

Alachua County Public Schools

Stephen Foster Elementary School



2015-16 School Improvement Plan

Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

<http://www.sbac.edu/pages/acps>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	53%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	68%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Stephen Foster, we challenge students to become all they can be—
Accepting responsibility for their choices and feeling pride in their accomplishments.
We provide a caring learning environment, encouraging a partnership of mutual respect within the Foster community.

Provide the school's vision statement

We are committed to the success of every student.

School Environment

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

At the beginning of the school year we hold a Meet Your Teacher day as well as an Open House event. These two school-wide events serve to bring parents, students, and teachers together in order for all to learn about each other, the school, and any unique needs to be addressed. Individual teachers learn about students, cultures, and backgrounds through student and teacher conferences and class-level activities.

We build relationships between teachers and students through a number of school-level programs that encourage/foster interaction, understanding, and building awareness. Examples include:

- Positive Behavior Support (PBS) School Management Plan
- Social Skills instruction
- STAR Student of the Week
- Student of the Month
- Teacher-led Reward Activities: Frequent activities (e.g. Lunch Bunch, Lunch with the Principal, Origami, etc) that students can select as a reward through our PBS system.

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

Our students feel safe and respected before, during and after school because they are taught to know exactly what the Stephen Foster expectations are, and what to do if they experience a situation that makes them feel unsafe or disrespected.

School culture is a priority at Stephen Foster. Students and teachers are encouraged to acknowledge the gifts and talents of their peers. Student work is posted in all classrooms, and exemplars are posted in the principal's office. Students are acknowledged by the principal for a job "Well Done." Teachers acknowledge students with a STAR student every week. Teachers and staff recognize the contributions of their peers with the "Full Steam Ahead" award.

We have school-wide expectations and rules clearly posted in all areas of the school. Faculty and Staff refer to these posters frequently as they remind students how to move safely and treat others on our campus. Our posted rules include the following areas: Classroom, Bathrooms, Hallways, Playground, Cafeteria, and Dismissal.

Students are also taught to report any safety or social misbehavior immediately, and understand that their concerns will be addressed in a timely manner. We let them know that at our school, the adults take student and staff safety seriously, and that the adults will handle any violations.

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

Our school-wide behavior system is based on the principles of Florida's Positive Behavior Support program. Our school-wide Expectations are: Stay Safe, Take Responsibility, Actively Learn, and Respect, or STAR. We have STAR posters in every setting, and direct the students' attention to those expectations daily. Each classroom has posted rules that tie into the STAR Expectations. When students demonstrate STAR behaviors, teachers and staff give them a laminated star. The students turn their stars over to their Homeroom Teacher, who records their total number. The stars are used to purchase Teacher-sponsored activities, Dress Down Days, and STAR Events; all of which are positive reinforcement experiences.

Each classroom also has a color-based classroom management system. The students begin each day on Blue. If there is a rule violation, the students move their color to Green (Warning). A second rule violation moves their color to Yellow (time out spot for 10 minutes). A third violation moves the student's color to Orange (time out for 10 minutes, phone call/note home). If the child has to move their color to Red, the teacher writes a Discipline Referral describing the student's actions. The teacher may administer consequences such as special seating in the cafeteria or loss student choice at recess infractions that are minimally disruptive to the learning environment. Students whose actions are grossly disruptive to the learning environment are removed from the class to the principal or assistant principal's office. The administrator talks with the child about the choices he/she made to get a referral, and has the student complete a Time Out Journal. The parent is contacted by phone, and the student is escorted back to class to resume learning.

Every effort is made to keep our students at school, engaged in learning. When a student's behavior creates a safety concern, or is so egregious that returning to class immediately is not an option, the student spends the day with the another teacher for an in-school detention consequence. Only when the District protocol requires an out of school suspension for specific behavior incidents do we impose suspension as a consequence.

Our Safety/PBS Committee, whose members are teachers from each grade level and department, meets monthly to review our behavioral data and problem-solve any concerns from each team. We also plan our monthly Dress Down Days, and our STAR Events, which are held every 9 nine weeks for students who have earned through their positive behaviors the required number of stars needed to attend the event.

School personnel are trained throughout the school year by participating in committee meetings, inservices and book studies about classroom management strategies.

