Stephen Foster Elementary School

2021-22 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: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

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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.

All Steamers take the LEAD to succeed.
Live safely
Exhibit kindness
Act responsibly
Demonstrate respect.

Provide the school's vision statement.

Stephen Foster students will progress with the knowledge, skills, and personal characteristics to be lifelong learners, independent thinkers and impactful leaders.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Mistie	Principal	Instructional Leader, Supports staff in moving towards school goals and ensures the staff has the materials needed for efficient instruction and students are making progress towards their academic proficiency. Oversees school's day to day operation, safety, security, staffing and budgetary allotments.
Mosely, LaTorria	Assistant Principal	Instructional Leader, supports students and staff in areas of curriculum, scheduling, and teaching practice. Aids principal in the oversight of day to day operations, safety, security, and academic achievement and support for all students.
Pearson, Karen	School Counselor	School Counselor, Point person for student services that are offered to students such as small group counseling sessions, social emotional learning, classroom guidance sessions and crisis management.
Woods, Kutura	Instructional Coach	Instructional Intervention Coach, oversees the intervention process for all students through data monitoring and analysis. Monitors monthly assessments, in-class interventions and progress towards proficiency.
Dixon, Christopher	Dean	Behavioral Resource Teacher, oversees day to day operations in classrooms for safety and appropriate students behavior. Ensures a safe and caring environment by modeling and teaching about the PBIS system at Foster.

Demographic Information

Principal start date

Thursday 7/1/2021, Jennifer Roberson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

447

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	53	53	55	99	90	102	0	0	0	0	0	0	0	452
Attendance below 90 percent	3	14	15	19	18	19	0	0	0	0	0	0	0	88
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	15	14	16	15	9	0	0	0	0	0	0	0	69
Course failure in Math	0	7	18	13	14	12	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	15	14	16	15	10	0	0	0	0	0	0	0	70

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	10	14	14	13	14	0	0	0	0	0	0	0	65

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	2	2	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 7/9/2021

2020-21 - 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	
Number of students enrolled	39	56	57	91	102	90	0	0	0	0	0	0	0	435
Attendance below 90 percent	0	8	12	10	9	6	0	0	0	0	0	0	0	45
One or more suspensions	1	2	1	1	2	4	0	0	0	0	0	0	0	11
Course failure in ELA	1	0	6	2	3	3	0	0	0	0	0	0	0	15
Course failure in Math	1	1	9	0	2	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14
	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	2	1	6	0	7	7	0	0	0	0	0	0	0	23

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	39	56	57	91	102	90	0	0	0	0	0	0	0	435
Attendance below 90 percent	0	8	12	10	9	6	0	0	0	0	0	0	0	45
One or more suspensions	1	2	1	1	2	4	0	0	0	0	0	0	0	11
Course failure in ELA	1	0	6	2	3	3	0	0	0	0	0	0	0	15
Course failure in Math	1	1	9	0	2	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14
	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	2	1	6	0	7	7	0	0	0	0	0	0	0	23

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	59%	57%	64%	58%	56%
ELA Learning Gains				61%	57%	58%	55%	53%	55%
ELA Lowest 25th Percentile				38%	49%	53%	28%	40%	48%
Math Achievement				69%	60%	63%	67%	64%	62%
Math Learning Gains				66%	61%	62%	59%	58%	59%
Math Lowest 25th Percentile				40%	49%	51%	33%	45%	47%
Science Achievement				58%	57%	53%	66%	55%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	57%	5%	58%	4%
Cohort Comparison						
04	2021					
	2019	66%	55%	11%	58%	8%
Cohort Comparison		-62%				
05	2021					
	2019	61%	55%	6%	56%	5%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	58%	10%	62%	6%
Cohort Comparison						
04	2021					
	2019	70%	60%	10%	64%	6%
Cohort Comparison		-68%				
05	2021					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	58%	55%	3%	53%	5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Progress monitoring tool used to collect this data is our ACPS District's AIMS assessments. AIMS assessments are given three times per year. For grade 1, we utilized iStation scores for our progress monitoring data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	55%	50%
	Economically Disadvantaged			49%
	Students With Disabilities			17%
	English Language Learners			0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	53%	32
	Economically Disadvantaged	58	56	33
	Students With Disabilities	40	47	20
	English Language Learners	33	17	17

