Stephen Foster Elementary School

2019-20 Schoolwide Improvement Plan

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Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

https://www.sbac.edu/foster

Demographics

Principal: Jennifer Roberson

Start Date for this Principal: 8/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: C (53%) 2016-17: B (58%) 2015-16: C (53%) 2014-15: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Stephen Foster commits to STEAM ahead toward Leadership by:
• Synergizing with all
• Taking personal responsibility
• Encouraging genius
• Achieving our goals
• Making everyone a Leader

Provide the school's vision statement.

Steamers are Leaders!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Peterson, Lisa	Principal	Instructional Leader
Ball, Kim	Assistant Principal	Instructional Leader
Pearson, Karen	School Counselor	Student Support Services
Rodriguez, Mistie	Instructional Coach	Progress Monitoring
Yocum, Todd	Dean	Positive Behavior Intervention and Supports
Houde, Michele	Teacher, K-12	Team Leader
Gatson, Julia	Teacher, K-12	Team Leader
Andes, Summer	Teacher, K-12	Team Leader
Davis, Shaci	Teacher, K-12	Team Leader
Carrier, Julie	Teacher, ESE	ESE Team Leader
Ramos, Christina	Teacher, K-12	Team Leader
Hemmerich, Kamie	Teacher, K-12	Team Leader
Van Hart, Jenni	SAC Member	SAC Chairperson
Freiberg, Samantha	Teacher, K-12	Team Leader
Weaver, David	Teacher, K-12	Team Leader

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	62	61	97	98	92	0	0	0	0	0	0	0	474
Attendance below 90 percent	0	12	3	16	6	9	0	0	0	0	0	0	0	46
One or more suspensions	0	1	3	1	5	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	9	4	7	4	4	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	1	16	21	0	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	2	5	8	8	0	0	0	0	0	0	0	27

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	59%	57%	64%	59%	55%
ELA Learning Gains	61%	57%	58%	63%	61%	57%
ELA Lowest 25th Percentile	38%	49%	53%	55%	48%	52%
Math Achievement	69%	60%	63%	62%	63%	61%
Math Learning Gains	66%	61%	62%	60%	65%	61%
Math Lowest 25th Percentile	40%	49%	51%	40%	50%	51%
Science Achievement	58%	57%	53%	64%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	64 (0)	62 (0)	61 (0)	97 (0)	98 (0)	92 (0)	474 (0)
Attendance below 90 percent	0 ()	12 ()	3 ()	16 ()	6 ()	9 ()	46 (0)
One or more suspensions	0 ()	1 (0)	3 (0)	1 (0)	5 (0)	1 (0)	11 (0)
Course failure in ELA or Math	0 ()	9 (0)	4 (0)	7 (0)	4 (0)	4 (0)	28 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	16 (0)	21 (0)	38 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	62%	57%	5%	58%	4%	
	2018	64%	56%	8%	57%	7%	
Same Grade Comparison		-2%					
Cohort Comparison							
04	2019	66%	55%	11%	58%	8%	
	2018	61%	54%	7%	56%	5%	
Same Grade Comparison		5%					
Cohort Comparison		2%					
05	2019	61%	55%	6%	56%	5%	
	2018	62%	55%	7%	55%	7%	
Same Grade Comparison		-1%					
Cohort Comparison		0%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	68%	58%	10%	62%	6%	
	2018	67%	60%	7%	62%	5%	
Same Grade Comparison		1%					
Cohort Comparison							
04	2019	70%	60%	10%	64%	6%	
	2018	69%	60%	9%	62%	7%	
Same Grade Comparison		1%					
Cohort Comparison		3%					
05	2019	65%	57%	8%	60%	5%	
	2018	62%	61%	1%	61%	1%	
Same Grade Comparison		3%					
Cohort Comparison		-4%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	58%	55%	3%	53%	5%	
	2018	64%	55%	9%	55%	9%	
Same Grade Comparison		-6%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	31	38	18	37	35	7				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	100	92		100	83						
BLK	32	49	38	39	46	36	24				
HSP	65	71		73	71		55				
MUL	76	65		80	88						
WHT	80	65		87	76		83				
FRL	40	49	35	48	51	39	23				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	8	11	22	22	18					
ASN	100	77		100	86						
BLK	36	39	24	42	45	31	45				
HSP	76	62		80	67		90				
MUL	78			72							
WHT	83	66		85	69		81				
FRL	45	40	28	50	48	35	51				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	33	38	15	46	39	9				
ASN	100	71		95	79						
BLK	35	55	50	32	45	41	26				
HSP	79	86		76	64						
MUL	57	47		67	67						
WHT	87	68		85	71		96				
FRL	45	58	55	43	46	40	38				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	94
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Students with Disabilities and Black/African American students are performing below their same aged peers who are not in these categories in ELA, math and science. Contributing factors to low performance include: lack of prerequisite skills, and knowledge, targeted assistance with deficit skills, need for professional development for teachers, limited background knowledge and vocabulary, supports for school personnel related to class size and need for targeted instruction.