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

Foster ensures that the social-emotional needs of all students are being met through the following services:

- Classroom guidance
- K: DUSO: Discovering Understanding of Self & Others
- 1st: Ready to Learn
- 2nd: Second Step
- 3rd: Ready for Success
- 4th: Student Success Skills
- 5th: Second Step
- All grades: Mendez Too Good For Drugs, Foster Career Unit, MBF Child Safety Matters and our PBS STAR curriculum.
- Our STAR Behavioral Expectations are reinforced throughout the Stephen Foster campus every school day. Students have weekly direct instruction enabling them to use the positive behavioral choices needed to be successful achievers both at school and in the community. New Student

Orientation is held quarterly to welcome the student into the Stephen Foster Family and to familiarize students new to Foster with our STAR expectations.

- Students at Stephen Foster have daily opportunities to earn STARs that can be redeemed for special STAR Events. Special STAR Events include STAR teacher activities, monthly themed STAR dress down days, and quarterly STAR events planned by the 4th & 5th grade STAR Council.

- Each week, a STAR Student ribbon is awarded to a student in every homeroom who best demonstrates the STAR Expectations. In addition, a monthly STAR Citizen is recognized from each homeroom at Flag Ceremony and with a STAR photo on the "Be a STAR" window in the front office.

Interventions:

Tier 2 Interventions: Weekly targeted small group counseling as a behavioral intervention using Second Step, small group counseling as needed (divorce, test anxiety, grief, anger management, etc.)

Tier 3 Interventions: Weekly targeted small group counseling using as a behavioral intervention using Skillstreaming.

In addition, we provide a comprehensive counseling program. The ultimate goal of our comprehensive school counseling program is student success. The program is delivered through the school counseling curriculum, individual student planning, responsive services, program management, and system support. The three domains of academic, personal/social, and career development are addressed in the program as it focuses on what all students should know, understand, and be able to do in order to develop into contributing members of their communities.

Early Warning Systems

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

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

Our school Leadership Team (Principal, Assistant Principal, FCIM facilitator, and school counselor) meets on a weekly basis to review data from the previous week, discuss school concerns, and plan/ make decisions as we move forward. We review the following:

- Previous week's discipline referrals including all consequences. Discussions focus on trends, individual students, consequences, possible modifications to school or class systems, and proactive strategies.
- Students in behavioral interventions and their progress.
- Students in academic interventions and their progress.
- Attendance concerns

Quarterly Data Chats with each teacher and the Leadership Team and are scheduled during the year to review academic data and student progress. We review ongoing progress in academic subjects, grades, and trends. Topics of discussion include, but are not limited to, adjustments to instruction, need for Educational Planning Team meetings, need for interventions, or possible retention. Teachers have to opportunity to reflect on their instructional practice as it relates to the progress of all students. Teachers set personal goals for student achievement during the process.

When state assessment scores arrive teachers, leadership team members, and Title 1 teachers discuss students and need for additional support in the upcoming year. Students in the lowest quartile are identified and plans are started to intervene as quickly as possible upon the start of the new school year.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	10	6	5	6	7	54
One or more suspensions	1	0	0	2	0	4	7
Course failure in ELA or Math	1	0	0	3	13	6	23
Level 1 on statewide assessment	0	0	0	0	22	10	32

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	12	8	22

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

Tier 1 Intervention Strategies

- Differentiated instruction occurs during literacy workstations and in small groups. Reading Street, Discovery Education, leveled content readers, and Waterford will be incorporated during Tier 1 instruction to improve the academic performance of students identified by the early warning system.

Tier 2 Intervention Strategies

- In addition to the core curriculum, Tier 2 interventions will provide students with additional instruction four to five times a week for approximately 30-60 minutes. The intervention team will implement the Fast ForWord, My Sidewalks on Reading Street: Intensive Reading Intervention Program to all grade levels for Tier 2 instruction. My Sidewalks is a research based program that encompasses the five essential components of effective reading instruction with a systematic, explicit approach. Regular routines are established allowing optimal learning gains for those identified by the early warning system. Fast ForWord builds cognitive and language skills that are essential for academic success.

-SRA's Early Reading Tutor allows Kindergarten students to receive additional reading support for 10-15 minutes a day. It is intended to increase phonemic awareness and alphabetic knowledge. The program will build decoding skills and allow students time to applying fluency skills in connected text.

Tier 3 Intervention Strategies

-Scientificallly researched based programs will be used for an additional 60 minutes of instruction when Tier 1 and 2 interventions are not sufficient for students identified by the early warning system. Individual strengths and weakness will be identified with a targeted plan for improvement.

-In Kindergarten, we will implement the Earobics Reading Intervention Program which takes a multisensory approach to help students struggling with phonemic awareness and phonics.

-Language for Learning will be used to promote oral language development with identified Kindergarteners.