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	55	49
	Economically Disadvantaged	36	49	40
	Students With Disabilities	40	47	20
	English Language Learners	20	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	47	13
	Economically Disadvantaged	47	33	2
	Students With Disabilities	66	44	0
	English Language Learners	60	40	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.2	55.9	57.4
	Economically Disadvantaged	49.5	49.0	52.1
	Students With Disabilities	30.0	41.7	38.1
	English Language Learners	22.5	46.2	39.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.1	57.6	68.5
	Economically Disadvantaged	62.8	54.1	61.6
	Students With Disabilities	41.7	37.5	45.7
	English Language Learners	40.7	45.5	42.9

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58.2	49.5	53.8
	Economically Disadvantaged	50.5	45.2	48.1
	Students With Disabilities	46.3	45.0	38.1
	English Language Learners	52.4	47.9	55.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69.2	56.6	66.0
	Economically Disadvantaged	63.4	47.5	56.9
	Students With Disabilities	44.4	26.3	62.5
	English Language Learners	64.4	50.0	83.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.7	68.8	70.7
	Economically Disadvantaged	45.9	52.4	50.3
	Students With Disabilities	20.0		
	English Language Learners	56.7	56.7	86.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.4	61.3	48.3
	Economically Disadvantaged	44.6	40.4	34.7
	Students With Disabilities	68.8	12.5	21.0
	English Language Learners	417.	40.6	55.6
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.0	66.3	65.6
	Economically Disadvantaged	48.0	50.6	45.3
	Students With Disabilities	16.7	37.9	
	English Language Learners	64.8	64.8	80.0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	9			17							
ELL	36			36							
ASN	100	77		100	85		100				
BLK	28	18	10	20	5	5	9				
HSP	29			21							
MUL	64			59							
WHT	79	55		76	50		77				
FRL	33	19	7	25	8	6	9				
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				
ASN	100	92		100	83						

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	92
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	14
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
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 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	67
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	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities and Black or African American students are performing below their peers. The early warning systems indicate that they are also failing in the areas of ELA and Math. Contributing factors such as low attendance may be a cause. Students as early as first grade have attendance below 90%. In grades 1-5, 20-25% of students are not in school 90% of the time. Factors such as these contribute to deficit trends in the overall achievement scores and learning gains on recent statewide assessments. Science scores indicate that 5th grade students within the subgroups are performing below their peers as well. This leads to a greater need for remediation by reducing class size, providing additional support, and targeting instruction to address the needs of individual subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Learning Gains of the Lowest Quartile and overall Math proficiency showed the greatest decline from the previous results. Students demonstrating Math proficiency in grade 3 declined by 22%, 4th grade by 24%, and 18% in 5th grade.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A major factor that contributes to the decline may be a lack of attendance online or in person. Students also demonstrated a lack of prerequisite skills, and background knowledge. Many upper grade level students struggled with an inability to comprehend and/or compute word problems. With a third of students digital, there may have been little assistance available to address deficiencies within subgroups.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When compared to the 2019 data, there were no improvements in any areas in 2021. The lowest decrease was in the area of Science Achievement. Students in 5th grade declined by 5% compared to 2019 results.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The implementation and use of the STEM Magnet program has been a major factor for keeping our students engaged in STEM learning activities. Students were able to engage in content both in class

and virtual. Students enrolled in the STEM Magnet program were still able to visit the STEM Lab twice weekly. Regular education students visited once a week as well.

What strategies will need to be implemented in order to accelerate learning?

