

Alachua County Public Schools

# Stephen Foster Elementary School



2016-17 Schoolwide Improvement Plan

## Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

<https://www.sbac.edu/foster>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

### School Grades History

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

*\*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 10/18/2016.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Stephen Foster Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

At Stephen Foster Elementary School, 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. We strive to create a safe environment where learning is our priority, diversity is respected, and achievements are celebrated. We are committed to the success of every student.

##### b. Provide the school's vision statement.

At Stephen Foster Elementary School, we aim to provide a safe place where learning and creativity lead to high achievement.

#### 2. School Environment

##### a. 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:

- Student Led Conferences
- 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 with teachers, Lunch with the Principal, PBS events, etc) that students can select as a reward through our PBS system.

##### b. 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 administrative team with Positive Referrals and "Well Done" awards. 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.

Our entire faculty utilizes the principles of Trauma Sensitive Schools and the Harmony Program. Education support personnel receive training as well. These programs provides a social emotional program to build classroom community as a safe place for learning.

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

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. When students go above and beyond the STAR expectations, they may move their color to purple. Students on purple at the end of the day are rewarded with stars and a positive behavior referral. Students names are read on the morning announcements the following day.

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 behavior Resource Teacher, 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 monthly PBS events and 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, in services and book studies about classroom management strategies.

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

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: Safer, Smarter Kids, 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 Social Skills, 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 Skill Streaming.

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.

### 3. Early Warning Systems

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

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



Our school Leadership Team (Principal, Assistant Principal, Behavior Resource Teacher, 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

Interim and Quarterly Data Chats with each teacher and the Leadership Team 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 the opportunity to reflect on their instructional practice as it relates to the progress of all students and develop specific intervention plans for students. Teachers set personal goals for student achievement during the process.

When state assessment scores arrive teachers, leadership team members, grade level team leaders, 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	6	6	5	5	4	0	0	0	0	0	0	0	38
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	0	0	1	3	5	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	11	5	16	0	0	0	0	0	0	0	32

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	0	11	13	18	0	0	0	0	0	0	0	44

#### **c. 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, Ready Florida, Discovery Education, leveled content readers, and digital reading programs like Smarty Ants and Achieve 3000 will be incorporated during Tier 1 instruction to improve the academic performance of students identified by the early warning system. Progress is closely monitored using standards based assessments and Achieve 3000 results.

Team Leaders and teachers will collaboratively:

- Unwrap standards to create instructional lesson plans to prepare for mastery
- Create common assessments which align to the outcomes of Florida Standards
- Plan, provide differentiated, scaffolded instruction
- Collectively analyze data and respond with Tier 2 academic supports
- Collectively determine and inform RTI team of those not responding to Tier 1 supports

#### Tier 2 Intervention Strategies

Tier 2 interventions will provide students with additional small group direct instruction four to five times a week for approximately 20-30 minutes. Tier 2 instruction will occur in the classroom with the support of intervention teachers whenever possible. The classroom and intervention teachers will target instruction using My Sidewalks on Reading Street's Intensive Reading Intervention Program, Achieve 3000, Fast ForWord or Reading Assistant, 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." Achieve 3000 is a cloud based program that "provides differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile® reading level." Fast ForWord "builds cognitive and language skills that are essential for academic success" and Reading Assistant "'listens' to students as they read out loud, intervenes when students falter, and automatically scores students' oral reading." Regular routines are established allowing optimal learning gains for those identified by the early warning system.

Additionally, SRA's Early Reading Tutor is available for Kindergarten students who require 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

Students who are not meeting success on standards-based assessments with the support of Tier 1 and Tier 2 interventions will receive 30 minutes of small group or individual direct instruction using additional scientifically researched-based materials. Individual strengths and weakness will be identified with a targeted plan for improvement. Students needing Tier 3 Intervention will be pulled from recess at least 4 times per week.

In Kindergarten, teachers will use Language for Learning, Earobics Reading Intervention Program, or other programs based on individual student need. Language for Learning "builds a foundation for educational and developmental success." Earobics "takes a multisensory approach to help students struggling with phonemic awareness and phonics."

Teachers will use Phonics for Reading and My Sidewalks for students in grades 1-5. Phonics for Reading builds phonemic awareness, decoding, and fluency skills in a systematic, explicit way to help struggling readers build a foundation for reading comprehension. My Sidewalks places emphasis on deep meaning of vocabulary and concepts. These highly scaffolded reading intervention programs to help our students become proficient readers.