-Phonics for Reading will be used in grades 1-5. This program builds phonemic awareness, decoding, and fluency skills in a systematic, explicit way to help struggling readers build a foundation for reading comprehension.

-Focus on Reading or Zoom in will be used in grades 1-5 for strategy-specific reading comprehension instruction. They are focused and highly scaffolded reading intervention programs to help our students

become proficient readers.

Extended Day Intervention Strategies

-Achieve 3000 is intended for use during our extended day interventions to strengthen literacy skills and better prepare our students for college and career readiness. This learning opportunity will provide students with an additional 120 minutes per week of literacy instruction over the course of 23

weeks.

-Number Worlds and/ or Math Triumphs will be used during our extended day interventions with students who are struggling in mathematics. This learning opportunity will provide students with an additional 120 minutes per week while working in a small group setting.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/201186>.

Description

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

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

The process by which we build and sustain partnerships includes working with our district Volunteer & Business Partnership Program as our initial contact and support. We continue to build on those established relationships through communication, invitations to serve on SAC and/or PTA, and invitations to support/sponsor events such as our school carnival.

Additional methods of building/sustaining relationships include:

- Our Kindergarten and/or first grade students visit business partners each December and sing holiday carols.
- Our National Elementary Honor Society students volunteer in local community organizations (e.g. Alachua County Humane Society) or coordinate donation drives (e.g. gifts for residents of Ronald McDonald House).
- Altrusa Read-in program brings in Altrusa volunteers to read to K-2 grade students.
- Junior Achievement volunteers from the University of Florida conduct an all-day event focused on entrepreneurship.
- Two Foster Grandparents work with our kindergarteners throughout the year
- The PTA has an active presence on our campus. The volunteers coordinate numerous activities and fundraisers throughout the year.
- Our School Improvement Council is comprised of community and school stakeholders.
- Business partners are invited to our periodic Flag Ceremonies. Business partners provide in-kind donations such as Award Certificates and coupons.
- We enlist the support of community businesses for our FULL STEAM AHEAD teacher recognition program.
- Parents volunteer for field trips and other activities at the school.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Peterson, Lisa	Principal
Nations, Jamie	Other
Pearson, Karen	Guidance Counselor
Ball, Kim	Assistant Principal

Duties

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

The school-based Leadership Team reviews school-level data including State Assessment results, quarterly assessments, classroom-based assessments, intervention data, behavior data, etc. The information is used to assist in the development of short and long-term goals. The team also uses this data to guide and support the implementation of the school's MTSS program.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school uses multiple pieces of data from several sources as the basis for decision making and monitoring. Data sources include, but are not limited to, the following:

- Required state and district assessments (e.g. FSA, FCAT, subject specific concept tests, and benchmark tests in the Alachua Instructional Monitoring System)
- School-based assessments (e.g. concept tests and mini assessments from our school/district-adopted curriculum)
- Progress monitoring assessments from intervention programs in use at the school
- Formal and informal assessment and writing prompts
- Fast ForWord assessments

Data is submitted to the principal, assistant principal, and FCIM facilitator by the teachers through the use of Google docs for review. In addition, relevant data and performance are discussed at quarterly data chat meetings. Data chat meetings include the principal, AP, FCIM Facilitator, and the classroom teacher. Decisions are made with input from all concerning Tier 1 and Tier 2 interventions.

In the event a child is in Tier 2 interventions and is not progressing as expected an EPT is held and a move to Tier 3 is considered.

This data guides curriculum decisions and the discussion and evaluation of staff development, resource needs, and effectiveness of existing programs.

Title 1 Part A - Services are provided to ensure students requiring additional remediation are assisted through the use of academic interventions. Title I teachers push-in to classrooms to work with small groups of students during Tier I instruction. We also utilize a pull-out model to assist students who need Tier 2 interventions. We evaluate individual student performance data to decide who needs Tier 2 intervention collected throughout the year. Tier 3 services are determined through the EPT process. Students who require Tier 3 services are identified through the EPT process. A FCIM Facilitator is hired to help teachers with data collection and analysis as well as instructional strategies.

Professional development is provided at both the school and district level and is coordinated by the district. Instructional Quality is the priority focus for PD this year. Teachers are working in Professional Learning Communities to identify highly effective instructional practices using the Instructional Framework as a guide. Teachers will engage in a minimum of three lesson cycles observe instructional excellence in action.

Title 1 Part C - A migrant liaison provides services and support to parents and students. The liaison coordinates with school personnel, Title I and other school and district programs to ensure student needs are met.

