Foster Elementary School

2019-20 Schoolwide Improvement Plan

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Foster Elementary School

2014 E DIANA ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Antonio Smith

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: F (30%) 2017-18: D (38%) 2016-17: D (39%) 2015-16: D (39%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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 Hillsborough 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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2014 E DIANA ST, Tampa, FL 33610

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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 PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	F	D	D	D

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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.

At Foster, we are fostering our students' total educational responsibilities.

Provide the school's vision statement.

We will become a school that empowers, achieves, and guides life-long educational success.

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
Lazarus, Francine	Principal	Oversee all aspects of school including curriculum, instruction, student achievement and behavior management. Liaison between families, district and state personnel, faculty and staff. Responsible for facility maintenance, budgets, hiring, etc.

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	73	68	60	93	68	65	0	0	0	0	0	0	0	427
Attendance below 90 percent	19	15	8	25	16	11	0	0	0	0	0	0	0	94
One or more suspensions	2	0	6	11	9	7	0	0	0	0	0	0	0	35
Course failure in ELA or Math	0	0	0	58	0	0	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	58	0	0	0	0	0	0	0	0	0	58

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	1	0	2	21	1	2	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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)

34

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	21	12	18	11	16	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	5	0	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	24	25	35	0	0	0	0	0	0	0	84

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	9	5	6	0	0	0	0	0	0	0	20

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	2	19	12	20	17	16	0	0	0	0	0	0	0	86
One or more suspensions	0	0	1	4	1	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	16	28	37	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	24	25	35	0	0	0	0	0	0	0	84

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	7	7	8	0	0	0	0	0	0	0	22

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	24%	52%	57%	33%	52%	55%
ELA Learning Gains	37%	55%	58%	52%	55%	57%
ELA Lowest 25th Percentile	32%	50%	53%	59%	51%	52%
Math Achievement	22%	54%	63%	29%	53%	61%
Math Learning Gains	33%	57%	62%	39%	54%	61%
Math Lowest 25th Percentile	30%	46%	51%	39%	46%	51%
Science Achievement	35%	50%	53%	22%	48%	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	73 (0)	68 (0)	60 (0)	93 (0)	68 (0)	65 (0)	427 (0)
Attendance below 90 percent	19 (3)	15 (21)	8 (12)	25 (18)	16 (11)	11 (16)	94 (81)
One or more suspensions	2 (0)	0 (0)	6 (0)	11 (0)	9 (0)	7 (0)	35 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	58 (5)	0 (0)	0 (1)	58 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	58 (24)	0 (25)	0 (35)	58 (84)

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	13%	52%	-39%	58%	-45%
	2018	25%	53%	-28%	57%	-32%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	16%	55%	-39%	58%	-42%
	2018	35%	55%	-20%	56%	-21%
Same Grade Comparison		-19%				
Cohort Comparison		-9%				
05	2019	27%	54%	-27%	56%	-29%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-6%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	15%	54%	-39%	62%	-47%
	2018	35%	55%	-20%	62%	-27%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	12%	57%	-45%	64%	-52%
	2018	34%	57%	-23%	62%	-28%
Same Grade Comparison		-22%				
Cohort Comparison		-23%				
05	2019	26%	54%	-28%	60%	-34%
	2018	35%	54%	-19%	61%	-26%
Same Grade Comparison		-9%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	30%	52%	-22%	55%	-25%
Same Grade Comparison		-4%				
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	27	30	16	22	33	25	37				
ELL	20	56		28	33						
BLK	18	34	31	18	30	30	29				
HSP	41	50		35	38		38				
WHT	46			38							
FRL	24	38	35	23	33	32	35				

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	30	30	23	19	21	21	45				
ELL	25	33		20	50						
BLK	31	43	29	29	41	38	33				
HSP	42	42		46	68		30				
WHT	64			71							
FRL	36	41	32	36	50	41	30				

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	16	38	30	10	25	23	7				
ELL	25	35		14	36						
BLK	30	52	61	28	43	38	21				
HSP	34	52		21	20		23				
WHT	54			54							
FRL	32	52	60	28	39	39	20				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
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	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Our lowest area of performance was in math achievement. Only 22% of 3-5 students scored a 3 or higher in this area. A contributing factor for this low performance was teacher turn-over throughout the year in 3rd and 4th grades. Overall, the scores in both of these grades were lower than 5th grade that did not experience any mid-year teacher turn-over.

