

Alachua County Public Schools

Stephen Foster Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	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 10/16/2018.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2018-19 DA Category and Statuses for Stephen Foster Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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, accept responsibility for their choices and feel 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 focused on cultivating each student and teacher's leadership talents through the Leader in Me program.

We are committed to our belief that all students can meet and exceed high performance standards regardless of where they live, their family's income, their race, gender, disability or any other factor.

We are committed to providing every student with an excellent teacher who is culturally responsive and set high expectations, a high-quality learning environment, and equitable resources to ensure that they are reaching their full potential.

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 Intervention & Support (PBIS) 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.

Teachers and administrators work collaboratively with parents and students to address issues related to Disproportionate Discipline, Closing the Achievement Gap, and Equity. Through parent

conferences, class activities, and curriculum nights, we work with parents to meet the needs of highly achieving students and students in the lowest quartile.

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.

Student Leadership through the Leader In Me program is a major focus of school climate change at Foster this year. Students will learn the Seven Habits of Highly Effective People by focusing on one habit per month. The Habits are 1: Be Proactive 2: Begin with the End in Mind 3: Put First Things First 4: Think Win-Win 5: Seek First to Understand, Then to Be Understood 6: Synergize 7: Sharpen the Saw

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 Behavior 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 provide 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 Intervention & Support program. Combined with the 7 Habits, 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, grade level activities, and STAR Events; all of which are positive reinforcement experiences.

During a recent Professional Development activity, teachers worked together to define behaviors that may occur at school. The behaviors were then classified as Teacher Managed Behaviors or Office Managed Behaviors. Teacher managed behaviors are minimally disruptive to the learning environment. Students whose actions are grossly disruptive to the learning environment may receive

an Office Discipline Referral.

Each classroom also has a color-based classroom management system. The students begin each day on GREEN. Students who consistently demonstrate classroom expectations can move their color to BLUE. Students who 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 YELLOW (Warning). The teacher restates the expectation and may offer a consequence such as a seat change or temporary loss of privilege. A second rule violation moves the student's color to ORANGE and the teacher has the discretion to offer an additional consequence (e.g. cool down spot for 10 minutes, phone call/note home, etc). If the child has to move their color to RED, the teacher restates the expectation and has the discretion to continue to manage the behavior (e.g. student calls home, special seating in the cafeteria or loss student choice at recess, etc) in the class or to submit a teacher-managed tracking form describing the student's actions.

Grossly-disruptive students may be 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 the student complete a reflection sheet or other activity. Students work with the BRT or other adult to identify restorative practices. The parent is contacted by phone, and the student is escorted back to class to resume learning as soon as possible.

Students requiring additional support to be successful in school work with a Registered Behavior Technician (RBT). In addition to a point sheet and/or contract, the RBT meets with these students daily to review expectations, plan contingencies and assist with problem solving throughout the day. The RBT monitors student success and adjusts interventions as necessary.

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 in the BRTs office for an in-school detention consequence. ISD is structured to provide restorative opportunities so that the student can return to class as quickly as possible. Only when the District protocol requires an out of school suspension for specific behavior incidents do we impose suspension as a consequence in accordance to the Code of Student Conduct.

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.
- Harmony Curriculum is used by all teachers. Activities include morning meeting, team building and class building.
- The Leader in Me is described above.
- Mentoring is offered to students as well.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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 to 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	4	22	17	12	13	9	0	0	0	0	0	0	0	77
One or more suspensions	0	2	6	5	9	2	0	0	0	0	0	0	0	24
Course failure in ELA or Math	2	5	13	2	8	1	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	14	20	22	18	16	29	0	0	0	0	0	0	0	119

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	2	7	6	5	13	7	0	0	0	0	0	0	0	40

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

Universal Designs for Learning occurs during literacy and math workstations and in small groups. Reading Street, Ready Florida, Discovery Education, leveled content readers, and digital reading programs like iStation will be incorporated during Tier 1 instruction to improve the academic performance of students identified by the early warning system. Progress in closely monitored using standards based assessments and iStation results. Culturally Responsive Teaching, PBS, Social-Emotional Learning Curriculum, and so much more -- all are strategies to help address barriers related to our achievement gap and to meet the needs of students in the EWS.

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, iStation, Achieve 3000 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." iStation is a computer assisted reading program that offers "explicit, direct, and systematic research-based content that identifies and adapts to students' individual needs." 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." 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 and first grade 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 20 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 receive support in their respective classrooms with the support of Title I supported intervention teachers.

In Kindergarten, teachers will use Language for Learning, iStation & My Sidewalks, or other programs based on individual student need. Language for Learning "builds a foundation for educational and developmental success."

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 after school. 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 select weeks during the school year. EDI supports are available to students in grade 1-5. Addressing learning deficiencies early is a priority.

21st Century After School 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/653306>.

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 local businesses conduct an all-day event focused on entrepreneurship.
 - Foster Grandparent Program volunteers work with our kindergartners 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.
- New to Foster Parents are invited to a luncheons held 4 times per year.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Peterson, Lisa	Principal
Pearson, Karen	School Counselor
Ball, Kim	Assistant Principal
Canelas, David	Instructional Coach
Yocum, Todd	Dean

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 iStation and Achieve 3000 from intervention programs in use at the school
- Formal and informal assessment and writing prompts
- Ready Florida assessments

Data is submitted bi-weekly to the principal, assistant principal, and FCIM facilitator by the teachers through the use of Google Classroom for review. The leadership team reviews behavior 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. One Title I teacher is used to reduce class size in third grade

English language Arts. 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 also 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. We are focused on ensuring instructional equity and closing the achievement gap 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 Intervention & Support (PBIS). By implementing PBIS 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
Rahna Philips	Education Support Employee
Jennifer Van Hart	Parent
Sherri Cousins	Business/Community
David Weaver	Teacher
Debbie Clark	Teacher
Lynetta Brown	Parent
Kelly Ping	Parent
Brad Williams	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

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

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

The Leader in Me membership dues \$10,000.00

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
Canelas, David	Instructional Coach
Ball, Kim	Assistant Principal
Peterson, Lisa	Principal
Freiberg, Samantha	Teacher, K-12
McGlone, Mary	Teacher, K-12
Bowling, Traci	Teacher, K-12
Dreyer, Emma	Teacher, K-12
Williams, Leslie	Instructional Media
Powell, Debbie	Teacher, K-12
Houde, Michele	Teacher, K-12
Weaver, David	Teacher, K-12
Carrier, Julie	Teacher, ESE
Nissim, Arlene	Teacher, ESE

b. Duties

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

The major initiative is ensuring instructional equity and reducing the achievement gap. We are focused on integrating curriculum and improving instructional practice during English/Language Arts and math instruction. The teachers are focused on standards-based planning, instruction and assessment. Grade level 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.