Title II - The district received supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Supplemental funding also used for district mentor coaches and digital educators.

Title III - Services are provided through the district for education materials, home-school communication, and ELL district support services to improve the education of immigrants and English-language learners. Also provided are dictionaries, tutors, and translators.

Title X - A district homeless coordinator provides resources and assistance for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education. Supplemental Academic Instruction (SAI) - SAI funds will be coordinated with district funds to provide training for third grade teachers.

Violence Prevention Programs - The school offers non-violence and anti-drug programs to the students. In addition, the school is implementing school-wide Positive Behavior Support (PBS). By implementing PBS we hope to increase positive behaviors and improve overall our overall approach to school and learning. We provide weekly social skills instruction using this research-based program which also supports the district's monthly social skills program.

Nutrition Programs - Nutrition programs include highlighting the importance of eating fruits and vegetables, the Weekend Backpack program that provides food for students, and our district summer meal program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Peterson	Principal
Mary Beth Lassiter	Education Support Employee
Shane Johnson	Business/Community
Sharon Fletcher	Teacher
Carly Mikell	Teacher
Liz Stark	Business/Community
Kim Ball	Principal
Stacey Scott	Parent
Kimberly McGee	Parent

Duties

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

Evaluation of last year's school improvement plan

Evaluation and review of the School Improvement Plan (SIP) is an ongoing process that takes place throughout the year. This is critical to the development of the new SIP. Each member of the SAC receives a copy of the SIP and is encouraged to provide input or suggestions.

Development of this school improvement plan

The School Advisory Council reviews ongoing development of the School Improvement Plan and provides input at each stage of development. Development of the School Improvement Plan (SIP) is reviewed at SAC meetings and members are invited to review the plan. Once developed each SAC receives a copy of the SIP for their records. Development of the new SIP includes a review of the previous year's SIP and adjustments are made based on suggestions from SAC.

Preparation of the school's annual budget and plan

The budget is reviewed with the SAC and SAC members are invited to provide input and suggestions. SAC has direct control over Lottery and School Recognition Funds that are used to supplement ongoing programs or fund expenditures not covered by other monies.

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

SAC MiniGrants for Teachers \$1500.00
Field trips and grade level events \$2000.00
School Improvement Projects \$2,000.00
Substitutes for state testing, staff development, and "as needed" projects - \$4,000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Nations, Jamie	Instructional Coach
Brailer, Joanna	Instructional Media
Vellake, Kerry	Teacher, K-12
Ball, Kim	Assistant Principal
Peterson, Lisa	Principal
Balkcom, Casey	Teacher, K-12
Dreyer, Emma	Teacher, K-12
Teta, Stephanie	Teacher, K-12
Gatson, Julia	Teacher, K-12
Wynns, Kelly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the 2015-2016 school year is the successful implementation of the Alachua County Instructional Framework, and instructional practice during English/Language Arts Instruction. Professional Learning Communities (PLCs) are working to improve instructional practice in all areas. This includes, but is not limited to, the implementation of Florida standards for English/Language Arts,

math and science across all grade levels, and benchmark assessment correlation to Item Specifications for the Florida Standards Assessment.

Public and Collaborative Teaching

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

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

The main focus of Professional Learning is centered around Professional Learning Communities. Teachers are organized into grade level and subject area groups. There is protected time after school for the PLCs to meet. Teachers receive a stipend and inservice credit for meeting in their PLCs. The main focus of the PLCs is on the unwrapping the instructional framework. Teachers are working through a series of lesson cycles to identify the instructional practices that yield the greatest learning gains. Our school schedule is designed so that grade levels have common planning time during the day. We encourage and support teachers cooperatively planning and sharing ideas/plans. We provide a list of "Who is teaching what?" that lists, by subject and level, all teachers teaching each subject. This list helps teachers identify who they can plan with in a particular subject and level. We also provide staff development time and days. Substitutes will be provided for teachers/teams to develop writing curriculum lessons, review standards, and examine test item specifications.

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

The principal and assistant principal work together to fill vacancies within the school. When recruiting for open positions we look for the most highly qualified applicants and try to find to person who matches the school, grade level, or team on which the position is open. Certification, experience, and recommendations are all considered when choosing an applicant to interview.

In an effort to retain and develop highly qualified teachers and staff, we conduct school-based professional development and mentoring activities throughout the year that match school and district initiatives and curriculum mandates as well as help them meet their own professional development needs. We provide teachers with an abundance of feedback of their instructional practice in an ongoing effort towards excellence.