#### Extended Day Intervention Strategies

Students in the lowest quartile and EWS will be offered additional small group direct instruction afterschool. Teachers use Achieve 3000 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.

-Teachers will be use Ready Florida Math 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.

### 21st Century Afterschool Program

Students in the EWS and lowest quartile have received invitation to participate in the 21st Century Community Learning Centers program. This program offers many opportunities for students to improve their academic skills while participating in fun, positive and enriching after school activities. The purpose of the grant is to establish programs which provide at-risk students with opportunities for academic and personal enrichment through project based learning designed to complement the students' regular school days.

## B. Family and Community Engagement

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

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

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

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

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309571>.

##### 2. Description

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

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

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:

- Community Stakeholders are invited to participate on our School Advisory Council
- 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. canned food drives for Catholic Charities, gifts for residents of Ronald McDonald House, etc).
- 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.
- Foster Grandparent Program volunteers 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.
- 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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Peterson, Lisa	Principal
Pearson, Karen	School Counselor
Ball, Kim	Assistant Principal
Hopkins, Lisa	Dean
Harned, Desiree	Other

#### b. Duties

**1. 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 standards-based assessments, intervention data, behavior data, attendance, and other data weekly. 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 Multi-tiered System of Support (MTSS) program.

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

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, standards-based assessments and AIMS (Alachua Instructional Monitoring System) benchmark tests.
- Standards-based assessments including mini assessments, unit tests and concept tests
- Progress monitoring assessments including Achieve 3000 from intervention programs in use at the school
- Formal and informal assessment and writing prompts
- Ready Florida assessments

Data is submitted weekly to the principal, assistant principal, and FCIM facilitator by the teachers through the use of Google docs for review. The leadership team reviews data weekly. 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

Title I 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. Title I teachers also provide additional small group or individual instruction for students needing Tier 2 supports. Title I teachers use a pull-out model to assist students who need Tier 3 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.

Title I also supports professional development which is provided at both the school and district level. "Rigor, Relevance and Relationships" is the priority focus for PD this year. Teachers are working in Professional Learning Communities to increase learner engagement, use assessment to drive instruction, differentiate instruction to meet the needs of individual learners, integrate curriculum, use instructional technology, and improve behavior management.

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.

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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Lisa Peterson	Principal
Shane Johnson	Business/Community
Sharon Fletcher	Teacher
Carly Mikell	Teacher
Kim Ball	Principal
Sharda Jackson-Smith	Teacher
Rahna Philips	Education Support Employee
Jana Ronan	Parent
Jennifer Van Hart	Parent
Natasha Seavers	Parent
Sherri Cousins	Business/Community
Susan McQuillan	Business/Community

## b. Duties

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

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

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.

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

The School Advisory Council reviews ongoing development of the School Improvement Plan. 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.

#### *c. 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 gives input on expenditures from the School Recognition Program Funds that are use to supplement ongoing programs or fund expenditures not covered by other monies.

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

SAC MiniGrants for Teachers \$500.00  
Field trips and grade level events \$2000.00

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

Yes

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

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



#### a. Membership

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

Name	Title
Harned, Desiree	Instructional Coach
Brailer, Joanna	Instructional Media
Ball, Kim	Assistant Principal
Peterson, Lisa	Principal
Teta, Stephanie	Teacher, K-12
Gatson, Julia	Teacher, K-12
Wynns, Kelly	Teacher, K-12
Freiberg, Samantha	Teacher, K-12
Jackson-Smith, Sharda	Teacher, K-12
Powell, Debbie	Teacher, K-12
McGlone, Mary	Teacher, K-12

#### b. Duties

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

The major initiative is increasing Rigor, making learning relevant, and improving relationships. We are focused on integrating curriculum and improving instructional practice during English/Language Arts Instruction. The teachers are focused on standards-based planning, instruction and assessment. Professional Learning Communities (PLCs) are working to improve instructional practice. 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.

Starting this year in kindergarten and first grade, we are moving towards an interdisciplinary and applied approach to English Language Arts teaching and learning through STEM disciplines (science, technology, engineering, and math) for all students. The STEM model will follow the Stephen Foster Engineering Design Process and offer project-based learning opportunities in all subjects. The Stephen Foster Engineering Design Process is CHALLENGE, EXPLORE, CREATE. EVALUATE, AND SHARE. STEM learning is focused on problem solving, critical thinking, collaboration, and application of skills and knowledge.

#### D. Public and Collaborative Teaching

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

##### **1. 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 refining instructional and assessment practices related to rigor, relevance and relationships.