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

Growth was exhibited in all areas except for third and fifth grade reading, and 5th grade science. Factors that may have contributed to declines include: lack of prerequisite skills and knowledge, targeted assistance with deficit skills, need for professional development for teachers, limited background knowledge and vocabulary, supports for school personnel related to class size and need for targeted instruction,

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

Stephen Foster students outperformed the state average in all areas. However, there are significant gaps in learning when looking specifically at students with disabilities and African-American students who are struggling in ELA, math and science. While a greater percentage of students scoring in the lowest quartile in ELA and math demonstrated a learning gain in ELA and math compared to 201/2018, these students continue to struggle.

Contributing factors to these gaps include needs for: learner readiness skills, improvement in classroom culture, professional development for new teachers, additional lesson planning to meet the

needs of diverse groups, standards based instruction with accommodations to meet the needs of learners with disabilities, and cultural responsiveness training.

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

Our fourth grade math scores were significantly higher than the year before. Additional minutes for instruction and practice are a contributing factor as were targeted assessment/enrichment/ remediation of skills. Teachers worked together to develop standards based lessons. The teachers also worked with instructional coaches from the US Department of Education to refine their instructional practice.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

A large number of students exhibit attendance less than 90%. There are many students that are scoring below a level 3 in ELA and/or math. These same students are also struggling with satisfactory grades in those subjects.

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

1. Improve outcomes for students with disabilities
2. Improve outcomes for African American students
3. Improve learning gains in ELA for students in the lowest quartile
4. Improve learning gains in math for students in the lowest quartile
5. Increase equity in discipline

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve outcomes for Students with Disabilities
Rationale	Students with disabilities are not performing at the same level as their non-disabled peers

State the measurable outcome the school plans to achieve	At least 41% of students with disabilities will score a level 3 or higher on state assessments
Person responsible for monitoring outcome	Lisa Peterson (petersls@gm.sbac.edu)
Evidence-based Strategy	Instruction in general education classrooms, targeted instruction in deficit skills, higher order problem solving and questions, high expectations, and parental involvement
Rationale for Evidence-based Strategy	Students with disabilities that receive support in general education placements achieve higher than students that are served in resource room or self-contained placements.
Action Step	
Description	1. support facilitation in general education classrooms 2. strategic scheduling of ESE teachers and paraprofessionals 3. use grade level texts and materials 4. strategic and intentional standards-based lesson planning based on assessment data 5. targeted instruction tailored to individual student needs 6. instruction in the 7 Habits of Highly Successful Students through the Leader in Me 7. W-I-N Time (What I Need) in every grade level to provide accelerated or remedial instruction depending on individual student need 8. Using the Best Practices in Inclusive Education (BPIE) model, focus on paraprofessional training, parental involvement, and creating common planning is a priority. 9. Standards based lesson planning and curriculum alignment for ELA, math and science. 10. professional development geared toward standards based lesson planning and curriculum alignment for ELA, math and science.
Person Responsible	Kim Ball (ballkm@gm.sbac.edu)

#2	
Title	Improve outcomes for African American students
Rationale	African American students are not performing at the same level as the white or hispanic peers

State the measurable outcome the school plans to achieve	At least 41% of African American students will score a level 3 or higher on state assessments
Person responsible for monitoring outcome	Lisa Peterson (petersls@gm.sbac.edu)
Evidence-based Strategy	Use of culturally relevant instruction, mentoring programs, targeted instruction, parental involvement, social-emotional learning and character development, focus on student success skills, improvement classroom culture, and formative assessment have strong evidence of success in closing achievement gaps.
Rationale for Evidence-based Strategy	A systematic review of research associated with improving outcomes suggest there are levers that propel African-American students forward and close achievement gaps (Same, Guarido, et. al., Feb. 2018).