Our professional development plan for the year is designed to guide teachers through a number of lesson cycles focused on improving instructional practice so that teachers can learn from each other. Our teacher resource library includes titles such as Teach Like a Champion by D. Lemov and The Classroom Management Book by Wong & Wong so that teachers have reference materials. Teacher PD also includes a district sponsored Brain Conference during the October Teacher Workday in order to learn about the way individuals learn. Administrators will work with the Steering Committee to develop leader skills. Finally, administrators will work individually with teacher displaying deficits in instructional practice in order to improve their practice

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

Our school mentoring program includes:

- Pairing beginning teachers with team leaders who provide assistance and mentoring throughout the year,
- Providing new to school teachers an opportunity to spend a day observing veteran teachers. The administrators meet with the teachers beforehand and identify specific areas to observe and then meet again at the end of the day for review and debriefing,
- Beginning teachers are paired with a district mentor who observes and meets with them on a weekly basis to review observations, questions, and items of concern.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

In order to ensure core academic programs and instructional materials are aligned to Florida's standards we have conducted staff trainings the past two years on unpacking the standards. Unpacking the standards provides the understanding teachers and staff need to be able to objectively compare our resources to the standards. Teachers are then able to identify gaps in what is expected in the new standards to the material provided through our core curriculum. Once gaps are identified, teachers and staff are able to use supplemental materials, online resources, and research-based interventions to close those gaps and provide instruction that comprehensive and well-rounded. In addition, teachers are closely examining test alignment with Florida Standards. Teachers will be implementing biweekly assessments to measure mastery of skills. Benchmark assessment will be administered each nine weeks.

Instructional Strategies

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

As a school we use data as the basis for instructional planning and decision making. Over the course of the year students take multiple assessments at both the school and district level in addition to state mandated assessments. Following an assessment, student scores are reviewed by the leadership team as well as the classroom teacher. Each assessment serves a different function.

At the beginning of the school year state assessment results are used to identify students in the bottom quartile who need supplemental instruction through Title I or in an Exceptional Education. For the majority of students, interventionists push services into the students' classrooms. Some students are pulled for additional instruction of up to 225 minutes weekly. Supplemental instruction is delivered using research based programs such as Fast ForWord, Reading Street, Achieve 3000, SRA Language for Learning, and SRA Early Interventions in Reading. Student progress is then monitored using biweekly or chapter tests. Educational Planning Team (EPT) or IEP meetings are scheduled to discuss students who continue having difficulties.

Throughout the year students take biweekly or chapter tests in language arts, mathematics, and science. Data from these tests is used to identify students in need of re-teaching through small group instruction in the regular classroom. In FCIM meetings, the FCIM facilitator, principal, and AP work with teachers in designing work stations as well as mini lessons to address specific deficiencies. Teachers meet with the leadership team at least every nine weeks to review total class progress and identify areas for growth.

Additionally, students take district required benchmark or unit tests. The leadership team uses this data to determine if students are continuing to progress as more standards are taught. These benchmarks are more rigorous than chapter or biweekly tests and require students to apply multiple standards in one sitting. Teachers also use this data to assess mastery on items that have been previously retaught based on bi-weekly or chapter test data. In FCIM meetings, the FCIM facilitator, principal, and CRT work with teachers in designing work stations as well as mini lessons to address continued deficiencies.

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

Strategy: Extended School Day

Minutes added to school year: 13,800

Achieve 3000 computer-based intervention program.

Strategy Rationale

This research-based intervention program will support students in the area of reading and provide an additional 13,800 minutes of instruction over the course of the year. Each child receives two extra hours of reading work per week the complements and supports the core instructional program.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nations, Jamie, nationsjl@gm.sbac.edu

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

Data is collected through the use of the program's monitoring tool.

Strategy: Extended School Day

Minutes added to school year: 3,060

Afterschool tutoring program using Florida Ready. Program is aligned to Florida's state standards and provides a pretest to determine benchmarks in need of more training. Students are taught by a highly-qualified teacher in small afterschool intervention groups.

Strategy Rationale

This afterschool program will focus on supplemental math instruction. Our primary intervention focus during the day is reading and this will provide the additional math support our students need.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nations, Jamie, nationsjl@gm.sbac.edu

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

Data is collected through the use of program specific assessments that track progrss toward mastery of taught benchmarks.

Student Transition and Readiness

PreK-12 Transition

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

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

Through the Voluntary Pre-K (VPK) program the district provides an opportunity for every four year old to participate in prekindergarten classes to be better prepared to enter kindergarten. The school parent resource room has resources available to check out or keep for parents of pre-K students. In addition, kindergarten readiness materials are given out at Kindergarten Roundup each year.