Teachers specifically asked in the Spring PD survey to focus on increasing learner engagement, integrating curriculum, and utilizing instructional technology. Therefore, our professional development



plan for the year is designed with focus on these three areas. We will guide teachers through a number of lesson formats and instructional strategies to increase learner engagement and develop integrated units utilizing instructional technology.

Our school schedule is designed so that grade levels have common planning time during the day. We encourage and support teachers cooperatively planning lessons, assessments, and data driven instructional decisions.

We also provide staff development time and days. Substitutes will be provided for teachers/teams to develop writing integrated curriculum units, to include project based learning. The day planning will allow "resource" or "special" teachers to be included in order to integrate art and music, thus extend the learning beyond the core content areas.

## **2. 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.

Teachers have plenty of opportunity to plan and work collaboratively to improve and refine their instructional practice while learning from each other and building strong professional relationships. .

Lastly, administrators will work individually with teachers displaying deficits in instructional practice in order to improve their practice.

## **3. 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.
- Second and third year teachers will also be given the opportunity to work with the district mentor if they desire and would appreciate the additional assistance.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

## **a. Instructional Programs**

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

In order to ensure core academic programs and instructional materials are aligned to Florida's standards we work collaboratively on develop standards-based lesson plans and assessments. Our teachers attended district standards-based lesson plan training this summer and teams plan collaboratively. Teachers start with the standards and review available resources that address the standards. They develop lesson plans and assignments that match the level and complexity of state and district assessments. Furthermore, teachers work together to develop benchmark assessments that match state requirements .

After primary instruction, teachers identify students who are not performing to expectations. 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.

## **b. Instructional Strategies**

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

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 in reading and math 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. Supplemental instruction in reading is delivered using research based programs such as Fast ForWord, My Sidewalks, Achieve 3000, Phonics for Reading, SRA Language for Learning, and SRA Early Interventions in Reading. Supplemental math materials include Ready Florida Math, Math Triumphs, and Reflex math. 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 monthly to review total class progress and identify areas for growth.

Additionally, students take district required benchmark assessments in ELA, math and science. 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.

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

**Strategy:** After School Program

**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

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

Harned, Desiree, harneddl@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:** After School Program

**Minutes added to school year:**

The 21st Century Community program "helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children."

**Strategy Rationale**

Students in the lowest quartile need additional learning opportunities to master state standards.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Peterson, Lisa, petersls@gm.sbac.edu

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

Student grades and assessment results will be monitored.

**Strategy: After School Program**

**Minutes added to school year: 3,060**

Afterschool tutoring program using Florida Ready Math. 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)**

""

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

Harned, Desiree, harneddl@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 progress toward mastery of taught benchmarks.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

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. HeadStart is available for students who qualify.

The school Title I 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.

### b. College and Career Readiness

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

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.

Additionally, our teachers are using the Engineering Model as a basis for instruction. We offer numerous project-based learning opportunities and STEM Challenges. Scientists and engineers are role models for our students

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

n/a

**3. 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

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

n/a

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.**      Sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment.
- G2.**      The percent of students scoring at or above proficiency in ELA, math and science will increase.

## Strategic Goals Detail

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

**G1. Sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment.** 1a

G087039

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	62.0
Math Gains	62.0
Math Lowest 25% Gains	62.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- Limited parent involvement affects student performance.
- Teachers need additional time to plan standards-based lesson plans and assessments.
- Some students need additional instructional minutes to master standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 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

**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**

Kim Ball

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

EPT meetings are held as needed.



**G2.** The percent of students scoring at or above proficiency in ELA, math and science will increase. 1a

G087040

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	81.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teachers are highly trained in research-based instructional methodologies. Tier 1 instructional materials include district adopted textbook and resources, standards based lesson planning tools, and quality standards based benchmark assessments. 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.

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

Administrators will conduct monthly data chats with teachers to monitor interim assessment data

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

**Evidence of Completion**

Sign in sheets and data reports

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment.

1


 G087039

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

 B231378

**G1.B1.S1** Students receive tiered instruction and interventions to support mastery of general curriculum.

4

 S244131

### Strategy Rationale

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

### Action Step 1 5

Students are identified as being in the lowest quartile by using multiple sources of data (e.g. FSA, AIMS, Benchmark Assessments, and mini assessments).

#### Person Responsible

Desiree Harned

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Students are identified and scheduled for 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. Homeroom PE) or after school.