Our kindergarten through third grades 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.

The media center serves as a 'hub' for literacy activities. Students can go to the media center before school daily and are scheduled for media lessons weekly. A Maker Space is housed in the media center where students can engage in problem solving activities using a hands-on format.

D. Public and Collaborative Teaching

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

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. There is protected time during or after school for the PLCs to meet. The main focus of the PLCs is on refining instructional and assessment practices related to increasing instructional equity and reducing the achievement gap.

Teachers specifically asked in the Spring PD survey to focus on increasing learner engagement, integrating curriculum, managing student behavior and utilizing instructional technology. Therefore, our professional development plan for the year is designed with focus on these 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 school week. 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. A calendar has been established to organize professional development opportunities.

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 time 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.
- New to Foster teachers meet quarterly to ask questions.

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 attend numerous district sponsored trainings this summer including standards-based lesson plan training, science textbook adoption training, digital tools and the 7 Habits of Highly Effective People. Teams plan lessons 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 class placement, 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 Exceptional Student 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 iStation, My Sidewalks, Achieve 3000, Phonics for Reading, SRA Language for Learning, and SRA Early Interventions in Reading. Supplemental math materials include Ready Florida Math, iStation 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 assistant principal 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: 28,800

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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Weaver, David, weaverdj@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: Extended School Year

Minutes added to school year: 3,960

Struggling 1st and 2nd grade students and third graders that scored a level 1 & 2 on FSA ELA are invited to participate in an Summer Reading Camp.

Strategy Rationale

Provides a reading boost for 1st and 2nd graders. Third graders are offered additional opportunities to practice reading and/or be promoted to fourth grade (for level 1s).

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ball, Kim, ballkm@gm.sbac.edu

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

Teachers use iSation and Achieve 3000 data to determine effectiveness.

Strategy: After School Program

Minutes added to school year: 1,320

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)

""

Person(s) responsible for monitoring implementation of the strategy

Canelas, David, caneladp@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: 2,160

Struggling readers in 1st and 2nd are invited to attend reading camp during the school year to supplement the regular reading program.

Strategy Rationale

Early intervention and supports for students before the learning gap gets too large.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Canelas, David, caneladp@gm.sbac.edu

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

iStation data and curriculum based assessments will be used to show growth and determine effectiveness

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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.

We also provide a parent meeting focused on the transition to middle school.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

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.** At least sixty-two percent of all students will make learning gains on ELA and Math Florida Standards Assessment. This includes students in all subgroups and categories including lowest quartile, demographic groups, and special education programs.
- G2.** The percent of students scoring at or above proficiency in ELA, math and science will increase.
- G3.** By the end of the year, the overall number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% and 15% for African American students from the 2017-2018 school year.

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. At least sixty-two percent of all students will make learning gains on ELA and Math Florida Standards Assessment. This includes students in all subgroups and categories including lowest quartile, demographic groups, and special education programs. 1a

G100717

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
FSA ELA Achievement - Black/African American	62.0
FSA Math Achievement - Black/African American	62.0

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- Limited parental involvement can affect student performance.
- Instruction and assessments must be aligned with standards and be culturally responsive.
- Some students need additional instructional minutes to master standards.
- Students are tardy to and absent from school.
- Achievement Gap widens with time.

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: 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, The Leader in Me, Making Meaning, SIPPS
- 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 9/10/2018 to 5/31/2019

Evidence of Completion

meeting notes

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

G100718

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	68.0
FCAT 2.0 Science Proficiency	77.0

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: 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 8/13/2018 to 5/31/2019

Evidence of Completion

Sign in sheets and data reports; meeting notes

G3. By the end of the year, the overall number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% and 15% for African American students from the 2017-2018 school year. 1a

G100719

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	75.0
SWD Regular Class Placement	85.0

Targeted Barriers to Achieving the Goal 3

- Students need formal instruction in expected school behaviors.
- Teachers need better understanding of students needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Intervention and Support Plan, District staff, CREATE
- Leader In Me curriculum and supports

Plan to Monitor Progress Toward G3. 8

discipline data will be reviewed at all meetings

Person Responsible

Todd Yocum

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

meeting notes

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. At least sixty-two percent of all students will make learning gains on ELA and Math Florida Standards Assessment. This includes students in all subgroups and categories including lowest quartile, demographic groups, and special education programs. **1**

 G100717

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

 B271699

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

4

 S287637

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

David Canelas

Schedule

Monthly, from 8/13/2018 to 5/31/2019

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 provide extra support to students in the classroom, or they attend Extended Day Intervention Programs.

Person Responsible

David Canelas

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teachers document time spent with struggling students in the classroom. Teacher schedule reflects push in model. 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 8/13/2018 to 5/31/2019

Evidence of Completion

Training schedule, completed, and documented in ACIIS.

Action Step 4 5

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

Person Responsible

Kim Ball

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher schedule logs

Action Step 5 5

English Language Arts class-size will be reduced using a Title I teacher.

Person Responsible

Kim Ball

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher schedule and class rosters

Action Step 6 5

Students will be scheduled in heterogeneous groups to the greatest extent possible.

Person Responsible

Kim Ball

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Class rosters

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

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

Person Responsible

Kim Ball

Schedule

Monthly, from 8/13/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

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**

 S287638

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 9/4/2018 to 5/31/2019

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 5/31/2019

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, classroom snap shots, and the final products.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 9/1/2018 to 6/1/2019

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, classroom snapshots, and the final products.