College and Career Readiness

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

Our school works with volunteers through the Junior Achievement program. JA programming provides students an opportunity to identify career choices based on interest. The program also affords children an opportunity to consider entrepreneurship as a career.

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

n/a

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

n/a

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percent of students making learning gains will increase.
- G2.** The percent of students scoring at or above proficiency will increase.

Strategic Goals Detail

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

G1. The percent of students making learning gains will increase. 1a

G073617

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	79.0
Math Lowest 25% Gains	85.0
Math Gains	84.0
ELA/Reading Gains	74.0

Resources Available to Support the Goal 2

- We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: Fast ForWord, My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.
- Title 1 Personnel
- Non-Title 1 Personnel

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- Parent Involvement

Plan to Monitor Progress Toward G1. 8

Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team, Leadership Team). Decisions are made in these meetings about whether to continue in the intervention, decrease intensity, or increase intensity.

Person Responsible

Jamie Nations

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

EPT meetings are held as needed.

G2. The percent of students scoring at or above proficiency will increase. 1a

G073618

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	84.0
AMO Reading - All Students	81.0
FCAT 2.0 Science Proficiency	85.0

Resources Available to Support the Goal 2

- We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: FastForWord, My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.
- District-adopted core curriculum programs.
- Florida Standards for ELA and Mathematics
- All school personnel

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- The historical discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards.

Plan to Monitor Progress Toward G2. 8

Teachers will use high quality question strategies and student-to-student discussion techniques that match rigor/complexity reflected in the Florida Standards Assessment.

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

High quality questions and discussion strategies will increase over the course of the year as documented on SNAPSHOT instruments and lesson plans.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. The percent of students making learning gains will increase. **1**

 **G073617**

G1.B1 Students lack prerequisite skills needed for mastery of grade-level content. **2**

 **B192260**

G1.B1.S1 Students receive academic interventions to support mastery of general curriculum. **4**

 **S203696**

Strategy Rationale

Students who lack prerequisite skills in reading and/or math need additional support through academic interventions to mastery grade-level expectations.

Action Step 1 **5**

Students are identified by using multiple sources of data (e.g. FSA, FCAT, FAIR, Benchmark) as being in the lowest quartile.

Person Responsible

Jamie Nations

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Students are identified and placed in interventions.

Action Step 2 5

Students receive interventions during the school day or during extended day interventions. Teachers are trained and students are pulled from non-core academic times (e.g. Resource, Homeroom PE) or after school.

Person Responsible

Jamie Nations

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Schedules have been built and students are scheduled in our district database/schedule. Students are tied to specific teachers who teach interventions. Record of extended day tutoring is on file in Title 1 room.

Action Step 3 5

Teachers receive training in intervention programs being used at the school.

Person Responsible

Jamie Nations

Schedule

Quarterly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Training schedule, completed, and documented in ACIIS.

Action Step 4 5

Intervention teachers will support students in the classroom during literacy stations.

Person Responsible

Lisa Peterson

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teacher schedule logs

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

Throughout the school year, as data becomes available, students will continue to be identified and monitored.

Person Responsible

Jamie Nations

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Students have been identified, schedules have been developed, and interventions are implemented.

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

Schedules, Progress Monitoring Data

Person Responsible

Jamie Nations


Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Schedules have been completed. Data is being collected throughout the year.

G1.B4 Parent Involvement 2

 B192263

G1.B4.S1 Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans. 4

 S203697

Strategy Rationale

Increased parent involvement and understanding of curriculum will have a positive impact on children and the school.

Action Step 1 5

Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.

Person Responsible

Mary McGlone

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Schedules/trainings developed and planned. Meetings have been held.

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

Agendas, training materials, and records of participation are created and archived.

Person Responsible

Mary McGlone

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Agendas, plans, records of participation.

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

Parent surveys will be completed.

Person Responsible

Mary McGlone

Schedule

Annually, from 8/24/2015 to 6/2/2016

Evidence of Completion

Survey results will be kept on file in Title 1 room.

G2. The percent of students scoring at or above proficiency will increase. 1

 G073618

G2.B1 Students lack prerequisite skills needed for mastery of grade-level content. 2

 B192264

G2.B1.S1 Teachers will use formative assessment to identify priority educational needs for individual students. 4

 S203698

Strategy Rationale

Teachers use assessment data to drive instruction.

Action Step 1 5

Teachers will review assessment data regularly to identify student learning needs.