Action Step	
Description	1. push in support from Title I teachers in general education classrooms 2. strategic scheduling of Title I teachers 3. use culturally relevant, grade level texts and materials for all instruction 4. strategic and intentional standards-based lesson planning based on formative assessment data 5. targeted instruction tailored to individual student needs 6. instruction in the 7 Habits of Highly Successful Students through the Leader in Me 7. W-I-N Time (What I Need) in every grade level to provide accelerated or remedial instruction depending on individual student need 8. increasing parental involvement and volunteer opportunities 9. Social-emotional learning opportunities 10. Team based activities and professional development activities to address the school equity plan 11. Increase access to culturally representative books in school and classroom libraries 12. Community outreach activities including neighborhood walks, events, science in the park, living wax museum, civil rights reader's theater, etc. 13. Standards based lesson planning and curriculum alignment for ELA, math and science. 14. professional development geared toward standards based lesson planning and curriculum alignment for ELA, math and science.
Person Responsible	Kim Ball (ballkm@gm.sbac.edu)

#3	
Title	Improve outcomes for students in the lowest quartile for ELA
Rationale	Students in the lowest quartile for ELA are not achieving state defined learning gains at the same rate as their peers.

State the measurable outcome the school plans to achieve	At least 41% of students in the lowest quartile for ELA will score a level 3 or higher on state assessments
Person responsible for monitoring outcome	Lisa Peterson (petersls@gm.sbac.edu)
Evidence-based Strategy	Targeted instruction, parental involvement, social-emotional learning and character development, focus on student success skills, improvement classroom culture, and formative assessment have strong evidence of success in achieving learning gains for students in the lowest quartile.
Rationale for Evidence-based Strategy	Struggling students require additional attention, direct instruction in deficit academic and school success skills, and instruction in social emotional learning

Action Step	
Description	1. push in support from Title I and ESE teachers in general education classrooms 2. strategic scheduling of Title I and ESE teachers 3. use grade level texts and materials for all instruction 4. strategic and intentional standards-based lesson planning based on assessment data 5. targeted instruction tailored to individual student needs 6. instruction in the 7 Habits of Highly Successful Students through the Leader in Me 7. W-I-N Time (What I Need) in every grade level to provide accelerated or remedial instruction depending on individual student need 8. Tier 3 interventions in small groups using research based curricula 9. Harmony Curriculum for social emotional learning 10. specific instruction in phonics, phonemic awareness, vocabulary, and comprehension 11. Hands-on, project based learning opportunities 12. Real world applications of science concepts and knowledge 13. Standards based lesson planning and curriculum alignment for ELA, math and science. 14. professional development geared toward standards based lesson planning and curriculum alignment for ELA, math and science.
Person Responsible	Mistie Rodriguez (rodriguezms@gm.sbac.edu)

#4	
Title	Improve outcomes for students in the lowest quartile for Math
Rationale	Students in the lowest quartile for math are not achieving state defined learning gains at the same rate as their peers.