#### Person Responsible

Desiree Harned

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### 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**

Kim Ball

**Schedule**

Quarterly, from 8/15/2016 to 6/1/2017

***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**

Kim Ball

**Schedule**

Daily, from 8/22/2016 to 5/26/2017

***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**

Kim Ball

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***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**

Kim Ball


**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

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

**G1.B1.S2** Students receive project-based STEM opportunities to develop vocabulary, critical thinking and problem solving skills **4**

 S244132

### **Strategy Rationale**

Students with limited vocabulary, problem-solving, and critical thinking skills need alternate instructional methods

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

Students will engage in STEM project-based learning opportunities.

#### **Person Responsible**

Lisa Peterson

#### **Schedule**

Quarterly, from 9/5/2016 to 6/1/2017

#### **Evidence of Completion**

Lesson plans will be monitored. Snap shot indicators and final products will be reviewed.

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

Teachers will participate in STEM related professional development opportunities.

#### **Person Responsible**

Lisa Peterson

#### **Schedule**

On 8/2/2016

#### **Evidence of Completion**

Sign in sheets and agenda

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

Principal and Assistant Principal will review lesson plans, the snap shots, and the final products.

**Person Responsible**

Lisa Peterson

**Schedule**

Monthly, from 9/1/2016 to 6/1/2017

***Evidence of Completion***

Lesson plans, snap shots, and final products

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

Principal and Assistant Principal will review lesson plans, the snap shots, and the final products.

**Person Responsible**

Lisa Peterson

**Schedule**

Monthly, from 9/1/2016 to 6/1/2017

***Evidence of Completion***

Lesson plans, snap shots, and final products



**G1.B1.S3** Students with special learning needs will be educated in general education setting with accommodations, supports, and services, according to their individual educational plans. 4

S244133

### Strategy Rationale

Research supports that students tend to learn more than they do in segregated or tracked classes.

### Action Step 1 5

Teachers will participate in professional development activities in related to supporting all students in general education settings.

#### Person Responsible

Kim Ball

#### Schedule

Quarterly, from 8/22/2016 to 6/1/2017

#### Evidence of Completion

Sign in sheets, follow up activities, lesson plans,

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

Review sign in sheets, lesson plans, and follow up activities

#### Person Responsible

Kim Ball

#### Schedule

Monthly, from 8/22/2016 to 6/1/2017

#### Evidence of Completion

Sign in sheets, lesson plans and follow up activities

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

Review sign in sheets, lesson plans, and follow up activities

**Person Responsible**

Kim Ball

**Schedule**

Quarterly, from 8/22/2016 to 6/1/2017

**Evidence of Completion**

LEA profile, ESE data report, and IEPs will be reviewed

**G1.B2 Limited parent involvement affects student performance.** 2

 B231379

**G1.B2.S1** Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans. 4

 S244134

**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 8/15/2016 to 6/1/2017

**Evidence of Completion**

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

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

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

**Person Responsible**

Mary McGlone

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Agendas, plans, records of participation.

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

Parent surveys will be completed.

**Person Responsible**

Mary McGlone

**Schedule**

Annually, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

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

**G1.B2.S2** Curriculum Night/Student led Conferences will be conducted two times per year to share curriculum and goal data with parents 4

 S244135

### **Strategy Rationale**

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

### **Action Step 1** 5

Parents will attend Curriculum Night/Student Led Conference night to learn about curriculum and help students set academic goals

#### **Person Responsible**

Mary McGlone

#### **Schedule**

Semiannually, from 11/1/2016 to 2/24/2017

#### **Evidence of Completion**

Parent sign in sheets will be collected

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

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

#### **Person Responsible**

Mary McGlone

#### **Schedule**

Semiannually, from 11/1/2016 to 2/24/2017

#### **Evidence of Completion**

Agendas, plans, records of participation.

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

Parent surveys will be completed.

**Person Responsible**

Mary McGlone

**Schedule**

On 5/31/2017

***Evidence of Completion***

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

**G1.B3 Teachers need additional time to plan standards-based lesson plans and assessments.** 2

 B231380

**G1.B3.S1 Teachers collaborate with grade level partners in creating standards-based lesson plans and assessments during team planning days.** 4

 S244136

**Strategy Rationale**

Better alignment of instructional practice and questioning with Florida standards will improve students' capacity to demonstrate what students have learned on the FSA.

**Action Step 2** 5

Teachers will work together on a planning days during the school year.

**Person Responsible**

Lisa Peterson

**Schedule**

Triannually, from 9/1/2016 to 5/1/2017

***Evidence of Completion***

Sign in sheets and collaborative lessons.