Person Responsible

Lisa Peterson

Schedule

Monthly, from 8/31/2018 to 5/31/2019

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

S287639

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 8/13/2018 to 5/31/2019

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 8/20/2018 to 5/31/2019

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 8/20/2018 to 5/31/2019

Evidence of Completion

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

G1.B1.S5 Students will learn to assume responsibility for their own learning outcomes through the Leader in Me program 4

 S287641

Strategy Rationale

Students need to monitor their own progress and develop personal learning goals.

Action Step 1 5

Students will learn the 7 Habits of Highly Effective People

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teachers lesson plans will reflect instruction in the 7 Habits

Action Step 2 5

Teachers will learn the 7 Habits of Highly Effective People

Person Responsible

Kim Ball

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Teachers will practice the 7 Habits daily

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Students will exhibit the 7 Habits during school and document celebrations in their leadership binders

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Students will maintain a Leadership notebook

Person Responsible

Kim Ball

Schedule

Weekly, from 9/10/2018 to 9/10/2018

Evidence of Completion

Leadership notebooks will be stored in classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Teachers will monitor Leadership Notebooks

Person Responsible

Kim Ball

Schedule

Weekly, from 9/10/2018 to 5/31/2019

Evidence of Completion

Teachers will review and give feedback on the students leadership notebooks documented in lesson plans.

G1.B2 Limited parental involvement can affect student performance. 2

 B271700

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

 S287642

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 8/13/2018 to 5/31/2019

Evidence of Completion

sign in sheets

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 8/13/2018 to 5/31/2019

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 8/13/2018 to 6/1/2019

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 annually to share curriculum and goal data with parents 4

 S287643

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

Annually, from 11/1/2018 to 2/23/2019

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

Annually, from 11/1/2018 to 2/23/2019

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 5/31/2019

Evidence of Completion

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

G1.B2.S3 We will host an evening hands-on science activity for parents and students. 4

S287644

Strategy Rationale

Offer science teaching tools for parents to work with children at home

Action Step 1 5

Teachers and volunteers will present a primary science activity for students and parents.

Person Responsible

Lisa Peterson

Schedule

On 5/31/2019

Evidence of Completion

Lesson plans and sign in sheet

Action Step 2 5

Teachers and volunteers will present a science fair activity for students and parents.

Person Responsible

Lisa Peterson

Schedule

On 5/31/2019

Evidence of Completion

Lesson plans and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Lesson plans will be reviewed

Person Responsible

Lisa Peterson

Schedule

On 5/31/2019

Evidence of Completion

Lesson Plans and sign in sheets will be collected

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Students will conduct science explorations at home.

Person Responsible

Lisa Peterson

Schedule

Quarterly, from 12/3/2018 to 5/31/2019

Evidence of Completion

Lesson Plans; grade reports

G1.B2.S4 Leader in Me Parent Night 4

 S287645

Strategy Rationale

Parents will learn the Seven Habits of Highly Effective Students to reinforce concepts at home.

Action Step 1 5

Leader in Me Parent Night

Person Responsible

Kim Ball

Schedule

On 10/9/2018

Evidence of Completion

sign in sheets and survey

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Administration will attend

Person Responsible

Kim Ball

Schedule

On 10/9/2018

Evidence of Completion

agenda, sign in sheets and survey

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Parent survey

Person Responsible

Kim Ball

Schedule

On 10/30/2018

Evidence of Completion

parent survey will be conducted to ascertain parent understand of the LIM program

G1.B3 Instruction and assessments must be aligned with standards and be culturally responsive. 2

 B271701

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

 S287646

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 1 5

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

Person Responsible

Lisa Peterson

Schedule

Annually, from 9/10/2018 to 5/31/2019

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

Annually, from 9/10/2018 to 5/31/2019

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

Annually, from 9/10/2018 to 5/31/2019

Evidence of Completion

Sign in sheets and lesson plans

G1.B3.S2 Teachers employ culturally responsive instructional strategies. 4

 S287647

Strategy Rationale

Teachers must understand students' background to tap into student strengths and potential. An achievement gap exists between white and black students.

Action Step 1 5

Teachers will develop culturally relevant lessons

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teachers will submit lesson plans.

Person Responsible

Kim Ball

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teachers will submit lesson plans

Person Responsible

Kim Ball

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

lesson plans will reflect culturally responsive lessons

G1.B3.S3 Provide an instructional model that ensures rigor and culturally relevant instruction for all students **4**

 S287648

Strategy Rationale

Teachers must understand students' background to tap into student strengths and potential. An achievement gap exists between white and black students.

Action Step 1 **5**

Teachers will participate in Cultural Responsiveness training

Person Responsible

Kim Ball

Schedule

On 3/29/2019

Evidence of Completion

Cultural Responsiveness training

Plan to Monitor Fidelity of Implementation of G1.B3.S3 **6**

Teachers will implement culturally responsive lessons

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

lesson plans will be monitored

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

lesson plans will be submitted and reviewed

Person Responsible

Kim Ball

Schedule

Quarterly, from 9/10/2018 to 5/31/2019

Evidence of Completion

lesson plans

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

 B271702

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

 S287649

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 8/20/2018 to 5/31/2019

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

David Canelas

Schedule

Biweekly, from 9/10/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

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 9/10/2018 to 5/31/2019


Evidence of Completion

Monitor comprehension data reports; google docs

G1.B5 Students are tardy to and absent from school. 2

 B271703

G1.B5.S1 School social worker and attendance personnel will followup on attendance issues 4

 S287650

Strategy Rationale

Students must be present in school.

Action Step 1 5

Parent Conferences will be held to identify issues with attendance.

