2018	37%	68%	-31%	57%	-20%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	43%	67%	-24%	58%	-15%
	2018	24%	67%	-43%	56%	-32%
Same Grade Comparison		19%				
Cohort Comparison		6%				
05	2019	29%	68%	-39%	56%	-27%
	2018	29%	66%	-37%	55%	-26%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	73%	-30%	62%	-19%
	2018	39%	72%	-33%	62%	-23%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	40%	72%	-32%	64%	-24%
	2018	30%	71%	-41%	62%	-32%
Same Grade Comparison		10%				
Cohort Comparison		1%				
05	2019	25%	70%	-45%	60%	-35%
	2018	44%	72%	-28%	61%	-17%
Same Grade Comparison		-19%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	65%	-39%	53%	-27%
	2018	43%	67%	-24%	55%	-12%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
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				

2018 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 2015-16	C & C Accel 2015-16
SWD	5	42	64	21	38	28	17				
ELL	35	47		35	41						
BLK	29	40	68	35	37	29	37				
HSP	35	52		44	45		54				
MUL	40			60							

2018 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 2015-16	C & C Accel 2015-16
WHT	46	36		50	70						
FRL	32	43	66	40	43	34	47				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	46
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	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	47
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Science Achievement showed the lowest performance at 27%, a drop from 43% in the previous year. Contributing factors include lack of consistent teachers in science at the

4th grade level, lack of consistent collaboration between the Science Lab and Content Science Teachers and the low reading achievement of the 5th grade cohort.

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

Science Achievement showed the greatest decline at 27%, a drop from 43% in the previous year. We did not maximize opportunities for our Science Lab teacher to connect and collaborate with our intermediate Science content area teachers. We have had teacher turn over in our Science Lab position and in 4th grade for Math/Science. Also, the low reading achievement of the 5th grade cohort.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Science Achievement had the greatest gap when compared to the state. Emma E. Booker is 26 points lower than the state. We did not maximize opportunities for our Science Lab teacher to connect and collaborate with our intermediate Science content area teachers. We have had teacher turn over in our Science Lab position and in 4th grade for Math/Science. Also, the low reading achievement of the 5th grade cohort.

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

ELA Achievement showed the most improvement, increasing 7 points from 32% to 39%. The school implemented a new writing program called Top Score Writing in grades 3-5. Writing scores increased, which contributed to higher ELA scores.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of concern from our EWS data are attendance and referral numbers.

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

1. Small Group Instruction in ELA and Math K-5
2. School-wide Focus on Social/Emotional Learning K-5
3. School, Grade Level, and Individual Teacher Data Analysis K-5
4. Math Focuses of Foundational Skills and Inquiry Experiences K-5
5. Standards-Based Team Planning to Increase Rigor of Instructional and Performance Tasks in Math, ELA, and Science K-5

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based upon data collected by our Behavior Specialist and District Discipline Coordinator there was an increase in the number of incidents resulting in the loss of instructional minutes.

Measureable Outcome: By the end of 2021, there will be a 4% decrease in the number of incidents that result in the loss of instructional time.

Person responsible for monitoring outcome: Robin Williams (robin.williams@sarasotacountyschools.net)

Evidence-based Strategy: Emotional Health Hygiene Program
Inner Explorer Program

Rationale for Evidence-based Strategy: Using Inner Explorer promotes elementary school aged students with social and emotional skills that will help support them in the learning environment. Adding the Emotional Health Hygiene Program by Dr. Godfrey will support our staff with working with difficult behaviors and students with emotional deficits.

Action Steps to Implement

Professional Development

1. Provide PD for Staff during Pre-Planning Week for Champs.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Direct student instruction

2. Identify Tier 2 & 3 students (using 2019-2020 data) with behavior concerns in grades 3-5 to work with Dr. Godfrey.

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

Parent and Family Engagement

3. Provide PD for our Families of the Tier 2/3 students the Fall and Winter -Parenting STRESS University

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Direct student instruction

4. Review and Revamp our Tier 2 and 3 supports for students of concerns to ensure they receive what they need for overall success.

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

Professional Development

5. Require daily morning block of Inner Explorer in every classroom.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Instructional Materials

6. Ensure that every classroom teacher has an active Inner Explorer Account and is familiar with daily lessons and other components of this program.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Emma E. Booker's area of focus will be to continue to align standards across ELA, Math and Science content areas to purposefully improve Tier 1 instructional practices with fidelity. School wide achievement and learning gains fall significantly short in all three content areas. As teacher instructional practices continue to improve, student achievement will improve as well.