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

Teachers will sign in on the planning days

**Person Responsible**

Lisa Peterson

**Schedule**

Triannually, from 9/1/2016 to 6/1/2017

***Evidence of Completion***

Sign in sheets and lesson plans

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

Planning time will be arranged.

**Person Responsible**

Lisa Peterson


**Schedule**

Triannually, from 9/1/2016 to 6/1/2017

***Evidence of Completion***

Sign in sheets and lesson plans

**G1.B4** Some students need additional instructional minutes to master standards. 2

 B231381

**G1.B4.S1** After school instructional programing will be offered to eligible students. 4

 S244137

### Strategy Rationale

Students need more time to master standards.

### Action Step 1 5

Extended day instructional programming will be available to students needing remediation and enrichment

#### Person Responsible

Kim Ball

#### Schedule

Weekly, from 9/19/2016 to 5/25/2017

#### Evidence of Completion

Attendance sheets, student progress reports, sign in sheets

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

Title I EDI facilitators will keep attendance and student performance records.

#### Person Responsible

Desiree Harned

#### Schedule

Biweekly, from 9/19/2016 to 5/25/2017

#### Evidence of Completion

Attendance sheets and student performance records



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

Twenty-first Century facilitators will keep attendance and student performance records.

**Person Responsible**

Kim Ball

**Schedule**

Weekly, from 8/22/2016 to 6/1/2017

***Evidence of Completion***

Attendance sheets and student performance records

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

Growth data will be evaluated.

**Person Responsible**

Kim Ball


**Schedule**

Monthly, from 9/19/2016 to 5/25/2017


***Evidence of Completion***

Monitor comprehension data reports.

**G2.** The percent of students scoring at or above proficiency in ELA, math and science will increase. 1

 G087040

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

 B231382

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

 S244138

### 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

Kim Ball

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### 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

Kim Ball

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### 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

Kim Ball

### Schedule

Weekly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

Team meeting/data chat sign in

## G2.B1.S2 Teachers will use instructional methods that are geared to their students' needs. 4

 S244139

### Strategy Rationale

Teachers need a variety of instructional tools and activities to meet the learning needs of all students.

## Action Step 1 5

Teachers will identify student needs and develop lessons and activities to meet those needs. Teachers can apply for mini-grants (e.g.SAC, Find it! Fund it!, Motorola, etc. or other funding options (e.g.g Donor's Choose, etc) to supply the materials/funding for the lessons/activities/ events.

### Person Responsible

Lisa Peterson

### Schedule

On 6/1/2017

### Evidence of Completion

Funding documents and applications

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

Teachers will seek approval from the principal/designee to apply for grants, etc.

**Person Responsible**

Lisa Peterson

**Schedule**

On 6/1/2017

***Evidence of Completion***

Funding documentation will be kept at the school.

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

Additional learning opportunities can aide students background knowledge. Tailoring instruction to meet the needs of a group of students helps them to achieve their learning goals.

**Person Responsible**

Lisa Peterson


**Schedule**

On 6/1/2017

***Evidence of Completion***

Grant application and documentation will be maintained at the school

**G2.B2** There is a discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards. **2**

 B231383

**G2.B2.S1** Develop lessons, assignments, and assessments that match the level of complexity of the Florida Standards Assessment **4**

 S244140

### Strategy Rationale

Better alignment of lessons, assignments and assessments 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

Kim Ball

#### Schedule

Monthly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

Professional Learning Community sign in sheets; collaborative lessons

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

Teachers will plan standards-based lessons and assessments that include high quality instructional practices including higher order questioning strategies, student-to-student discussion techniques, etc. that match rigor/complexity reflected in the Florida Standards Assessment.

#### Person Responsible

Kim Ball

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

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

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

Teachers plan standards-based lessons and assessments will include high quality instructional strategies, questioning and discussion techniques that match rigor/complexity reflected in the Florida Standards Assessment.

### Person Responsible

Kim Ball


### Schedule

Weekly, from 8/15/2016 to 6/1/2017

### Evidence of Completion

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.

**G2.B2.S2** Implement district-adopted curriculum curriculum maps and progress monitoring assessments. 4

 S244141

### 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

Kim Ball

### Schedule

Daily, from 9/15/2016 to 6/1/2017

### Evidence of Completion

Lesson plans, classroom SNAPSHOTS and formal observations.