Person Responsible

Karen Pearson

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

conference notes

Action Step 2 5

School personnel will make home visits

Person Responsible

Karen Pearson

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

home visit logs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

conference and home visit logs

Person Responsible

Karen Pearson

Schedule

On 5/31/2019

Evidence of Completion

conference and home visit logs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

conference notes and home visit logs

Person Responsible

Karen Pearson

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

conference notes and home visit logs

G1.B6 Achievement Gap widens with time. 2

 B271704

G1.B6.S1 Reading deficiencies should be identified and mediated as early as possible to prevent low assessment scores in upper grades. 4

 S287651

Strategy Rationale

Students performing below grade level in 1st and 2nd grade have an increase risk for scoring a level 1 on third grade FSA if these needs are not addressed

Action Step 1 5

after school tutoring to support primary aged students with reading deficiencies

Person Responsible

David Canelas

Schedule

Weekly, from 10/15/2018 to 5/31/2019

Evidence of Completion

students test scores will improve; students grades will improve

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

assessment scores will be monitored

Person Responsible

David Canelas

Schedule

Monthly, from 10/15/2018 to 5/31/2019

Evidence of Completion

iStation assessment scores and report card grades will be monitored; students will have Progress Monitoring Plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

FCIMS will monitor assessment scores and report card grades

Person Responsible

David Canelas

Schedule

Monthly, from 10/15/2018 to 5/31/2019

Evidence of Completion

shared progress monitoring documents that include assessment data and grades

G1.B6.S2 Acquire supplemental, researched based materials focused on Phonics, vocabulary and reading/listening comprehension 4

 S287652

Strategy Rationale

Students have gaps in phonics, vocabulary and reading/listening comprehension

Action Step 1 5

Train teachers and purchase materials from Center for Collaborative Classroom such as SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Making Meaning

Person Responsible

Kim Ball

Schedule

On 5/31/2019

Evidence of Completion

sign in sheets; receipts

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Primary teachers will be observed and lesson plans reviewed while implementing the curriculum

Person Responsible

Kim Ball

Schedule

Monthly, from 11/5/2018 to 5/31/2019

Evidence of Completion

Primary teachers observations and lesson plans reviewed while implementing the curriculum

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

student assessments will be monitored

Person Responsible

David Canelas


Schedule

Monthly, from 11/5/2018 to 5/31/2019

Evidence of Completion

running records and assessment data will be collected

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

 G100718

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

 B271705

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

 S287653

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 8/13/2018 to 5/31/2019

Evidence of Completion

assessment google doc

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 8/13/2018 to 5/31/2019

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

Monthly, from 8/13/2018 to 5/31/2019

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

 S287654

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 5/31/2019

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 5/31/2019

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 aid 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 5/31/2019

Evidence of Completion

Grant application and documentation will be maintained at the school; sign in sheets

G2.B1.S3 Additional supports will be provided to struggling students in 1st and 2nd grade. 4

 S287655

Strategy Rationale

Identifying and closing gaps in learning for our youngest students may prevent low assessment scores in tested grades.

Action Step 1 5

After school tutoring for struggling first and second grade students.

Person Responsible

David Canelas

Schedule

Weekly, from 10/15/2018 to 5/31/2019

Evidence of Completion

lesson plans, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

lesson plans will be monitored

Person Responsible

Joanna Brailer

Schedule

Monthly, from 10/15/2018 to 5/31/2019

Evidence of Completion

lesson plans, attendance sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

student grade and assessment progress will be monitored

Person Responsible

David Canelas

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

Evidence of Completion

Students grades and assessment scores will improve over time.

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

 B271706

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

 S287656

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 8/13/2018 to 5/31/2019

Evidence of Completion

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

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

Monthly, from 8/13/2018 to 5/31/2019

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

 S287657

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 8/13/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

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

 S287658

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 8/13/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

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 8/13/2018 to 5/31/2019

Evidence of Completion

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

G3. By the end of the year, the overall number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% and 15% for African American students from the 2017-2018 school year. **1**

 G100719

G3.B1 Students need formal instruction in expected school behaviors. **2**

 B271707

G3.B1.S1 The school-wide discipline plan will be revamped to include additional positive supports for students. **4**

 S287659

Strategy Rationale

Students need to learn school-wide expectations and feel safe at school

Action Step 1 **5**

Administrators will work with the PBIS committee to update the informal and formal referral process to meet the needs of our students.

Person Responsible

Kim Ball

Schedule

Monthly, from 8/13/2018 to 6/1/2019

Evidence of Completion

PBIS and Leadership team meeting agenda

Action Step 2 **5**

Teachers will identify classroom managed and office managed referrals.

Person Responsible

Kim Ball

Schedule

Annually, from 8/13/2018 to 6/1/2019

Evidence of Completion

discipline data reports; sign in sheets; activity products

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

Behavior data will be discussed at leadership, Steering Committee, and team meetings

Person Responsible

Kim Ball

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Team meeting notes and minutes

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

Discipline data will be reviewed at all leadership meetings

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

meeting notes

G3.B1.S2 Teachers will participate in a variety of PD opportunities focused on classroom culture and management. 4

 S287660

Strategy Rationale

Teachers need a variety of instructional tools such a PBIS Lessons that address school expectations, behavioral strategies, and problem solving skills.

Action Step 1 5

Teachers will attend workshops related to student discipline and school culture throughout the year.

Person Responsible

Kim Ball

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

behavior reports

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Discipline data will be reviewed at all leadership meetings

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

workshop agenda, notes, etc

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Behavior data will be reviewed at all leadership meetings.

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019


Evidence of Completion

classroom snapshots, discipline reports, agenda, lesson plans, etc

G3.B2 Teachers need better understanding of students needs. 2

 B271708

G3.B2.S1 Teachers will work with parents to identify needs for addressing student behavior. 4

 S287661

Strategy Rationale

Teachers need a better understanding of stakeholder needs.

Action Step 1 5

Conduct a Parent Focus Group related to behavior and leadership

Person Responsible

Kim Ball

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agenda, meeting invitations, notes, minutes

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

Parent Focus groups will meet semiannually

Person Responsible

Kim Ball

Schedule

Semiannually, from 8/6/2018 to 5/31/2019

Evidence of Completion

meeting notes, agenda and invitations

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

The number of suspensions will decrease from the 2017-2018 evel

Person Responsible

Kim Ball

Schedule

On 5/31/2019

Evidence of Completion

District data reports

G3.B2.S2 Teachers will develop school and classroom community by implementing the Harmony Curriculum geared towards improving classroom and school culture. 4

 S287662

Strategy Rationale

Teachers need to build relationships with their students and offer students an opportunity to build relationships with each other.

Action Step 1 5

Teachers will participate in Professional Development for the Harmony Curriculum, and implement harmony lessons daily.

