

Hillsborough County Public Schools

Foster Elementary School



2021-22 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: 7/1/2020

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
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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: F (30%) 2017-18: D (38%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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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Foster Elementary School

2014 E DIANA ST, Tampa, FL 33610

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		F	F	D

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Foster Elementary will provide a welcoming environment where stakeholders exchange ideas & strategies that will result in a rigorous, differentiated academic experience. Foster Elementary will promote stability through social emotional learning that will help build relationships across the community.

Provide the school's vision statement.

Foster is a community school that empowers all stakeholders to work together, creating lifelong learners.

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
Hayward, Kimberlee	Principal	Oversees 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.
Meyer, Kirsten	Assistant Principal	Oversees all aspects of school including curriculum, instruction, student achievement and behavior management. Liaison between families, district and state personnel, faculty and staff.

Demographic Information

Principal start date

Wednesday 7/1/2020, Antonio Smith

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.*

1

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.*

7

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

375

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

12

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

9

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	56	53	48	69	0	0	0	0	0	0	0	332
Attendance below 90 percent	18	25	12	20	17	21	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	8	10	21	16	6	22	0	0	0	0	0	0	0	83

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	1	0	0	0	0	0	0	0	1

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	2	4	3	6	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	1	0	2	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/29/2021

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	64	70	54	45	76	57	0	0	0	0	0	0	0	366
Attendance below 90 percent	30	28	17	12	28	17	0	0	0	0	0	0	0	132
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	22	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	27	0	0	0	0	0	0	0	39

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	1	0	0	0	0	0	0	0	1

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	7	27	26	25	17	39	0	0	0	0	0	0	0	141
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	64	70	54	45	76	57	0	0	0	0	0	0	0	366
Attendance below 90 percent	30	28	17	12	28	17	0	0	0	0	0	0	0	132
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	22	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	27	0	0	0	0	0	0	0	39

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	1	0	0	0	0	0	0	0	1

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	7	27	26	25	17	39	0	0	0	0	0	0	0	141
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				24%	52%	57%	35%	52%	56%
ELA Learning Gains				37%	55%	58%	42%	52%	55%
ELA Lowest 25th Percentile				32%	50%	53%	33%	46%	48%
Math Achievement				22%	54%	63%	35%	55%	62%
Math Learning Gains				33%	57%	62%	49%	57%	59%
Math Lowest 25th Percentile				30%	46%	51%	39%	44%	47%
Science Achievement				35%	50%	53%	31%	51%	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	13%	52%	-39%	58%	-45%
Cohort Comparison						
04	2021					
	2019	16%	55%	-39%	58%	-42%
Cohort Comparison		-13%				
05	2021					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	15%	54%	-39%	62%	-47%
Cohort Comparison						
04	2021					
	2019	12%	57%	-45%	64%	-52%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-15%				
05	2021					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	51%	-25%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady data will be used for both reading and math for all grade levels using end of year standard view. The science mid-year will be used to determine the science data for the fifth grade students.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0%	12%	24%
	Economically Disadvantaged		0%	10%	25%
	Students With Disabilities		0%	0%	8%
	English Language Learners		0%	10%	22%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		7%	8%	27%
	Economically Disadvantaged		7%	7%	26%
	Students With Disabilities		0%	0%	8%
	English Language Learners		0%	0%	11%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8%	15%	15%
	Economically Disadvantaged	8%	15%	15%
	Students With Disabilities	0%	10%	0%
	English Language Learners	0%	7%	23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	2%	6%
	Economically Disadvantaged	5%	2%	6%
	Students With Disabilities	8%	0%	0%
	English Language Learners	0%	0%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13%	13%	23%
	Economically Disadvantaged	13%	13%	23%
	Students With Disabilities	0%	0%	11%
	English Language Learners	0%	0%	11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	2%	7%
	Economically Disadvantaged	0%	2%	9%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	7%	10%
	Economically Disadvantaged	6%	7%	10%
	Students With Disabilities	7%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1%	3%	7%
	Economically Disadvantaged	1%	3%	8%
	Students With Disabilities	0%	7%	0%
	English Language Learners	0%	0%	0%
	Grade 5			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2%	4%	16%
	Economically Disadvantaged	2%	4%	17%
	Students With Disabilities	0%	0%	10%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	5%	11%
	Economically Disadvantaged	0%	5%	13%
	Students With Disabilities	0%	6%	10%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	17%	43%	43%
	Economically Disadvantaged	17%	42%	42%
	Students With Disabilities	0%	9%	9%
	English Language Learners	0%	0%	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	34	53		31	60		27				
ELL	28	42		33	75						
BLK	29	43	75	26	51	64	21				
HSP	38			46							
FRL	30	40	79	29	49	67	26				
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				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