A greater emphasis will need to be placed on achieving student learning gains in both reading and math. To achieve this goal, students will need to be carefully tracked and monitored for progress. Additional opportunities to target and identify students during Data Chats, Instructional Coaching, and Classroom Observations will be addressed. After School and daily High Dose will be utilized to support targeted students during the school day. The implementation of a new reading series, Illuminate Scoring and Data Analysis, and partnership with the University of Florida's UFLI department should decrease the amount of time needed to make accurate and data driven decisions. Students that are in need of remediation and enrichment will be addressed at a faster rate.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in ongoing training and coaching throughout the year to improve their instruction and use of Reading Benchmark and UFLI Foundations. Additional training in the use of the Illuminate System will occur at the school, grade level, and individual level. Early identification of students falling in the early warning categories will be of great significance during monthly team and individual data chats. The Title I Department will also provide additional support for students, teachers, administrators, and parents.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Early identification of students falling in the early warning categories will be of great significance during monthly team and individual data chats. The Title I Department will also provide additional support for students, teachers, administrators, and parents.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	There is a demonstrated opportunity gap when comparing the academic achievement of students with disabilities to their peers without disabilities.
Measurable Outcome:	During the 2021-2022 school year, students with disabilities will increase their academic performance level to meet or exceed the school goal of 42%.
Monitoring:	This area of focus will be monitored using grade-level and district assessment data including AIMS, iStation ISIP and DIBELS, to be collected and monitored regularly.
Person responsible for monitoring outcome:	LaTorria Mosely (moselylj@gm.sbac.edu)
Evidence-based Strategy:	Consistent, standards-based, tier-one instruction, using the district approve curriculum with a strong emphasis on building relationships, building background knowledge and grade-level vocabulary, while using data to inform instruction and needed interventions. Additional interventions provided by the ESE teacher will occur within the general education classroom.
Rationale for Evidence-based Strategy:	Students with disabilities need additional scaffolds to access the grade-level curriculum. Also, students with disabilities that receive support in the general education classroom demonstrate higher achievement than students that are serviced in resource or self-contained classrooms.

Action Steps to Implement

1. Use formative assessment data to identify needed interventions.

Person Responsible	LaTorria Mosely (moselylj@gm.sbac.edu)

2. Provide needed accommodations and interventions during whole group instruction by general education teachers and within small-group intervention groups serviced by ESE teachers.

Person Responsible	LaTorria Mosely (moselylj@gm.sbac.edu)

3. Strategic scheduling of Paraprofessionals, High Dose Tutors, Title One teachers, Coaches, and District support staff to provide the additional levels of support to both students and educators.

Person Responsible	Mistie Rodriguez (rodriguezms@gm.sbac.edu)

4. Data driven PLC's monthly to review data and progress of targeted students which will include disaggregating data, collaborative planning and teacher observation (individual coaching and learning walks).

Person Responsible	Kutura Woods (woodskt@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	There is a demonstrated opportunity gap when comparing the academic achievement of Black/African American to their white and Hispanic peers.
Measurable Outcome:	During the academic school year, Black/African American students will Increase their academic performance to meet or exceed the ESSA goal of 42%.
Monitoring:	This area of focus will be monitored using grade-level and district AIMS assessment data, monthly ISIP data, collected and monitored regularly
Person responsible for monitoring outcome:	LaTorria Mosely (moselylj@gm.sbac.edu)
Evidence-based Strategy:	Explicit communication of high expectations of all students, engaging all students in rigorous, standards-based curricula, and the use of various culturally responsive teaching strategies to instruct diverse learners.
Rationale for Evidence-based Strategy:	Use of curricula and teaching practices that are developmentally and culturally appropriate, and are based on the needs of the students, are those that yield the best results while recognizing cultural differences and continuing to set high expectations for all children.

Action Steps to Implement

1. Explicit focus on building relationships with students, along with implementing the Sanford Harmony Social and Emotional Learning curriculum, Positive Behavior and Intervention system, and using a culturally relevant classroom management system.

Person Responsible	LaTorria Mosely (moselylj@gm.sbac.edu)

2. Grade-level collaborative planning to identify needed scaffolds for students to access grade-level curriculum

Person Responsible	LaTorria Mosely (moselylj@gm.sbac.edu)

3. Strategic scheduling of Paraprofessionals, High Dose Tutors, Title One teachers, Coaches, and District support staff to provide the additional levels of support to both students and educators.

Person Responsible	Mistie Rodriguez (rodriguezms@gm.sbac.edu)

4. Data driven PLC's monthly to review data and progress of targeted students which will include disaggregating data, collaborative planning and teacher observation (individual coaching and learning walks).