Person Responsible

Kim Ball

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

review lesson plans, agenda, sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators will conduct classroom snapshots and review lesson plans.

Person Responsible

Kim Ball

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

lesson plans and snapshots

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

The number of discipline referrals will decrease from the 2016/2017 level

Person Responsible

Kim Ball

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Behavior data will be reviewed at weekly leadership meetings.

V. Professional Development Opportunities

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

G1. At least sixty-two percent of all students will make learning gains on ELA and Math Florida Standards Assessment. This includes students in all subgroups and categories including lowest quartile, demographic groups, and special education programs.

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 8/13/2018 to 5/31/2019

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

Carly Mikell

Participants

Kindergarten, 1st grade, 2nd grade 3rd grade and STEM Magnet teachers.

Schedule

On 5/31/2019

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 8/13/2018 to 5/31/2019

G1.B1.S5 Students will learn to assume responsibility for their own learning outcomes through the Leader in Me program

PD Opportunity 1

Teachers will learn the 7 Habits of Highly Effective People

Facilitator

Representative from Steven Covey

Participants

teachers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G1.B3 Instruction and assessments must be aligned with standards and be culturally responsive.

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

Annually, from 9/10/2018 to 5/31/2019

G1.B3.S3 Provide an instructional model that ensures rigor and culturally relevant instruction for all students

PD Opportunity 1

Teachers will participate in Cultural Responsiveness training

Facilitator

SBAC

Participants

teachers

Schedule

On 3/29/2019

G1.B6 Achievement Gap widens with time.

G1.B6.S2 Acquire supplemental, researched based materials focused on Phonics, vocabulary and reading/listening comprehension

PD Opportunity 1

Train teachers and purchase materials from Center for Collaborative Classroom such as SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Making Meaning

Facilitator

consultant

Participants

primary teachers

Schedule

On 5/31/2019

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 8/13/2018 to 5/31/2019

G3. By the end of the year, the overall number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% and 15% for African American students from the 2017-2018 school year.

G3.B1 Students need formal instruction in expected school behaviors.

G3.B1.S2 Teachers will participate in a variety of PD opportunities focused on classroom culture and management.

PD Opportunity 1

Teachers will attend workshops related to student discipline and school culture throughout the year.

Facilitator

school and district staff

Participants

teachers

Schedule

Annually, from 8/13/2018 to 5/31/2019

G3.B2 Teachers need better understanding of students needs.

G3.B2.S2 Teachers will develop school and classroom community by implementing the Harmony Curriculum geared towards improving classroom and school culture.

PD Opportunity 1

Teachers will participate in Professional Development for the Harmony Curriculum, and implement harmony lessons daily.

Facilitator

Harmony PD facilitators, district and school staff

Participants

teachers

Schedule

Annually, from 8/13/2018 to 5/31/2019

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 provide extra support to students in the classroom, or they attend Extended Day Intervention Programs.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$12,000.00
Notes: School Budget						
3	G1.B1.S1.A3	Teachers receive training in intervention programs being used at the school.				\$0.00
4	G1.B1.S1.A4	Intervention and ESE teachers will support students in the classroom during literacy stations.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$0.00
5	G1.B1.S1.A5	English Language Arts class-size will be reduced using a Title I teacher.				\$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$85,000.00
Notes: Title I teacher to decrease class size in third grade						
6	G1.B1.S1.A6	Students will be scheduled in heterogeneous groups to the greatest extent possible.				\$0.00
7	G1.B1.S2.A1	Students will engage in STEM project-based learning opportunities.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	General Fund		\$7,500.00
8	G1.B1.S2.A2	Teachers will participate in STEM related professional development opportunities.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	School Improvement Funds		\$1,000.00




















Alachua - 0041 - Stephen Foster Elementary Schl - 2018-19 SIP
Stephen Foster Elementary School

9	G1.B1.S3.A1	Teachers will participate in professional development activities in related to supporting all students in general education settings.				\$0.00
10	G1.B1.S5.A1	Students will learn the 7 Habits of Highly Effective People				\$0.00
11	G1.B1.S5.A2	Teachers will learn the 7 Habits of Highly Effective People				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl			\$1,200.00
			<i>Notes: Travel expenses to send teachers to 7 Habits training who weren't here for the summer workshop</i>			
12	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
13	G1.B2.S2.A1	Parents will attend Curriculum Night/Student Led Conference night to learn about curriculum and help students set academic goals				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$2,000.00
			<i>Notes: Stipends for teachers, food for parents, and expenses</i>			
14	G1.B2.S3.A1	Teachers and volunteers will present a primary science activity for students and parents.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$500.00
15	G1.B2.S3.A2	Teachers and volunteers will present a science fair activity for students and parents.				\$0.00
16	G1.B2.S4.A1	Leader in Me Parent Night				\$0.00
17	G1.B3.S1.A1	Teachers will work together on a planning days during the school year.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$2,000.00
18	G1.B3.S2.A1	Teachers will develop culturally relevant lessons				\$0.00
19	G1.B3.S3.A1	Teachers will participate in Cultural Responsiveness training				\$0.00
20	G1.B4.S1.A1	Extended day instructional programming will be available to students needing remediation and enrichment				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl			\$2,500.00






















Alachua - 0041 - Stephen Foster Elementary Schl - 2018-19 SIP
Stephen Foster Elementary School