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Biweekly test data and lesson plans

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

Teachers will meet with grade level teams and/or administration to review formative assessment data.

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Team meeting/data chat sign in sheets

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

Teachers will meet with grade level teams and/or administration to review formative assessment data.

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/2/2015 to 6/2/2016

Evidence of Completion

Team meeting/data chat sign in

G2.B3 The historical discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards. 2

 B192266

G2.B3.S1 Develop lessons and assignments where instructional delivery and questioning matches the complexity of the Florida Standards Assessment 4

 S203700

Strategy Rationale

Better alignment of instructional practice and questioning with the Florida Standards will improve students' capacity to demonstrate what they have learned on the FS Assessment.

Action Step 1 5

Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Professional Learning Community sign in sheets; collaborative lessons

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

Teachers will use high quality question strategies and student-to-student discussion techniques that match rigor/complexity reflected in the Florida Standards Assessment.

Person Responsible

Lisa Peterson

Schedule

Daily, from 10/7/2015 to 6/2/2016

Evidence of Completion

High quality questions and discussion strategies will be documented on SNAPSHOT instruments and lesson plans.

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

Teachers will use high quality question strategies and student-to-student discussion techniques that match rigor/complexity reflected in the Florida Standards Assessment.

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

High quality questions and discussion strategies will be documented on SNAPSHOT instruments and lesson plans.

G2.B3.S2 Implement district-adopted curriculum curriculum maps and progress monitoring assessments. 4

 S203701

Strategy Rationale

The district-adopted curriculum map has been realigned with the Florida Standards Assessment for ELA and the Mathematics. This provides a strong base upon which to build our core instructional program.

Action Step 1 5

Implement district-adopted curriculum in all subject areas.

Person Responsible

Lisa Peterson

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, classroom SNAPSHOTS and formal observations.

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

Principal and Assistant Principal will conduct classroom SNAPSHOTS and formal observations for all teachers.

Person Responsible

Lisa Peterson

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Evidence of curriculum implementation will be evaluated through SNAPSHOT and formal observation data documented in ACIIS.

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

Teachers will submit progress monitoring data in reading, math, science, and writing.

Person Responsible

Jamie Nations

Schedule

Biweekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Data has been recorded in GOOGLE DOCs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students are identified by using multiple sources of data (e.g. FSA, FCAT, FAIR, Benchmark) as being in the lowest quartile.	Nations, Jamie	8/24/2015	Students are identified and placed in interventions.	6/2/2016 monthly
G1.B4.S1.A1	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.	McGlone, Mary	8/24/2015	Schedules/trainings developed and planned. Meetings have been held.	6/2/2016 monthly
G2.B1.S1.A1	Teachers will review assessment data regularly to identify student learning needs.	Peterson, Lisa	8/24/2015	Biweekly test data and lesson plans	6/2/2016 weekly
G2.B3.S1.A1	Professional development opportunities through PLCs focused on improving	Peterson, Lisa	8/17/2015	Professional Learning Community sign in sheets; collaborative lessons	6/3/2016 weekly