Person Responsible	Kutura Woods (woodskt@gm.sbac.edu)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Positive Behavior Intervention and Supports focuses on building a safe and positive environment where everyone can learn, as well as make sure that instructional time is more effectively used.
Measurable Outcome:	All staff will be trained on PBIS and will implement a PBIS system within their classroom/ front office using the PBIS "Steamer Bucks." There will be an overall 50% increase in Positive Behavior Interventions as opposed to punitive disciplinary actions.
Monitoring:	PBIS 'Steamer Bucks' will be collected and monitored by grade-level to determine the increase rate of Positive Behavior Interventions. Discipline data will be monitored daily by individual teachers and monthly for whole campus trends and students and teachers will be identified for needing additional support.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It allows for everyone to be supported, even students with disabilities
Rationale for Evidence-based Strategy:	When PBIS is properly implemented, the school climate is improved, students achieve improved social and academic outcomes, there is an increase in the attendance rate, there is a reduction in suspension/referral rates, and there is the reduction of disproportionate discipline for black/African American students

Action Steps to Implement

1. All campus stakeholders will use Steamer Bucks to teach, reteach and reward positive student behavior including classroom teachers, support paraprofessional and front-office staff.

Person Responsible	Mistie Rodriguez (rodriguezms@gm.sbac.edu)

2. Mr. Dixon and the PBIS committee will set monthly goals for PBIS Steamer Bucks distribution by teacher, by grade-level, and by campus location (lunch room, front office, etc.)

Person Responsible	Christopher Dixon (dixoncl@gm.sbac.edu)

3. Mr. Dixon and the PBIS committee will plan and advertise school-wide PBIS events that students can earn using their PBIS Steamer Bucks to reward positive student behavior.

Person Responsible	Christopher Dixon (dixoncl@gm.sbac.edu)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students across multiple subgroups at Stephen Foster demonstrated less than proficient academic achievement on the 2021 FSA test.
Measurable Outcome:	During the 2021-2022 school year, Stephen Foster Students derived from multiple subgroups will achieve a school-wide proficiency level of at least 62% on the 2022 FSA test.
Monitoring:	This area of focus will be monitored using grade-level and district AIMS assessment data, monthly ISIP data, collected and monitored regularly
Person responsible for monitoring outcome:	Mistie Rodriguez (rodriguezms@gm.sbac.edu)
Evidence-based Strategy:	Consistent, standards-based, tier-one instruction, using the district approve curriculum with a strong emphasis on building relationships, building background knowledge and grade-level vocabulary, while using data to inform instruction and needed interventions. Additional interventions provided by the Title One teachers/Instructional Coach will occur within the general education classroom. Explicit communication of high expectations of all students and engaging all students in rigorous, standards-based curricula.
Rationale for Evidence-based Strategy:	The lack of proficiency in Reading has a greater impact that just one subject area; the deficiency will spill into other areas. By taking a proactive and immersive approach we can support the learning of the students and this will not only raise their proficiency in ELA but in Math and Science as well.

Action Steps to Implement

Grade-level collaborative planning to identify needed scaffolds for students to access grade-level curriculum.

Person Responsible	LaTorria Mosely (moselylj@gm.sbac.edu)

Hosting Extended Day Intervention for students who have not demonstrated proficiency in ELA/Reading.

Person Responsible	Kutura Woods (woodskt@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Comparing the data of Foster to other Florida elementary schools, Foster is ranked as a moderate school with 3 reported incidents. The primary focus for the 2021-2022 school year is to decrease the number of incidents to 0. We will address the incident areas by maintaining a proactive, open door approach with students so they can report issues before they become incidents. The Secondary area of concern would be to decrease the number of students receiving a discipline referral. Implementing a successful PBIS program would give students, teachers and faculty the tools needed to create a positive classroom culture, free of disruptions to the learning environment. PBIS 'Steamer Bucks' will be collected and monitored by grade-level to determine the increase rate of Positive Behavior Interventions. Discipline data will be monitored daily by individual teachers and monthly for whole campus trends and students and teachers will be identified for needing additional support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Stephen Foster is continuing the implementation of PBIS (Positive Behavioral Interventions & Supports) with a strategic emphasis on the school acronym of LEAD (Live Safely, Exhibit Kindness, Act Responsibly, and Demonstrate Respect). Through the implementation of PBIS, our students and staff will be using evidence-based strategies that are responsive, positive, and proactive. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It allows for everyone to be supported, even students with disabilities. PBIS is the continuous commitment of both students and staff addressing student behavior through systems change. It doesn't solely focus on consequences for individual behavioral management plans. Instead, a variety of positive behavior supports are implemented in the classroom and around the campus (Such as buses, hallways/walkways, restrooms, and the cafeteria). It allows for open communication between parents/guardians and teachers about student's academic expectations. It focuses on building a safe and positive environment where everyone can learn, as well as make sure that instructional time is more effectively used.