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

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

**Person Responsible**

Lisa Peterson

**Schedule**

Weekly, from 8/15/2016 to 6/1/2017

***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.B2.S2 7

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

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

Data has been recorded in GOOGLE DOCS

**G2.B2.S3** Teachers will use instructional methods including high quality question strategies and student to student discussion techniques that match rigor and complexity of the FSA. 4

S244142

### Strategy Rationale

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

### Action Step 1 5

Teachers will include instructional practices that match the level and complexity of the Florida Standards.

#### Person Responsible

Kim Ball

#### Schedule

Daily, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.

### Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Administrators will monitor use of high quality instructional practices including higher order questioning strategies, student-to-student discussion techniques, etc. that match rigor/complexity reflected in the Florida Standards Assessment.

#### Person Responsible

Lisa Peterson

#### Schedule

Weekly, from 8/15/2016 to 6/1/2017

#### Evidence of Completion

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.



**Plan to Monitor Effectiveness of Implementation of G2.B2.S3** 7

Teachers will use high quality instructional strategies, questioning and discussion techniques that match rigor/complexity reflected in the Florida Standards Assessment.

**Person Responsible**

Lisa Peterson

**Schedule**

Daily, from 8/15/2016 to 6/1/2017

***Evidence of Completion***

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.






## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S2.A2 A316086	Teachers will participate in STEM related professional development opportunities.	Peterson, Lisa	8/1/2016	Sign in sheets and agenda	8/2/2016 one-time
G1.B2.S2.MA1 M327891	Agendas, training materials, and records of participation are created and archived.	McGlone, Mary	11/1/2016	Agendas, plans, records of participation.	2/24/2017 semiannually
G1.B2.S2.A1 A316089	Parents will attend Curriculum Night/ Student Led Conference night to learn about curriculum and...	McGlone, Mary	11/1/2016	Parent sign in sheets will be collected	2/24/2017 semiannually
G1.B3.S1.A2 A316090	Teachers will work together on a planning days during the school year.	Peterson, Lisa	9/1/2016	Sign in sheets and collaborative lessons.	5/1/2017 triannually
G1.B4.S1.MA1 M327894	Growth data will be evaluated.	Ball, Kim	9/19/2016	Monitor comprehension data reports.	5/25/2017 monthly
G1.B4.S1.MA1 M327895	Title I EDI facilitators will keep attendance and student performance records.	Harned, Desiree	9/19/2016	Attendance sheets and student performance records	5/25/2017 biweekly
G1.B4.S1.A1 A316091	Extended day instructional programming will be available to students needing remediation and...	Ball, Kim	9/19/2016	Attendance sheets, student progress reports, sign in sheets	5/25/2017 weekly
G1.B1.S1.A4 A316084	Intervention teachers will support students in the classroom during literacy stations.	Ball, Kim	8/22/2016	Teacher schedule logs	5/26/2017 daily
G1.B2.S2.MA1 M327890	Parent surveys will be completed.	McGlone, Mary	3/1/2017	Survey results will be kept on file in Title 1 room.	5/31/2017 one-time
G1.MA1 M327897	Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team,...	Ball, Kim	8/15/2016	EPT meetings are held as needed.	6/1/2017 weekly
G2.MA1 M327908	Administrators will conduct monthly data chats with teachers to monitor interim assessment data	Ball, Kim	8/15/2016	Sign in sheets and data reports	6/1/2017 monthly
G1.B1.S1.MA1 M327882	Schedules, Progress Monitoring Data	Ball, Kim	8/15/2016	Schedules have been completed. Data is being collected throughout the year.	6/1/2017 monthly
G1.B1.S1.MA1 M327883	Throughout the school year, as data becomes available, students will continue to be identified and...	Ball, Kim	8/15/2016	Students have been identified, schedules have been developed, and interventions are implemented.	6/1/2017 monthly
G1.B1.S1.A1 A316081	Students are identified as being in the lowest quartile by using multiple sources of data (e.g....	Harned, Desiree	8/15/2016	Students are identified and scheduled for interventions.	6/1/2017 monthly
G1.B1.S1.A2 A316082	Students receive interventions during the school day or during extended day interventions. Teachers...	Harned, Desiree	8/15/2016	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.	6/1/2017 weekly
G1.B1.S1.A3 A316083	Teachers receive training in intervention programs being used at the school.	Ball, Kim	8/15/2016	Training schedule, completed, and documented in ACIIS.	6/1/2017 quarterly
G1.B2.S1.MA1 M327888	Parent surveys will be completed.	McGlone, Mary	8/15/2016	Survey results will be kept on file in Title 1 room.	6/1/2017 annually