When comparing FSA data for 20-21, third grade student grade increased proficiency by 30%. Based on iReady data from fall to spring, second grade is the weakest in both reading and math for all students as well as Students with Disabilities. Overall, the subgroup SWD is an area of concern based on iReady. The students are making gains at a lower rate than the other subgroups.

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

Using 18-19 school data from iReady (End of Year-Standard View), kindergarten had the largest decreases in proficiency in Tier I students in both reading and math. All grade levels had decreases in proficiency in the area of math for Tier I students. Due to the pandemic, students did not receive a full year of math instruction. 61% (14/23) were new to their grade level or new to the school. Additionally, the math coach was new to coaching and was trying to learn the role of a coach while building content knowledge.

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

Due to the pandemic, students did not receive a full year of math instruction. Therefore, students were missing critical skills, strategies and content as they moved to the next grade level. Teachers spent quite a bit of time trying to teach content from the previous grade level. This resulted in them not fully teaching current grade level standards. Additionally, the large number of teachers that were either new to teaching, new to the grade level or new to the school impacted student achievement along with having a new math coach. There will be less movement of teachers for the 21-22 school year and it will be the math coaches second year. A second math resource teacher was hired to help support teachers as well as continued support from MGT. Teachers will continue to participate in coaching cycles and standards internalization will occur monthly to build deeper content knowledge.

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

The data components that demonstrated the greatest gains at Foster were reading, specifically gains of students in the bottom quartile which increased by 41 percentage points to 73 percent. Math learning gains for the bottom quartile increased by 34 percentage points resulting in 67 percent of students demonstrating gains. While these were the most improvement, the school as a whole yielded increases in all FSA cells from 2019 to 2021 including a 7 percentage point gain in reading proficiency and 8 percentage point gain in math proficiency. Reading learning gains increased 4 percentage points and math learning gains increased 17 percentage points.

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

Fidelity in common planning and real time data analysis through use of daily exit tickets resulted in proficiency increased in both reading and math. Foster implemented a standards remediation component strengthening students' mastery of grade level standards based on needs as shown on assessments which directly influenced student proficiency scores. Targeted and strategic small group pull out structures were implemented by additional interventionists to ensure students' individual needs were met, resulting in gains achieved in high yield standards.

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

Foster will continue focusing on using data to improve proficiency and accelerate learning. Data will be used in common planning by utilizing monthly assessment data to determine effectiveness of instruction and target specific areas of need and areas of acceleration. Planning will include time to analyze grade level performance expectation of standards and individual acceleration needs of students and sharing strategies to ensure all students reach proficiency in grade level. Scaffolding will occur both during whole group and small group instruction. Small group instruction will also provide opportunities to accelerate learning by leveraging personnel to provide small group interventions beginning in September 2021.

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.

Student Engagement strategies and training will be provided to teachers to allow students to be active participants during the instructional blocks.

Professional development will be provided on how to embed higher order thinking questions into the lessons to promote student ownership, student discussions and student engagement.