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

The data component that showed the greatest decline from the prior year was our learning gains in math. Since learning gains are calculated in 4th & 5th grades, this decline can again be explained by the teacher turn-over that two-thirds of the 4th grade students experienced multiple times during the year.

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.

On average, the state performed better in math than in ELA this year. While the state's average 4th grade math achievement scores were its strongest area, for us this was our weakest area therefore presenting the greatest gap. This year in 4th grade, two-thirds of our students experienced multiple teacher changes and the teachers who remained the longest with these students were weak in their content knowledge & their instructional delivery.

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

The only data component showing an increase this year was 5th grade science. All 3 fifth grade teachers remained at Foster for the entire year and all 3 of these individuals were strong in their content knowledge and their instructional delivery. We also had the benefit of a very talented science coach who worked diligently with these teachers and students.

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

Our EWS data reveals a need to focus on improvements with attendance. Specifically, the number of students with less than 90% attendance is greater than those from the other EWS data points.

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

1. Attendance
2. suspensions
3. Achievement in Math
4. Achievement in ELA
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High expectations for student achievement while meeting the needs of ALL students and families
Rationale	A "D" rated school for 5 years with high teacher turn-over (63%) and 97% FRL. Monthly walk-through data revealed that a significant percentage of teachers needed improvement in the following areas: communicating high expectations (33%), using data to make instructional decisions (41%) and engaging students in goal-setting (69%). Based on 17-18 data, 4 student subgroups missed the federal index target of 41%: Students with Disabilities (27%), English Language Learners (37%), Black/African American Students (35%) & Economically Disadvantaged Students (38%).

State the measurable outcome the school plans to achieve	At least 41% of all student subgroups will reach proficiency. At least 60% of 3-5 students will make learning gains in ELA and math which is an increase from 42% and 49%.
Person responsible for monitoring outcome	Francine Lazarus (francine.lazarus@hcps.net)
Evidence-based Strategy	1. Create a culture focused on meeting student and family social-emotional needs 2. Institute a comprehensive system for designing effective instruction
Rationale for Evidence-based Strategy	1. 2019 ASQI Survey: 26.67% of teachers believe students at this school follow rules of conduct. 2019 SCIP Survey: 40% of students believe students at this school treat others with respect. (HCPS Elem. 47%) 2019 SCIP Survey: 53% of students believe bullying is addressed at this school. (HCPS Elem. 57%) There were 58 out-of-school suspensions during the 18-19 school year and only 3 incidences of restorative practices used as an alternative to out-of-school suspension. 119 students received mental health services or assistance during the 18-19 school year. The district avg. = 60 students. 2. 14% of 3rd grade students scored a level 3 or higher in ELA on the 2019 FSA. According to the 2019 AP3 i-Ready diagnostic data, 89% of 4th graders and 80% of 5th graders scored below grade level in reading. 75% of 4th graders and 67% of 5th graders scored below grade level in math.

Action Step	
Description	1a. Begin a community school initiative: hire a parent liaison and a mental health counselor, acquire resources to support a food pantry and a clothes closet, facilitate parenting classes and professional development (PD) for faculty/staff to support this initiative. 1b. Implement a "House" (PBIS) system that includes visits to the Ron Clark Academy in Atlanta, GA, positive behavior incentives, and PD for faculty/staff. 1c. Create a timeline to deliver weekly Second Step SEL lessons and provide related PD for faculty/staff. Monitor with walk-through, behavior and mental health data. 1d. Hire a behavior specialist to implement & monitor a school-wide behavior management plan that includes PD for faculty/staff & positive incentives for students. Monitor with walk-

through, behavior & mental health data.

2a. Hire a reading, math and science coach to support collaborative standards-based planning, lesson implementation and student progress monitoring.