By the end of the first quarter, teacher walk through data will demonstrate at least 70% of teachers utilizing instructional practices and resources that are standards based and integrate content areas. The goal is 100% of our teachers meeting the expectation by school year end. Administration, Curriculum Leader and Instructional Facilitators will follow prescribed protocols to determine teacher fidelity to the instructional practices and use of resources.

Measureable Outcome:

Goal: ELA Achievement will increase from 39% to 60%
 Goal: ELA Learning Gains will increase from 47% to 60%
 Goal: ELA Learning Gains of the Lowest Quartile will increase from 48% to 60%

Math Achievement will increase from 39% to 60%.
 Math Learning Gains will increase from 43% to 60%.
 Math Learning Gains of the Lowest Quartile will increase from 32% to 60%.

Science Achievement will increase from 27% to 50%.

Person responsible for monitoring outcome:

Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Evidence-based Strategy:

Collaborative Planning to decrease the barriers to effective Tier 1 instruction. This includes weekly 55 minute Collaborative Planning Times (CPT), monthly after school planning sessions, and instructional modeling by the Facilitators.

Rationale for Evidence-based 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.

Action Steps to Implement

Professional & Curriculum Development

Teachers will participate in monthly After-school Standards-Based planning facilitated by

district Program Specialists, Curriculum Lead and EEB Instructional Facilitators. The Curriculum Lead and 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, Standards Mastery, IXL and formative assessments.

Additional Resources Purchased: Flocabulary, Reading A-Z, i-Ready, IXL, Lyrics2Learn, Dream Box, Study Island, Pearson Elevate, Hand 2 Mind Number Talks, Hand 2 Mind Independent Center Program

Person Responsible Tia Henderson (tia.henderson@sarasotacountyschools.net)

Teachers will be provided a Needs Assessment survey within two weeks of the implementation of the monthly plans. This will determine teacher instructional and resource needs.

Monitoring through data collection using Survey Monkey.

Person Responsible Tia Henderson (tia.henderson@sarasotacountyschools.net)

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

Monitoring: Administrative and Curriculum Team will self monitor use of protocol artifacts.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

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 Gina Cirillo (gina.cirillo@sarasotacountyschools.net)

Teachers will utilize data from formative assessments to plan for instruction during CPT's. These conversations will assist in driving instruction to ensure rigor is high and student learning gaps are closing. Instructional Facilitators may model strategies for teacher clarification.

Other student achievement data to be utilized in planning for instruction includes i-Ready reading and math, benchmark data in reading, math and science, running records in reading, comprehension checks in reading, and writing samples.

Monitoring: Data trends conversation must be tracked on CPT Notes, a minimum of twice monthly.

Person Responsible Tia Henderson (tia.henderson@sarasotacountyschools.net)

Direct Student Instruction

Contracted personnel to provide support for identified students.

Monitor: Instructional Facilitators will meet weekly with support personnel to provide curriculum, monitor student progress and make adjustments as needed.

EEB ELA Instructional Facilitator to model best practices instruction, collaboratively plan with grade level teams to integrate content into the ELA block, and monitor student data.

EEB Math Instructional Facilitator to model best practices instruction, collaboratively plan with grade level teams to produce engaging and rigorous lessons, create schedule for support personnel, review data to choose bubble students and provide curriculum guide and resources for the contracted personnel. Math IF will also meet with contracted personnel weekly to collaborate and make changes as necessary.

EEB Science Instructional Facilitator to create curriculum resources guide for each grade level, review benchmark data to support teachers' responsive instruction, and model and support science instruction.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will provide Professional Development for all staff in the use of CHAMPS with fidelity. This will ensure a schoolwide focus on classroom expectations. The outcome will then be a decrease in referrals, as students and staff will clearly know and understand expectations.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We have identified a Parent Engagement Coordinator who will work with a small committee of teachers each month to plan activities that will engage our parents in strategies and resources they can use at home for ELA, Math, and Science to support our student's academic growth. We will strategically invite families based upon student data at each grade level for these monthly events.

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 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. Additionally, 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.

The full text and summary of this Schoolwide Improvement Plan/Title I Schoolwide Program Plan may be found online or as a hard copy by request. The Summary is available in English and Spanish.