21	G1.B5.S1.A1	Parent Conferences will be held to identify issues with attendance.				\$0.00
22	G1.B5.S1.A2	School personnel will make home visits				\$0.00
23	G1.B6.S1.A1	after school tutoring to support primary aged students with reading deficiencies				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$5,000.00
24	G1.B6.S2.A1	Train teachers and purchase materials from Center for Collaborative Classroom such as SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Making Meaning				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$7,500.00
			Notes: Purchase SIPPS and making Meaning for grades K-2			
25	G2.B1.S1.A1	Teachers will review assessment data regularly to identify student learning needs.				\$0.00
26	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
27	G2.B1.S3.A1	After school tutoring for struggling first and second grade students.				\$0.00
28	G2.B2.S1.A1	Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum				\$0.00
29	G2.B2.S2.A1	Implement district-adopted curriculum in all subject areas.				\$0.00
30	G2.B2.S3.A1	Teachers will include instructional practices that match the level and complexity of the Florida Standards.				\$0.00
31	G3.B1.S1.A1	Administrators will work with the PBIS committee to update the informal and formal referral process to meet the needs of our students.				\$0.00
32	G3.B1.S1.A2	Teachers will identify classroom managed and office managed referrals.				\$0.00
33	G3.B1.S2.A1	Teachers will attend workshops related to student discipline and school culture throughout the year.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Stephen Foster Elementary Schl			\$500.00
34	G3.B2.S1.A1	Conduct a Parent Focus Group related to behavior and leadership				\$0.00
35	G3.B2.S2.A1	Teachers will participate in Professional Development for the Harmony Curriculum, and implement harmony lessons daily.				\$0.00
Total:						\$126,700.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
 G1.B1.S5.MA2 M426489	Students will maintain a Leadership notebook	Ball, Kim	9/10/2018	Leadership notebooks will be stored in classrooms.	9/10/2018 weekly
 G1.B2.S4.MA1 M426497	Administration will attend	Ball, Kim	10/9/2018	agenda, sign in sheets and survey	10/9/2018 one-time
 G1.B2.S4.A1 A390163	Leader in Me Parent Night	Ball, Kim	10/9/2018	sign in sheets and survey	10/9/2018 one-time
 G1.B2.S4.MA1 M426496	Parent survey	Ball, Kim	10/9/2018	parent survey will be conducted to ascertain parent understand of the LIM program	10/30/2018 one-time
 G1.B2.S2.MA1 M426493	Agendas, training materials, and records of participation are created and archived.	McGlone, Mary	11/1/2018	Agendas, plans, records of participation.	2/23/2019 annually
 G1.B2.S2.A1 A390160	Parents will attend Curriculum Night/ Student Led Conference night to learn about curriculum and...	McGlone, Mary	11/1/2018	Parent sign in sheets will be collected	2/23/2019 annually
 G1.B3.S3.A1 A390166	Teachers will participate in Cultural Responsiveness training	Ball, Kim	10/1/2018	Cultural Responsiveness training	3/29/2019 one-time
 G1.MA1 M426513	Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team,...	Ball, Kim	9/10/2018	meeting notes	5/31/2019 weekly
 G2.MA1 M426526	Administrators will conduct monthly data chats with teachers to monitor interim assessment data	Ball, Kim	8/13/2018	Sign in sheets and data reports; meeting notes	5/31/2019 monthly
 G3.MA1 M426535	discipline data will be reviewed at all meetings	Yocum, Todd	8/13/2018	meeting notes	5/31/2019 weekly
 G1.B1.S1.MA1 M426479	Schedules, Progress Monitoring Data	Ball, Kim	8/13/2018	Schedules have been completed. Data is being collected throughout the year.	5/31/2019 monthly
 G1.B1.S1.MA1 M426480	Throughout the school year, as data becomes available, struggling students will continue to be...	Ball, Kim	8/13/2018	Students have been identified, schedules have been developed, and interventions are implemented.	5/31/2019 monthly
 G1.B1.S1.A1 A390147	Students are identified as being in the lowest quartile by using multiple sources of data (e.g....	Canelas, David	8/13/2018	Students are identified and scheduled for interventions.	5/31/2019 monthly
 G1.B1.S1.A2 A390148	Students receive interventions during the school day or during extended day interventions. Teachers...	Canelas, David	8/13/2018	Teachers document time spent with struggling students in the classroom. Teacher schedule reflects push in model. Record of extended day tutoring is on file in Title 1 room.	5/31/2019 weekly
 G1.B1.S1.A3 A390149	Teachers receive training in intervention programs being used at the school.	Ball, Kim	8/13/2018	Training schedule, completed, and documented in ACIIS.	5/31/2019 quarterly
 G1.B1.S1.A4 A390150	Intervention and ESE teachers will support students in the classroom during literacy stations.	Ball, Kim	8/13/2018	Teacher schedule logs	5/31/2019 daily
 G1.B1.S1.A5 A390151	English Language Arts class-size will be reduced using a Title I teacher.	Ball, Kim	8/13/2018	Teacher schedule and class rosters	5/31/2019 daily
 G1.B1.S1.A6 A390152	Students will be scheduled in heterogeneous groups to the greatest extent possible.	Ball, Kim	8/13/2018	Class rosters	5/31/2019 daily
 G1.B2.S1.MA1 M426491	Agendas, training materials, and records of participation are created and archived.	McGlone, Mary	8/13/2018	Agendas, plans, records of participation.	5/31/2019 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  A390159	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input...	McGlone, Mary	8/13/2018	sign in sheets	5/31/2019 monthly
G1.B3.S1.MA1  M426498	Planning time will be arranged.	Peterson, Lisa	9/10/2018	Sign in sheets and lesson plans	5/31/2019 annually
G1.B3.S1.MA1  M426499	Teachers will sign in on the planning days	Peterson, Lisa	9/10/2018	Sign in sheets and lesson plans	5/31/2019 annually
G1.B3.S1.A1  A390164	Teachers will work together on a planning days during the school year.	Peterson, Lisa	9/10/2018	Sign in sheets and collaborative lessons.	5/31/2019 annually
G1.B4.S1.MA1  M426504	Growth data will be evaluated.	Ball, Kim	9/10/2018	Monitor comprehension data reports; google docs	5/31/2019 monthly
G1.B4.S1.MA1  M426505	Title I EDI facilitators will keep attendance and student performance records.	Canelas, David	9/10/2018	Attendance sheets and student performance records	5/31/2019 biweekly
G1.B4.S1.MA3  M426506	Twenty-first Century facilitators will keep attendance and student performance records.	Ball, Kim	8/13/2018	Attendance sheets and student performance records	5/31/2019 weekly
G1.B4.S1.A1  A390167	Extended day instructional programming will be available to students needing remediation and...	Ball, Kim	8/20/2018	Attendance sheets, student progress reports, sign in sheets	5/31/2019 weekly
G1.B5.S1.MA1  M426507	conference notes and home visit logs	Pearson, Karen	10/1/2018	conference notes and home visit logs	5/31/2019 quarterly
G1.B5.S1.MA1  M426508	conference and home visit logs	Pearson, Karen	10/1/2018	conference and home visit logs	5/31/2019 one-time
G1.B5.S1.A1  A390168	Parent Conferences will be held to identify issues with attendance.	Pearson, Karen	10/1/2018	conference notes	5/31/2019 quarterly
G1.B5.S1.A2  A390169	School personnel will make home visits	Pearson, Karen	10/1/2018	home visit logs	5/31/2019 quarterly
G1.B6.S1.MA1  M426509	FCIMS will monitor assessment scores and report card grades	Canelas, David	10/15/2018	shared progress monitoring documents that include assessment data and grades	5/31/2019 monthly
G1.B6.S1.MA1  M426510	assessment scores will be monitored	Canelas, David	10/15/2018	iStation assessment scores and report card grades will be monitored; students will have Progress Monitoring Plans	5/31/2019 monthly
G1.B6.S1.A1  A390170	after school tutoring to support primary aged students with reading deficiencies	Canelas, David	10/15/2018	students test scores will improve; students grades will improve	5/31/2019 weekly
G2.B1.S1.MA1  M426514	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Ball, Kim	8/13/2018	Team meeting/data chat sign in	5/31/2019 monthly
G2.B1.S1.MA1  M426515	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Ball, Kim	8/13/2018	Team meeting/data chat sign in sheets	5/31/2019 monthly
G2.B1.S1.A1  A390172	Teachers will review assessment data regularly to identify student learning needs.	Ball, Kim	8/13/2018	assessment google doc	5/31/2019 monthly
G2.B2.S1.MA1  M426520	Teachers plan standards-based lessons and assessments will include high quality instructional...	Ball, Kim	8/13/2018	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	5/31/2019 monthly
G2.B2.S1.MA1  M426521	Teachers will plan standards-based lessons and assessments that include high quality instructional...	Ball, Kim	8/13/2018	lesson plans	5/31/2019 semiannually
G2.B2.S1.A1  A390175	Professional development opportunities through PLCs focused on improving instructional practice and...	Ball, Kim	8/13/2018	sign in sheets; collaborative lessons	5/31/2019 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
G3.B1.S1.MA1 M426527	Discipline data will be reviewed at all leadership meetings	Ball, Kim	8/13/2018	meeting notes	5/31/2019 weekly
G3.B1.S1.MA1 M426528	Behavior data will be discussed at leadership, Steering Committee, and team meetings	Ball, Kim	8/13/2018	Team meeting notes and minutes	5/31/2019 monthly
G3.B2.S1.MA1 M426531	The number of suspensions will decrease from the 2017-2018 evel	Ball, Kim	8/13/2018	District data reports	5/31/2019 one-time
G3.B2.S1.MA1 M426532	Parent Focus groups will meet semiannually	Ball, Kim	8/6/2018	meeting notes, agenda and invitations	5/31/2019 semiannually
G3.B2.S1.A1 A390181	Conduct a Parent Focus Group related to behavior and leadership	Ball, Kim	8/13/2018	Agenda, meeting invitations, notes, minutes	5/31/2019 semiannually
G1.B1.S2.MA1 M426481	Principal and Assistant Principal will review lesson plans, classroom snapshots, and the final...	Peterson, Lisa	8/31/2018	Lesson plans, snap shots, and final products	5/31/2019 monthly
G1.B1.S2.A1 A390153	Students will engage in STEM project-based learning opportunities.	Peterson, Lisa	9/4/2018	Lesson plans will be monitored. Snap shot indicators and final products will be reviewed.	5/31/2019 quarterly
G1.B1.S2.A2 A390154	Teachers will participate in STEM related professional development opportunities.	Peterson, Lisa	12/1/2018	Sign in sheets and agenda	5/31/2019 one-time
G1.B2.S2.MA1 M426492	Parent surveys will be completed.	McGlone, Mary	3/1/2018	Survey results will be kept on file in Title 1 room.	5/31/2019 one-time
G1.B3.S2.MA1 M426500	Teachers will submit lesson plans	Ball, Kim	8/13/2018	lesson plans will reflect culturally responsive lessons	5/31/2019 quarterly
G1.B3.S2.MA1 M426501	Teachers will submit lesson plans.	Ball, Kim	8/13/2018	lesson plans	5/31/2019 quarterly
G1.B3.S2.A1 A390165	Teachers will develop culturally relevant lessons	Ball, Kim	8/13/2018	lesson plans	5/31/2019 weekly
G1.B6.S2.MA1 M426511	student assessments will be monitored	Canelas, David	11/5/2018	running records and assessment data will be collected	5/31/2019 monthly
G1.B6.S2.MA1 M426512	Primary teachers will be observed and lesson plans reviewed while implementing the curriculum	Ball, Kim	11/5/2018	Primary teachers observations and lesson plans reviewed while implementing the curriculum	5/31/2019 monthly
G1.B6.S2.A1 A390171	Train teachers and purchase materials from Center for Collaborative Classroom such as SIPPS...	Ball, Kim	8/13/2018	sign in sheets; receipts	5/31/2019 one-time
G2.B1.S2.MA1 M426516	Additional learning opportunities can aid students background knowledge. Tailoring instruction to...	Peterson, Lisa	8/13/2018	Grant application and documentation will be maintained at the school; sign in sheets	5/31/2019 one-time
G2.B1.S2.MA1 M426517	Teachers will seek approval from the principal/designee to apply for grants, etc.	Peterson, Lisa	8/6/2018	Funding documentation will be kept at the school.	5/31/2019 one-time
G2.B1.S2.A1 A390173	Teachers will identify student needs and develop lessons and activities to meet those needs....	Peterson, Lisa	8/13/2018	Funding documents and applications	5/31/2019 one-time
G2.B2.S2.MA1 M426522	Teachers will submit progress monitoring data in reading, math, science, and writing.	Ball, Kim	8/13/2018	Data has been recorded in GOOGLE DOCs	5/31/2019 monthly
G2.B2.S2.MA1 M426523	Principal and Assistant Principal will conduct classroom SNAPSHOTS and formal observations for all...	Peterson, Lisa	8/13/2018	Evidence of curriculum implementation will be evaluated through SNAPSHOT and formal observation data documented in ACIIS.	5/31/2019 weekly
G2.B2.S2.A1 A390176	Implement district-adopted curriculum in all subject areas.	Ball, Kim	8/13/2018	Lesson plans, classroom SNAPSHOTS and formal observations.	5/31/2019 daily