G1.B2.S1.MA1 M327889	Agendas, training materials, and records of participation are created and archived.	McGlone, Mary	8/15/2016	Agendas, plans, records of participation.	6/1/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1 A316088	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input...	McGlone, Mary	8/15/2016	Schedules/trainings developed and planned. Meetings have been held.	6/1/2017 monthly
G1.B3.S1.MA1 M327892	Planning time will be arranged.	Peterson, Lisa	9/1/2016	Sign in sheets and lesson plans	6/1/2017 triannually
G1.B3.S1.MA1 M327893	Teachers will sign in on the planning days	Peterson, Lisa	9/1/2016	Sign in sheets and lesson plans	6/1/2017 triannually
G1.B4.S1.MA3 M327896	Twenty-first Century facilitators will keep attendance and student performance records.	Ball, Kim	8/22/2016	Attendance sheets and student performance records	6/1/2017 weekly
G2.B1.S1.MA1 M327898	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Ball, Kim	8/15/2016	Team meeting/data chat sign in	6/1/2017 weekly
G2.B1.S1.MA1 M327899	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Ball, Kim	8/15/2016	Team meeting/data chat sign in sheets	6/1/2017 monthly
G2.B1.S1.A1 A316092	Teachers will review assessment data regularly to identify student learning needs.	Ball, Kim	8/15/2016	Biweekly test data and lesson plans	6/1/2017 monthly
G2.B2.S1.MA1 M327902	Teachers plan standards-based lessons and assessments will include high quality instructional...	Ball, Kim	8/15/2016	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2017 weekly
G2.B2.S1.MA1 M327903	Teachers will plan standards-based lessons and assessments that include high quality instructional...	Ball, Kim	8/15/2016	High quality instructional strategies will be documented on SNAPSHOT instruments and lesson plans.	6/1/2017 weekly
G2.B2.S1.A1 A316094	Professional development opportunities through PLCs focused on improving instructional practice and...	Ball, Kim	8/15/2016	Professional Learning Community sign in sheets; collaborative lessons	6/1/2017 monthly
G1.B1.S2.MA1 M327884	Principal and Assistant Principal will review lesson plans, the snap shots, and the final products.	Peterson, Lisa	9/1/2016	Lesson plans, snap shots, and final products	6/1/2017 monthly
G1.B1.S2.MA1 M327885	Principal and Assistant Principal will review lesson plans, the snap shots, and the final products.	Peterson, Lisa	9/1/2016	Lesson plans, snap shots, and final products	6/1/2017 monthly
G1.B1.S2.A1 A316085	Students will engage in STEM project-based learning opportunities.	Peterson, Lisa	9/5/2016	Lesson plans will be monitored. Snap shot indicators and final products will be reviewed.	6/1/2017 quarterly
G2.B1.S2.MA1 M327900	Additional learning opportunities can aide students background knowledge. Tailoring instruction to...	Peterson, Lisa	8/15/2016	Grant application and documentation will be maintained at the school	6/1/2017 one-time
G2.B1.S2.MA1 M327901	Teachers will seek approval from the principal/designee to apply for grants, etc.	Peterson, Lisa	8/8/2016	Funding documentation will be kept at the school.	6/1/2017 one-time
G2.B1.S2.A1 A316093	Teachers will identify student needs and develop lessons and activities to meet those needs....	Peterson, Lisa	8/8/2016	Funding documents and applications	6/1/2017 one-time
G2.B2.S2.MA1 M327904	Teachers will submit progress monitoring data in reading, math, science, and writing.	Ball, Kim	8/15/2016	Data has been recorded in GOOGLE DOCs	6/1/2017 monthly
G2.B2.S2.MA1 M327905	Principal and Assistant Principal will conduct classroom SNAPSHOTS and formal observations for all...	Peterson, Lisa	8/15/2016	Evidence of curriculum implementation will be evaluated through SNAPSHOT and formal observation data documented in ACIIS.	6/1/2017 weekly
G2.B2.S2.A1 A316095	Implement district-adopted curriculum in all subject areas.	Ball, Kim	9/15/2016	Lesson plans, classroom SNAPSHOTS and formal observations.	6/1/2017 daily
G1.B1.S3.MA1 M327886	Review sign in sheets, lesson plans, and follow up activities	Ball, Kim	8/22/2016	LEA profile, ESE data report, and IEPs will be reviewed	6/1/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M327887	Review sign in sheets, lesson plans, and follow up activities	Ball, Kim	8/22/2016	Sign in sheets, lesson plans and follow up activities	6/1/2017 monthly
G1.B1.S3.A1  A316087	Teachers will participate in professional development activities in related to supporting all...	Ball, Kim	8/22/2016	Sign in sheets, follow up activities, lesson plans,	6/1/2017 quarterly
G2.B2.S3.MA1  M327906	Teachers will use high quality instructional strategies, questioning and discussion techniques that...	Peterson, Lisa	8/15/2016	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2017 daily
G2.B2.S3.MA1  M327907	Administrators will monitor use of high quality instructional practices including higher order...	Peterson, Lisa	8/15/2016	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2017 weekly
G2.B2.S3.A1  A316096	Teachers will include instructional practices that match the level and complexity of the Florida...	Ball, Kim	8/15/2016	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2017 daily