Small group training will occur to ensure teachers are meeting the needs of individual students based on data.

Gradual Release training will occur to ensure teachers are releasing the work to students to create student ownership versus the teacher controlling the entire lesson.

Social Emotional Learning Practices, CHAMPs and Behavior Management professional development will take place to improve student behaviors in the classroom as well as understanding students needs as a whole.

Use of data and effective small group instruction are two key target areas this year for professional development. Foster coaches created and delivered professional development on small group planning to all faculty. Administration will facilitate data sessions held after major assessments to strategically select students and standards based on need. Teachers will continue to refine aggressive monitoring practices through PLCs focused on data collected during aggressive monitoring laps.

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

During common planning, the content area coaches will begin to release the planning to the teachers and will take on the role of facilitator. This will be a long range goal due to the teachers still needing to build content knowledge. The new Rtl resource teacher will develop a schoolwide behavior plan that is clear, concise and easy to implement. This plan will remain the same each year. Content area coaches will continue to support teachers with ten day coaching cycles to improve practices in the classroom. Following each coaching cycle, we expect to see improvements in teacher's short and long term planning, lesson delivery, questioning and monitoring of students progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: While reviewing recent data, the proficiency of students at Foster Elementary is significantly below the district average. In addition, according to FSA data, students make gains at a far less rate than the district average despite a large percentage of students testing at a level 1. The ESSA subgroups (Students with Disabilities, English Language learners, Students o Free and acceleration Reduced Lunch and Black Students will benefit from the additional instruction with both and remediation. According to recent trend data from the Bureau of School improvement along with classroom walk-through data and informal/formal observation data, learning tasks designed by teachers did not always meet grade level standards.

Measurable Outcome: The percentage of students at Tier 1 according to iReady (Five Level Placement) will increase 5% from fall to winter and from winter to spring on each diagnostic in both reading and math resulting in a 10% increase in proficiency over the 20-21 results. Based on weekly classroom walkthroughs 90% of all teachers will deliver lessons that are aligned to the grade level standards.

Monitoring: The Leadership Team will analyze all data following each diagnostic. The data will be sorted to determine the percentage of students who are proficient and the percentage of students making gains. In addition, the leadership team will review all student reports at end of the month to determine the student's number of lessons and the number of lessons passed at 80% or higher. This data will be shared with teachers monthly to determine next steps needed for the individual students. Administration will conduct weekly walkthroughs to ensure the lessons, tasks and standards are aligned. Additionally, administration will meet with the coaches prior to common planning to review common planning lessons and agendas. Administration will attend and participate all common planning sessions to monitor the planning sessions.

Person responsible for monitoring outcome: Kimberlee Hayward (kimberlee.hayward@hcps.net)

Evidence-based Strategy: Foster will implement a Standards Acceleration block that will be consistent across all classrooms using grade level standards and materials. This will allow teachers to pre-teach, re-teach and enrich grade level standards taught in core using MAFS and Measuring Up. Student work protocols and data will drive the instructional calendars.

Rationale for Evidence-based Strategy: Allowing additional time during the school day for students to receive instruction based on data and individual needs will increase the students math and reading proficiency..

Action Steps to Implement

Facilitate student work protocols training and data chats with grade level teams, content coaches and administrators on a bi-weekly basis to analyze data and to determine the standards that were not mastered during core instruction. Data chats will focus on district data and school based data drilling down to the standards that were taught.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

During common planning, the team will develop an instructional calendar that reflects the results of the Student Work Protocol and assign students to classroom teachers, content coaches, math resource, reading resource and the RtI Facilitator with a focus on best practices for instructing each standard.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Provide support to the teachers on using MAFS and Measuring Up when delivering lessons to the teachers. Incorporate coaching cycles into the schedule to allow for modeling, co-teaching and observing. Feedback will be provided immediately to teachers who participate in coaching cycles.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Follow the problem solving process and check fidelity of implementation through walk throughs and monthly data chats. Use the results to plan for the next cycle of the problem process with a focus on subgroups to determine if the strategy is bridging the gap.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Using the results of student work protocols and fidelity checks, professional development will be planned in order to address effectiveness of teaching grade level standards. Professional development will occur monthly beginning in October.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Provide monthly incentives for students who are proficient on the standards. The incentives will be planned and based on criteria. Students will be given the criteria. Administration, teachers and students will track the data using schoolwide data tracking forms.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