State the measurable outcome the school plans to achieve	At least 41% of students in the lowest quartile for Math will score a level 3 or higher on state assessments
Person responsible for monitoring outcome	Lisa Peterson (petersls@gm.sbac.edu)
Evidence-based Strategy	Targeted instruction, parental involvement, social-emotional learning and character development, focus on student success skills, improvement classroom culture, and formative assessment have strong evidence of success in achieving learning gains for students in the lowest quartile.
Rationale for Evidence-based Strategy	Struggling students require additional attention, direct instruction in deficit academic and school success skills, and instruction in social emotional learning

Action Step	
Description	1. support facilitation in general education classrooms 2. strategic scheduling of ESE teachers and paraprofessionals 3. use grade level texts and materials 4. strategic and intentional standards-based lesson planning based on assessment data 5. targeted instruction tailored to individual student needs 6. instruction in the 7 Habits of Highly Successful Students through the Leader in Me 7. Tier 3 interventions in small groups using research based curricula 8. additional supports in after school programs and interventions 9. W-I-N time (What I Need) in every grade level to provide accelerated or remedial instruction depending on individual student need. 10. Standards based lesson planning and curriculum alignment for ELA, math and science. 11. professional development geared toward standards based lesson planning and curriculum alignment for ELA, math and science.
Person Responsible	Mistie Rodriguez (rodriguezms@gm.sbac.edu)

#5	
Title	Increase equity in school discipline
Rationale	There are a disproportionate number of African American students who have been suspended compared to other students.
State the measurable outcome the school plans to achieve	The risk-factor for suspension will be less than 4.
Person responsible for monitoring outcome	Todd Yocum (yocumtp@gm.sbac.edu)
Evidence-based Strategy	Leader in Me, Positive Behavior Intervention and Supports, Cultural Responsiveness, Restorative Practices
Rationale for Evidence-based Strategy	Improving school climate through these initiatives has shown to decrease referrals, suspensions and absences
Action Step	
Description	1. Align facets of PBIS and Leader in Me 2. Create school Mission and Vision statements focused on leadership in kid friendly language 3. Additional support for alternatives to suspension such as Restart Room, Check-in/Check-out, etc) 4. Increase use of restorative practices such as conflict resolution, peer mediation, etc 5. Increase student mentoring programs with community partners and school based personnel 6. Increase parental involvement and communication through volunteer opportunities, school and neighborhood events, digital communication through web based systems and newsletter 7. Culturally responsive practices including 8. Targeted Behavior Intervention Plans 9. Increase positive incentives through Class DOJO, Leader of the Week, Caught You Being a Leader, etc. 10. Increase opportunities for school-based and community based counseling 11. Increase assistance to community supports such as Reichart House, 21st Century Afterschool programs 12. Book study related to cultural responsiveness and equity such as When Treating All Kids the Same is the Real Problem by Dr. Lisa Williams 13. Using D.E.A.L. (Drop Everything and Lead) time with explicit social emotional development lessons 14. Use of social emotional Learning 15 Professional Development related to improving student behavior, disproportionate discipline and social emotional learning
Person Responsible	Todd Yocum (yocumtp@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Stephen Foster Elementary is in the second year of implementation of the Leader in Me. The Leader in Me is a school-wide school culture initiative targeting improved outcomes for all students through direct

instruction in the 7 Habits of Highly Successful Students.The Leader in Me Lighthouse Team identified multiple priorities based on the LIM End of Year Measurable Results Assessment. Priorities include improving student attendance, improving a supportive environment, increasing student led achievement, increasing family involvement, and improving student behavior. These priorities are the main focus of our school's leadership Lighthouse Team. The Lighthouse Team is comprised of the leaders of Action Teams

The Lighthouse Team constructed a Lead Plan that highlights school priorities for the Action Teams. Action Teams are focused on School Culture, Leadership and Academics. Teachers have received professional development in the 7 Habits of Highly Effective People, Launching Leadership, Creating Culture, and Aligning Academics. There is a priority instructional focus on one habit per month. Through the Leader in Me we are addressing the paradigm that Everyone Can be a Leader where leadership potential is recognized in all students.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Stephen Foster is committed to increasing parent and family engagement. Recent data suggests this is a major need at our school. We are working closely with our Parent Learning Action Team, Title I, and the PTA to coordinate meaningful activites for parents. These activities include regular parent meetings, science day, meetings for parents of ELLand ESE students, Leader in Me learning opportunities for parents, weekly school newsletter and phone homes, Student led conferences, Dad's Bring Your Kids to School day, the school carnival, and Leadership Day. in addition, parents have access to parent conferences throughout the year.

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

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.