## V. Professional Development Opportunities

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

**G1.** Sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment.

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

**G1.B1.S1** Students receive tiered instruction and 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 8/15/2016 to 6/1/2017

**G1.B1.S2** Students receive project-based STEM opportunities to develop vocabulary, critical thinking and problem solving skills

### PD Opportunity 1

Teachers will participate in STEM related professional development opportunities.

#### Facilitator

Lukas Hefty

#### Participants

Kindergarten, 1st grade, and STEM Magnet teachers.

#### Schedule

On 8/2/2016

**G1.B1.S3** Students with special learning needs will be educated in general education setting with accommodations, supports, and services, according to their individual educational plans.

**PD Opportunity 1**

Teachers will participate in professional development activities in related to supporting all students in general education settings.

**Facilitator**

Special Educator personnel

**Participants**

All teachers

**Schedule**

Quarterly, from 8/22/2016 to 6/1/2017

**G1.B3** Teachers need additional time to plan standards-based lesson plans and assessments.

**G1.B3.S1** Teachers collaborate with grade level partners in creating standards-based lesson plans and assessments during team planning days.

**PD Opportunity 1**

Teachers will work together on a planning days during the school year.

**Facilitator**

Team Leaders

**Participants**

Grade level teachers

**Schedule**

Triannually, from 9/1/2016 to 5/1/2017

**G2.** The percent of students scoring at or above proficiency in ELA, math and science will increase.

**G2.B2** There is a discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards.

**G2.B2.S1** Develop lessons, assignments, and assessments that match the level of 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**

Monthly, from 8/15/2016 to 6/1/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Students are identified as being in the lowest quartile by using multiple sources of data (e.g. FSA, AIMS, Benchmark Assessments, and mini assessments).				\$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. Homeroom PE) or after school.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$8,000.00
			Notes: District Budget			
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$7,000.00
3	G1.B1.S1.A3	Teachers receive training in intervention programs being used at the school.				\$0.00
4	G1.B1.S1.A4	Intervention teachers will support students in the classroom during literacy stations.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$0.00
5	G1.B1.S2.A1	Students will engage in STEM project-based learning opportunities.				\$0.00
6	G1.B1.S2.A2	Teachers will participate in STEM related professional development opportunities.				\$7,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Stephen Foster Elementary Schl	School Improvement Funds		\$1,000.00
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$6,400.00
7	G1.B1.S3.A1	Teachers will participate in professional development activities in related to supporting all students in general education settings.				\$0.00
8	G1.B2.S1.A1	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.				\$0.00
9	G1.B2.S2.A1	Parents will attend Curriculum Night/Student Led Conference night to learn about curriculum and help students set academic goals				\$0.00
10	G1.B3.S1.A2	Teachers will work together on a planning days during the school year.				\$12,000.00



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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$12,000.00
11	G1.B4.S1.A1	Extended day instructional programming will be available to students needing remediation and enrichment				\$0.00
12	G2.B1.S1.A1	Teachers will review assessment data regularly to identify student learning needs.				\$0.00
13	G2.B1.S2.A1	Teachers will identify student needs and develop lessons and activities to meet those needs. Teachers can apply for mini-grants (e.g.SAC, Find it! Fund it!, Motorola, etc. or other funding options (e.g.g Donor's Choose, etc) to supply the materials/funding for the lessons/activities/events.				\$0.00
14	G2.B2.S1.A1	Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum				\$0.00
15	G2.B2.S2.A1	Implement district-adopted curriculum in all subject areas.				\$0.00
16	G2.B2.S3.A1	Teachers will include instructional practices that match the level and complexity of the Florida Standards.				\$0.00
					<b>Total:</b>	<b>\$34,400.00</b>