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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
G3.B1.S2.MA1  M426529	Behavior data will be reviewed at all leadership meetings.	Ball, Kim	8/13/2018	classroom snapshots, discipline reports, agenda, lesson plans, etc	5/31/2019 weekly
G3.B1.S2.MA1  M426530	Discipline data will be reviewed at all leadership meetings	Ball, Kim	8/13/2018	workshop agenda, notes, etc	5/31/2019 weekly
G3.B1.S2.A1  A390180	Teachers will attend workshops related to student discipline and school culture throughout the year.	Ball, Kim	8/13/2018	behavior reports	5/31/2019 annually
G3.B2.S2.MA1  M426533	The number of discipline referrals will decrease from the 2016/2017 level	Ball, Kim	8/13/2018	Behavior data will be reviewed at weekly leadership meetings.	5/31/2019 weekly
G3.B2.S2.MA1  M426534	Administrators will conduct classroom snapshots and review lesson plans.	Ball, Kim	8/13/2018	lesson plans and snapshots	5/31/2019 monthly
G3.B2.S2.A1  A390182	Teachers will participate in Professional Development for the Harmony Curriculum, and implement...	Ball, Kim	8/13/2018	review lesson plans, agenda, sign in sheets	5/31/2019 annually
G1.B1.S3.MA1  M426483	Review sign in sheets, lesson plans, and follow up activities	Ball, Kim	8/20/2018	LEA profile, ESE data report, and IEPs will be reviewed	5/31/2019 quarterly
G1.B1.S3.MA1  M426484	Review sign in sheets, lesson plans, and follow up activities	Ball, Kim	8/20/2018	Sign in sheets, lesson plans and follow up activities	5/31/2019 monthly
G1.B1.S3.A1  A390155	Teachers will participate in professional development activities in related to supporting all...	Ball, Kim	8/13/2018	Sign in sheets, follow up activities, lesson plans,	5/31/2019 quarterly
G1.B2.S3.MA1  M426494	Students will conduct science explorations at home.	Peterson, Lisa	12/3/2018	Lesson Plans; grade reports	5/31/2019 quarterly
G1.B2.S3.MA1  M426495	Lesson plans will be reviewed	Peterson, Lisa	12/3/2018	Lesson Plans and sign in sheets will be collected	5/31/2019 one-time
G1.B2.S3.A1  A390161	Teachers and volunteers will present a primary science activity for students and parents.	Peterson, Lisa	12/3/2018	Lesson plans and sign in sheet	5/31/2019 one-time
G1.B2.S3.A2  A390162	Teachers and volunteers will present a science fair activity for students and parents.	Peterson, Lisa	5/1/2019	Lesson plans and sign in sheets	5/31/2019 one-time
G1.B3.S3.MA1  M426502	lesson plans will be submitted and reviewed	Ball, Kim	9/10/2018	lesson plans	5/31/2019 quarterly
G1.B3.S3.MA1  M426503	Teachers will implement culturally responsive lessons	Ball, Kim	8/13/2018	lesson plans will be monitored	5/31/2019 weekly
G2.B1.S3.MA1  M426518	student grade and assessment progress will be monitored	Canelas, David	10/15/2018	Students grades and assessment scores will improve over time.	5/31/2019 quarterly
G2.B1.S3.MA1  M426519	lesson plans will be monitored	Brailer, Joanna	10/15/2018	lesson plans, attendance sheets	5/31/2019 monthly
G2.B1.S3.A1  A390174	After school tutoring for struggling first and second grade students.	Canelas, David	10/15/2018	lesson plans, sign in sheets	5/31/2019 weekly
G2.B2.S3.MA1  M426524	Teachers will use high quality instructional strategies, questioning and discussion techniques that...	Peterson, Lisa	8/13/2018	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	5/31/2019 daily
G2.B2.S3.MA1  M426525	Administrators will monitor use of high quality instructional practices including higher order...	Peterson, Lisa	8/13/2018	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	5/31/2019 weekly
G2.B2.S3.A1  A390177	Teachers will include instructional practices that match the level and complexity of the Florida...	Ball, Kim	8/13/2018	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	5/31/2019 daily