2b. Provide PD and resources needed to implement a new K-5 Expeditionary Learning ELA curriculum. Monitor with lesson plan templates, content coach support, walk-through and student performance data.

2c. Higher a technology specialist to support differentiation through the Project Innovate initiative including PD for faculty/staff and purchasing 1:1 devices (36 student laptops and charging stations) and related technology resources to support Project Innovate.

2d. Hire an RTI coach to support the MTSS process including PD for faculty/staff, support for the PSLT team, remediation/enrichment for students and purchasing resources needed for differentiation and extended learning opportunities. Monitor through PSLT/CST logs, walk-through and formative data.

2e. Provide supplemental resources (including textbooks and online subscriptions) to support differentiated instruction, class coverage for learning walks and data analysis by hiring additional paraprofessionals and substitute teachers. Monitor with lesson plan templates, content coach support, walk-through and student performance data. Support student learning with supplemental, copied resources.

2f. Provide PD related to Whole-Brain Teaching strategies for faculty/staff. Monitor through classroom observations.

Person Responsible   Francine Lazarus (francine.lazarus@hcps.net)

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).

Facility issues related to cleanliness, safety and aesthetics will continue to be addressed through community/business partnerships and district departments in order to maintain equity with higher SES schools.

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.

See PFEP

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.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

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

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:
What is the problem?
Why is it occurring?
What are we going to do about it?
Is it working?

Assess the implementation of the SIP:
Does the data show positive student growth?
Are we making progress toward the SIPs intended outcomes?
What can we do to sustain what's working?

What barriers to implementation are we facing?
What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure teacher support systems, small group, individual needs are met, the PSLT:
Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Support the implementation of high quality instructional practices during core and intervention blocks; Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

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.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

na

Part V: Budget

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

1	III.A.	Areas of Focus: High expectations for student achievement while meeting the needs of ALL students and families				$305,324.84
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1481 - Foster Elementary School	Title, I Part A	1.0	$41,875.87
			Notes: Math Resource Teacher			
	5100	210-Retirement	1481 - Foster Elementary School	Title, I Part A		$3,546.89

			Notes: 8.47% of Math Resource Teacher			
	5100	220-Social Security	1481 - Foster Elementary School	Title, I Part A		$2,596.30
			Notes: 6.2% of Math Resource Teacher FICA			
	5100	220-Social Security	1481 - Foster Elementary School	Title, I Part A		$607.20
			Notes: 1.45% of Math Resource Teacher Medicare			
	5100	230-Group Insurance	1481 - Foster Elementary School	Title, I Part A		$7,412.03
			Notes: 17.7 % of Math Resource Teacher			
	5100	240-Workers Compensation	1481 - Foster Elementary School	Title, I Part A		$213.57
			Notes: .51% of Math Resource Teacher			
	5100	120-Classroom Teachers	1481 - Foster Elementary School	UniSIG	1.0	$60,003.78
			Notes: Tech Resource Teacher			
	5100	210-Retirement	1481 - Foster Elementary School	UniSIG		$5,082.32
			Notes: 8.47% of Tech Resource Teacher			
	5100	220-Social Security	1481 - Foster Elementary School	UniSIG		$3,720.23
			Notes: 6.2% of Tech Resource Teacher FICA			
	5100	220-Social Security	1481 - Foster Elementary School	UniSIG		$870.05
			Notes: 1.45% of Tech Resource Teacher Medicare			
	5100	230-Group Insurance	1481 - Foster Elementary School	UniSIG		$10,620.67
			Notes: 17.7% of Tech Resource Teacher			
	5100	240-Workers Compensation	1481 - Foster Elementary School	UniSIG		$306.02
			Notes: .51% of Tech Resource Teacher			
	5100	120-Classroom Teachers	1481 - Foster Elementary School	UniSIG	1.0	$41,875.87
			Notes: Science Resource Teacher			
	5100	210-Retirement	1481 - Foster Elementary School	UniSIG		$3,546.89
			Notes: 8.47% of Science Resource Teacher			
	5100	220-Social Security	1481 - Foster Elementary School	UniSIG		$2,596.30
			Notes: 6.2% of Science Resource Teacher FICA			
	5100	220-Social Security	1481 - Foster Elementary School	UniSIG		$607.20