Alachua - 0041 - Stephen Foster Elementary Schl - 2015-16 SIP
Stephen Foster Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional practice and implementing curriculum				
G2.B3.S2.A1	Implement district-adopted curriculum in all subject areas.	Peterson, Lisa	8/24/2015	Lesson plans, classroom SNAPSHOTS and formal observations.	6/2/2016 daily
G1.B1.S1.A2	Students receive interventions during the school day or during extended day interventions. Teachers are trained and students are pulled from non-core academic times (e.g. Resource, Homeroom PE) or after school.	Nations, Jamie	8/24/2015	Schedules have been built and students are scheduled in our district database/ schedule. Students are tied to specific teachers who teach interventions. Record of extended day tutoring is on file in Title 1 room.	6/2/2016 weekly
G1.B1.S1.A3	Teachers receive training in intervention programs being used at the school.	Nations, Jamie	8/17/2015	Training schedule, completed, and documented in ACIIS.	6/6/2016 quarterly
G1.B1.S1.A4	Intervention teachers will support students in the classroom during literacy stations.	Peterson, Lisa	9/14/2015	Teacher schedule logs	6/3/2016 daily
G1.MA1	Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team, Leadership Team). Decisions are made in these meetings about whether to continue in the intervention, decrease intensity, or increase intensity.	Nations, Jamie	8/24/2015	EPT meetings are held as needed.	6/2/2016 weekly
G1.B1.S1.MA1	Schedules, Progress Monitoring Data	Nations, Jamie	8/24/2015	Schedules have been completed. Data is being collected throughout the year.	6/2/2016 monthly
G1.B1.S1.MA1	Throughout the school year, as data becomes available, students will continue to be identified and monitored.	Nations, Jamie	8/24/2015	Students have been identified, schedules have been developed, and interventions are implemented.	6/2/2016 monthly
G1.B4.S1.MA1	Parent surveys will be completed.	McGlone, Mary	8/24/2015	Survey results will be kept on file in Title 1 room.	6/2/2016 annually
G1.B4.S1.MA1	Agendas, training materials, and records of participation are created and archived.	McGlone, Mary	8/24/2015	Agendas, plans, records of participation.	6/2/2016 monthly
G2.MA1	Teachers will use high quality question strategies and student-to-student discussion techniques that match rigor/ complexity reflected in the Florida Standards Assessment.	Peterson, Lisa	8/24/2015	High quality questions and discussion strategies will increase over the course of the year as documented on SNAPSHOT instruments and lesson plans.	6/2/2016 weekly
G2.B1.S1.MA1	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Peterson, Lisa	8/2/2015	Team meeting/data chat sign in	6/2/2016 weekly
G2.B1.S1.MA1	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Peterson, Lisa	8/24/2015	Team meeting/data chat sign in sheets	6/2/2016 weekly
G2.B3.S1.MA1	Teachers will use high quality question strategies and student-to-student discussion techniques that match rigor/ complexity reflected in the Florida Standards Assessment.	Peterson, Lisa	8/24/2015	High quality questions and discussion strategies will be documented on SNAPSHOT instruments and lesson plans.	6/2/2016 weekly
G2.B3.S1.MA1	Teachers will use high quality question strategies and student-to-student discussion techniques that match rigor/ complexity reflected in the Florida Standards Assessment.	Peterson, Lisa	10/7/2015	High quality questions and discussion strategies will be documented on SNAPSHOT instruments and lesson plans.	6/2/2016 daily
G2.B3.S2.MA1	Teachers will submit progress monitoring data in reading, math, science, and writing.	Nations, Jamie	8/24/2015	Data has been recorded in GOOGLE DOCs	6/2/2016 biweekly
G2.B3.S2.MA1	Principal and Assistant Principal will conduct classroom SNAPSHOTS and formal observations for all teachers.	Peterson, Lisa	8/24/2015	Evidence of curriculum implementation will be evaluated through SNAPSHOT and formal observation data documented in ACIIS.	6/2/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The percent of students making learning gains will increase.

G1.B1 Students lack prerequisite skills needed for mastery of grade-level content.

G1.B1.S1 Students receive academic interventions to support mastery of general curriculum.

PD Opportunity 1

Teachers receive training in intervention programs being used at the school.

Facilitator

School or district staff

Participants

Teachers

Schedule

Quarterly, from 8/17/2015 to 6/6/2016

PD Opportunity 2

Intervention teachers will support students in the classroom during literacy stations.

Facilitator

school or district staff

Participants

teachers

Schedule

Daily, from 9/14/2015 to 6/3/2016

G2. The percent of students scoring at or above proficiency will increase.

G2.B3 The historical discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards.

G2.B3.S1 Develop lessons and assignments where instructional delivery and questioning matches the complexity of the Florida Standards Assessment

PD Opportunity 1

Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum

Facilitator

Principal, AP, and PLC Leaders

Participants

Faculty

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Students are identified by using multiple sources of data (e.g. FSA, FCAT, FAIR, Benchmark) as being in the lowest quartile.				\$0.00
2	G1.B1.S1.A2	Students receive interventions during the school day or during extended day interventions. Teachers are trained and students are pulled from non-core academic times (e.g. Resource, Homeroom PE) or after school.				\$11,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Stephen Foster Elementary Schl	Title I Part A		\$11,040.00
3	G1.B1.S1.A3	Teachers receive training in intervention programs being used at the school.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,000.00
4	G1.B1.S1.A4	Intervention teachers will support students in the classroom during literacy stations.				\$2,423.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Stephen Foster Elementary Schl	Title I Part A		\$2,423.00
5	G1.B4.S1.A1	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.				\$0.00
6	G2.B1.S1.A1	Teachers will review assessment data regularly to identify student learning needs.				\$0.00
7	G2.B3.S1.A1	Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum				\$33,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Stephen Foster Elementary Schl	Title I Part A		\$33,000.00
8	G2.B3.S2.A1	Implement district-adopted curriculum in all subject areas.				\$0.00
Total:						\$47,463.00