Parent and families are regularly invited to join the school staff at Emma E. Booker for SAC meetings and all other educational nights planned by our Parent Involvement Committee to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Emma responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan/Title I schoolwide program plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

TITLE I SCHOOLS ONLY: Furthermore, a Title I Annual Meeting is scheduled for parents and families at a convenient time in the fall of the new school year. All parents are invited and encouraged to attend through timely notice in English and Spanish. Additionally, child care and a light snack over a meal hour is 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 State's 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$232,036.53
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	UniSIG	1.0	\$63,058.74
			<i>Notes: Instructional Facilitator for Science - Kelli Carter Salary</i>			

Sarasota - 0501 - Emma E. Booker Elementary School - 2020-21 SIP

	6300	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$6,305.87
			<i>Notes: Instructional Facilitator for Science - Kelli Carter Retirement (10%)</i>			
	6300	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$4,824.00
			<i>Notes: Instructional Facilitator for Science - Kelli Carter Social Security (6.2%) + Medicare (1.45%)</i>			
	6300	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$630.59
			<i>Notes: Instructional Facilitator for Science - Kelli Carter Worker's Comp (1%)</i>			
	6300	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	UniSIG	1.0	\$57,697.91
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Salary</i>			
	6300	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$5,769.79
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Retirement (10%)</i>			
	6300	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$4,413.89
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Social Security (6.2%) + Medicare (1.45%)</i>			
	6300	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$576.98
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Worker's Comp (1%)</i>			
	6300	230-Group Insurance	0501 - Emma E. Booker Elementary School	UniSIG		\$8,238.74
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Group Health</i>			
	6300	234-Cafeteria Plan	0501 - Emma E. Booker Elementary School	UniSIG		\$533.42
			<i>Notes: Curriculum and Instruction Lead - Gina Cirillo Cafeteria Benefits</i>			
	5100	150-Aides	0501 - Emma E. Booker Elementary School	UniSIG	1.0	\$23,352.00
			<i>Notes: Paraprofessional/Classified Staff - VACANCY Salary</i>			
	5100	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$2,335.20
			<i>Notes: Paraprofessional/Classified Staff - VACANCY Retirement (10%)</i>			
	5100	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$1,786.43
			<i>Notes: Paraprofessional/Classified Staff - VACANCY Social Security (6.2%) + Medicare (1.45%)</i>			
	5100	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$233.52
			<i>Notes: Paraprofessional/Classified Staff - VACANCY Worker's Comp (1%)</i>			
	5100	230-Group Insurance	0501 - Emma E. Booker Elementary School	UniSIG		\$10,967.04

			<i>Notes: Paraprofessional/Classified Staff - VACANCY Group Health</i>			
	5100	234-Cafeteria Plan	0501 - Emma E. Booker Elementary School	UniSIG		\$685.44
			<i>Notes: Paraprofessional/Classified Staff - VACANCY Cafeteria Benefits</i>			
	5100	160-Other Support Personnel	0501 - Emma E. Booker Elementary School	UniSIG		\$14,317.56
			<i>Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine 6 hours/day x 3 days per week = 18 hours per week 18 hours per week x 27 weeks = 486 hours of service beginning September 1st, 2020 Local Code 145</i>			
	5100	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$1,431.76
			<i>Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine Retirement (10%)</i>			
	5100	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$1,095.29
			<i>Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine Social Security (6.2%) + Medicare (1.45%)</i>			
	5100	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$143.18
			<i>Notes: Supplemental Intervention Services (individual/small group instruction) - Ms. Celestine Worker's Comp (1%)</i>			
	5100	120-Classroom Teachers	0501 - Emma E. Booker Elementary School	UniSIG		\$19,627.73
			<i>Notes: Standards-aligned Curriculum Development/Planning 1.75 hours/month x 9 months = 15.75 hours per teacher 15.75 hours per teacher x 47 staff members = 740.25 hours 370.125 hours paid at the Master's Rate (\$29.46/hour) 370.125 hours paid at the Bachelor's Rate (\$23.57/hour)</i>			
	5100	210-Retirement	0501 - Emma E. Booker Elementary School	UniSIG		\$1,962.77
			<i>Notes: Standards-aligned Curriculum Development/Planning Retirement (10%)</i>			
	5100	220-Social Security	0501 - Emma E. Booker Elementary School	UniSIG		\$1,501.52
			<i>Notes: Standards-aligned Curriculum Development/Planning Social Security (6.2%) + Medicare (1.45%)</i>			
	5100	240-Workers Compensation	0501 - Emma E. Booker Elementary School	UniSIG		\$196.28
			<i>Notes: Standards-aligned Curriculum Development/Planning Workers Comp (1%)</i>			
	5100	510-Supplies	0501 - Emma E. Booker Elementary School	UniSIG		\$350.88
					Total:	\$240,065.00