			Notes: 1.45% of Science Resource Teacher Medicare			
	5100	230-Group Insurance	1481 - Foster Elementary School	UniSIG		$7,412.03
			Notes: 17.7% of Science Resource Teacher			
	5100	240-Workers Compensation	1481 - Foster Elementary School	UniSIG		$213.57
			Notes: .51% of Science Resource Teacher			
	7200	790-Miscellaneous Expenses	1481 - Foster Elementary School	Title, I Part A		$1,574.68
			Notes: 2.81% Math Resource Teachers			
	5100	520-Textbooks	1481 - Foster Elementary School			$12,225.99
			Notes: General classroom supplies for 31 teachers X $635.23 To purchase markers, chart paper, whiteboards, markers, pencils, paper, etc.			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1481 - Foster Elementary School	UniSIG		$1,542.78
			Notes: 9 Belkin Charging Stations, Lawson # 3018701			
	5100	519-Technology-Related Supplies	1481 - Foster Elementary School	UniSIG		$259.44
			Notes: Ink & Toner			
	5100	520-Textbooks	1481 - Foster Elementary School	UniSIG		$3,950.00
			Notes: Site licenses for: Flocabulary - $1200, IXL Science - $2750			
	5100	644-Computer Hardware Non-Capitalized	1481 - Foster Elementary School	UniSIG		$19,692.00
			Notes: 36 HP Student Tablets, @ $547ea Lawson # 3019607			
	5100	644-Computer Hardware Non-Capitalized	1481 - Foster Elementary School	UniSIG		$2,700.00
			Notes: 36 CASA Agreements, @ $75ea Lawson # 2927218			
	5100	310-Professional and Technical Services	1481 - Foster Elementary School	UniSIG		$45,775.00
			Notes: CATAPULT Learning Reading Intervention Program 22 weeks October - March 2020 4 Teachers - 4 days a week Targeted Students Level 2's. To build skills and support achieving a level 3.			
	6300	120-Classroom Teachers	1481 - Foster Elementary School	UniSIG		$10,050.72
			Notes: Instructional Duties Added for PLCs and Planning 36 teachers for 2hrs/wk for four weeks @ $35/hr = $10050.72			
	6300	210-Retirement	1481 - Foster Elementary School	UniSIG		$851.30
			Notes: Instructional Duties Added for PLCs and Planning 36 teachers for 2hrs/wk for four weeks @ $35/hr = $10050.72			
	6300	220-Social Security	1481 - Foster Elementary School	UniSIG		$623.14

			Notes: FICA - Instructional Duties Added for PLCs and Planning 36 teachers for 2hrs/wk for four weeks @ $35/hr = $10050.72			
	6300	220-Social Security	1481 - Foster Elementary School	UniSIG		$145.74
			Notes: Medicare - Instructional Duties Added for PLCs and Planning 36 teachers for 2hrs/wk for four weeks @ $35/hr = $10050.72			
	6300	240-Workers Compensation	1481 - Foster Elementary School	UniSIG		$51.26
			Notes: Medicare - Instructional Duties Added for PLCs and Planning 36 teachers for 2hrs/wk for four weeks @ $35/hr = $10050.72			
	5100	130-Other Certified Instructional Personnel	1481 - Foster Elementary School	UniSIG		$11,730.00
			Notes: T Payroll for Math/SEL Tutoring. 15 hours a week @23 per hour for 30 weeks. The teacher(s) will support students in the area of mathematics for the targeted level 2's. The teacher(s) will also use their time to provide Social and Emotional Learning (SEL) support to students. Students at Foster need help cultivating essential life skills including awareness of one's own emotions, fostering respect and care for others, establishing strong relationships, making ethical and responsible decisions, and handling adversity constructively.			
	5100	510-Supplies	1481 - Foster Elementary School	UniSIG		$1,046.00
			Notes: Per 5% ofc supply cap: Class supplies			
					Total:	**$310,298.03**