Stephen Foster students are learning the 7 Habits of Highly Effective Students through the Leader in Me program. There is a monthly focus on one habit per month starting with Habit 1: Be Proactive. Weekly time is devoted to direct instruciton in the 7 Habits with a culminating Leadership Day at the end of the year.

Students are also engaging in social emotional lessons via the Harmony curriculum daily. Teachers host Morning Meetings in their classrooms. The school counselor has prescribed lessons in each class each month.

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

We offer a middle school information night for parents. We conduct transition meetings for ESE students.

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.

The school leadership team includes the principal, assistant principal, school counselor, instructional coach and behavior resource teacher. The leadership team meets weekly to review practices and priorities. The leadership team meets with the grade level team monthly to address the priorities and goals for the school year. Data is collected and goals set based on needs of the school. Resources are allocated based on the needs and input from stakeholders.

Grade level team leaders meet with school leadership in the Steering Committee at least monthly to review progress and set goals. Information from the Steering Committee meeting is shared by the grade level Team Leader to the grade level teams. In addition, grade level teachers meet at least weekly to review data, design instruction, plan assessment, and redefine goals for the upcoming month. Grade level teams also meet with the the Instructional Coach to design standards based lesson plans and assessments.

All teachers participate in a Leader in Me Action Teams meet monthly to address goals and design activities for Leader in Me implementation.

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

In addition to college and career lessons and the Leader in Me lessons, teachers are encouraged to share their college journey story with their students. Teachers also display their college diplomas and other college themes in their classrooms as part of the common board configuration.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve outcomes for Students with Disabilities				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0041 - Stephen Foster Elementary Schl			$0.00
			Notes: Coteacher training			
			0041 - Stephen Foster Elementary Schl			$0.00
			Notes: Paraprofessional training			
2	III.A.	Areas of Focus: Improve outcomes for African American students				$45,223.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0041 - Stephen Foster Elementary Schl	Other		$750.00
			Notes: Substitutes for Learning Walks			

			0041 - Stephen Foster Elementary Schl	Title, I Part A		$500.00
			Notes: Parent involvement activities food			
	6400	330-Travel	0041 - Stephen Foster Elementary Schl	Title, I Part A		$1,800.00
			Notes: Florida Association of Science Teachers conference to supplement science instruction and align lessons to standards			
	6400	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A		$11,040.00
			Notes: Teacher Stipends Benefits to support PD			
	6400	210-Retirement	0041 - Stephen Foster Elementary Schl	Title, I Part A		$935.00
			Notes: Retirement Benefits to support teacher stipends for PD			
	6400	220-Social Security	0041 - Stephen Foster Elementary Schl	Title, I Part A		$845.00
			Notes: SSI Benefits to support teacher stipends for PD			
	6400	290-Other Employee Benefits	0041 - Stephen Foster Elementary Schl	Title, I Part A		$56.00
			Notes: Early Retirement Benefits to support teacher stipends for PD			
	6400	310-Professional and Technical Services	0041 - Stephen Foster Elementary Schl	Title, I Part A		$15,000.00
			Notes: Educational consultants to support PD			
	6400	330-Travel	0041 - Stephen Foster Elementary Schl	Title, I Part A		$8,000.00
			Notes: Professional conference to support school improvement			
	6400	510-Supplies	0041 - Stephen Foster Elementary Schl	Title, I Part A		$750.00
			Notes: Materials and supplies to support PD			
	6400	520-Textbooks	0041 - Stephen Foster Elementary Schl	Title, I Part A		$4,500.00
			Notes: Books to support PD			
	6400	750-Other Personal Services	0041 - Stephen Foster Elementary Schl	Title, I Part A		$1,047.00
			Notes: Substitutes for teacher release time to participate in PD			
3	**III.A.**	**Areas of Focus: Improve outcomes for students in the lowest quartile for ELA**				**$205,310.50**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0041 - Stephen Foster Elementary Schl	Title, I Part A		$999.50
			Notes: Learning A-Z site license			
	5100	369-Technology-Related Rentals	0041 - Stephen Foster Elementary Schl	Title, I Part A		$2,000.00
			Notes: Flocabulary subscription			