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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.S5.MA1  M426487	Teachers will monitor Leadership Notebooks	Ball, Kim	9/10/2018	Teachers will review and give feedback on the students leadership notebooks documented in lesson plans.	5/31/2019 weekly
G1.B1.S5.MA1  M426488	Teachers will practice the 7 Habits daily	Ball, Kim	8/13/2018	Students will exhibit the 7 Habits during school and document celebrations in their leadership binders	5/31/2019 weekly
G1.B1.S5.A1  A390157	Students will learn the 7 Habits of Highly Effective People	Ball, Kim	8/13/2018	Teachers lesson plans will reflect instruction in the 7 Habits	5/31/2019 weekly
G1.B1.S5.A2  A390158	Teachers will learn the 7 Habits of Highly Effective People	Ball, Kim	8/13/2018	sign in sheets	5/31/2019 monthly
G1.B2.S1.MA1  M426490	Parent surveys will be completed.	McGlone, Mary	8/13/2018	Survey results will be kept on file in Title 1 room.	6/1/2019 annually
G3.B1.S1.A1  A390178	Administrators will work with the PBIS committee to update the informal and formal referral process...	Ball, Kim	8/13/2018	PBIS and Leadership team meeting agenda	6/1/2019 monthly
G3.B1.S1.A2  A390179	Teachers will identify classroom managed and office managed referrals.	Ball, Kim	8/13/2018	discipline data reports; sign in sheets; activity products	6/1/2019 annually
G1.B1.S2.MA1  M426482	Principal and Assistant Principal will review lesson plans, classroom snap shots, and the final...	Peterson, Lisa	9/1/2018	Lesson plans, snap shots, and final products	6/1/2019 monthly