Additionally, the LEAD acronym will be communicated and displayed at all parent events. Through LEAD, a leadership culture is readily created by improving relationships, promoting positive classrooms, building a supportive physical environment, and intrinsically motivating staff and students. Students who display qualities of leadership will be vetted and undergo an application process to become Steamer Leaders, who

are the student equivalent of a Leadership Team. The objective of PBIS is to allow the families, students, and school staff to set goals and work as a cohesive unit to see them through. When properly implemented, the school climate is improved, students achieve improved social and academic outcomes, there is an increase in the attendance rate, there is a reduction in suspension/referral rates, and there is the reduction of disproportionate discipline for Black/African American students.

PBIS buy-in from all parties involved and executed with fidelity school wide is integral, especially in the classroom setting. The PBIS team is implementing a token economy to help build and reinforce the positive behaviors that students should possess to be Steamer Leaders. The school wide token economy will allow students who exhibit the desired behaviors to gain points and school money to make purchases from the school store and attend various social events with classmates. Additional school wide improvements include addressing classroom components. Doing so will ensure that expectations and rules are clearly stated, routines and procedures are clearly defined, the physical environment is safe and conducive for effective learning, that there is active supervision throughout the learning environment, that desired behaviors are being taught and reinforced, that undesired behaviors are being addressed and properly corrected, that students are receiving specific praise, and that every student is given the opportunity to respond and be an active participant in the learning process. This will ensure that we not only have well managed classrooms, but it will create a more positive climate for learning, it will allow teachers to experience greater success, it will add flexibility to instructional delivery, and it will ultimately increase student achievement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students: Using the LEAD acronym to self-monitor their progress and adjust their daily classroom and campus behaviors, as well be a role model for their peers.
Parents: Encouraging their child to be LEADers every day and communicating openly with their teachers about their child's challenges and success.
Teacher and Staff: Implementing the PBIS modeling with fidelity, adopting a classroom Steamer Buck Reward system, and modeling positive behavior for students in class and around campus.
Leadership: Supporting implementation by celebrating campus implementation and providing support to other stakeholders in implementation, including counseling students and parents, training and modeling for teachers and faculty.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$6,047.16
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A	5.0	$4,997.16
			Notes: Extended Day Intervention - 5 teachers			
	5100	369-Technology-Related Rentals	0041 - Stephen Foster Elementary Schl	Title, I Part A		$1,050.00
			Notes: Achieve 3000 on-line license			
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				$269,152.84
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A	1.0	$88,748.31
		Notes: Title One Lead Teacher & Intervention				
	5100	369-Technology-Related Rentals	0041 - Stephen Foster Elementary Schl	Title, I Part A		$2,805.00
		Notes: Ready Florida Site License (iReady)				
	5100	520-Textbooks	0041 - Stephen Foster Elementary Schl	Title, I Part A		$2,735.67
		Notes: Ready Florida ELA workbooks 3-5 grade				
	5100	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A	1.0	$72,710.11
		Notes: Instructional Coach				
	5100	120-Classroom Teachers	0041 - Stephen Foster Elementary Schl	Title, I Part A	1.0	$82,397.01
		Notes: Instructional Coach/Intervention teacher				
	5100	150-Aides	0041 - Stephen Foster Elementary Schl	Title, I Part A	0.38	$19,756.74
		Notes: Title One Paraprofessional				
3	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$275,200.00**