	6300	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A		$2,000.00
			Notes: Team planning activities			
	5100	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A		$161,000.00
			Notes: Supplemental instructional unit for progress monitoring, instructional coach, class-size reduction and interventions			
	5100	510-Supplies	0041 - Stephen Foster Elementary Schl	Title, I Part A		$5,000.00
			Notes: Leader in Me materials			
	5100	520-Textbooks	0041 - Stephen Foster Elementary Schl	Title, I Part A		$4,334.00
			Notes: Leader in Me books			
	5100	622-Audio Visual Materials Non-Capitalized	0041 - Stephen Foster Elementary Schl	Title, I Part A		$165.00
			Notes: AV materials			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0041 - Stephen Foster Elementary Schl	Title, I Part A		$2,000.00
			Notes: Document Camerias			
	5100	644-Computer Hardware Non-Capitalized	0041 - Stephen Foster Elementary Schl	Title, I Part A		$11,550.00
			Notes: Computer equipment to support student instruction			
	5100	750-Other Personal Services	0041 - Stephen Foster Elementary Schl	Title, I Part A		$500.00
			Notes: Substitutes			
	5900	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A		$13,000.00
			Notes: Teacher stipends to support Extended day Intervention			
	5900	210-Retirement	0041 - Stephen Foster Elementary Schl	Title, I Part A		$1,101.00
			Notes: Retirement benefits for teacher stipends to support Extended day Intervention			
	5900	220-Social Security	0041 - Stephen Foster Elementary Schl	Title, I Part A		$995.00
			Notes: SSI benefits for teacher stipends to support Extended day Intervention			
	5900	290-Other Employee Benefits	0041 - Stephen Foster Elementary Schl	Title, I Part A		$66.00
			Notes: Early Retirement benefits for teacher stipends to support Extended day Intervention			
	5900	510-Supplies	0041 - Stephen Foster Elementary Schl	Title, I Part A		$600.00
			Notes: Supplies to support Extended day Intervention			
4	**III.A.**	**Areas of Focus: Improve outcomes for students in the lowest quartile for Math**				**$7,679.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6300	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A		$1,440.00
			Notes: Teacher stipends for Instructional Coaching for differentiated instruction in math			
	6300	210-Retirement	0041 - Stephen Foster Elementary Schl	Title, I Part A		$122.00
			Notes: Retirement benefits for Teacher stipends for Instructional Coaching for differentiated instruction in math			
	6300	220-Social Security	0041 - Stephen Foster Elementary Schl	Title, I Part A		$110.00
			Notes: SSI benefits for Teacher stipends for Instructional Coaching for differentiated instruction in math			
	6300	290-Other Employee Benefits	0041 - Stephen Foster Elementary Schl	Title, I Part A		$7.00
			Notes: Early Retirement benefits for Teacher stipends for Instructional Coaching for differentiated instruction in math			
	6300	510-Supplies	0041 - Stephen Foster Elementary Schl	Title, I Part A		$200.00
			Notes: Materials and supplies for Instructional Coaching for differentiated instruction in math			
	6300	520-Textbooks	0041 - Stephen Foster Elementary Schl			$500.00
			Notes: Books for Instructional Coaching for differentiated instruction in math			
	6300	750-Other Personal Services	0041 - Stephen Foster Elementary Schl			$5,300.00
			Notes: Substitutes for Instructional Coaching for differentiated instruction in math			
5	**III.A.**	**Areas of Focus: Increase equity in school discipline**				**$16,299.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0041 - Stephen Foster Elementary Schl	Title, I Part A		$4,499.00
			Notes: Leader in Me student and teacher materials K-5			
			0041 - Stephen Foster Elementary Schl	Title, I Part A		$5,000.00
			Notes: Aligning Academics training			
			0041 - Stephen Foster Elementary Schl	Title, I Part A		$4,800.00
			Notes: Equity PLC for teachers			
			0041 - Stephen Foster Elementary Schl			$2,000.00
			Notes: Regional 7 Habits training for newly hired personnel and career service staff			
					Total:	**$274,511.50**