The administrative team and school based coaches will conduct weekly walkthroughs to determine if teachers are aligning the instruction and student tasks to the standards. Data will be gathered to determine the needs and next steps for teachers.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

Despite the growth in the areas of reading, math and science in the 20-21 school year, according to district data and iReady data less than 55% percent of our students were slated to make gains in reading and less than 40% in math according to the school grade simulations/calculator. Based on district assessments, less than 50% of the students would be proficient on the Science State Assessment.
 Description/Instructional priority: Student achievement will increase through the use of the small group instructional model to accelerate overall core instruction, with a focus on standards-based tasks, skills and knowledge competencies in all instruction.

Measurable Outcome:

For the 21-22 school year, Foster's learning gains will be above 55% in reading and above 40% in math. Students scoring proficient in science will be above 50%. During weekly walkthroughs 75% of the teachers will implement small groups with fidelity.

Monitoring:

The Leadership Team will conduct weekly walk throughs in the classrooms to observe small group instruction using the approved materials. The team will sort the data from the walk throughs to determine any areas of support. Student data from all assessments will be sorted to determine the percentage of students who are proficient in science and the percentage of students making gains in both reading, science and math.

Person responsible for monitoring outcome:

Kimberlee Hayward (kimberlee.hayward@hcps.net)

Evidence-based Strategy:

During common planning, teachers and content coaches will plan for and implement small group instruction using iReady, MAFS, Measuring Up, Achieve 3000, LLI and Penda Learning. The coaches and teachers will use current data to plan for tasks that are based on student's needs.

Rationale for Evidence-based Strategy:

These materials were chosen to support our reading and math curriculum. Foster saw learning gains at a lower rate than the district and other schools of similar demographics and the support of small group instruction on grade level standards using these materials will be critical in bridging the achievement gaps.

Action Steps to Implement

Teachers will receive additional training in on Achieve 3000 and Penda Learning. Teachers will receive professional development on MAFS, Measuring Up and LLI.

Person Responsible

Kimberlee Hayward (kimberlee.hayward@hcps.net)

Math and Reading Coaches/Resource Teachers will facilitate planning sessions focused on small group instruction two times per week. Differentiated tasks will be planned based on the student's needs using current data.

Person Responsible

Kimberlee Hayward (kimberlee.hayward@hcps.net)

Coaches, Resource Teachers, Administration, and Rtl facilitator will pull out/push in four times per week to provide interventions to Tier II and Tier III students during the small group portion of the reading and math blocks. Research based materials and document cameras will be used to support the students and enhance the small group interventions.

Person Responsible

Kimberlee Hayward (kimberlee.hayward@hcps.net)

Teachers will facilitate data chats each Monday with either individual students or small groups of students to set goals, monitor existing goals, monitor progress on standards, and review expectations. Students will be responsible for updating their data tracking sheets during these chats.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Formal data chats with administration, content coaches and teachers will occur quarterly to monitor student's progress and to make adjustments to student's instructional path.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Teachers will participate in a 10 day coaching cycle with Reading and Math Coaches based on trend data discussed in weekly leadership meetings. When necessary, teachers may also participate in side-by-side coaching with other teachers. Walk throughs will be conducted to view the effectiveness of the coaching cycles.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Fidelity of small group instruction will be determined through regular walk-throughs by administration as well as student's performance. Data will be reviewed and discussed during bi-weekly Student Work Protocol PLC meetings focusing on general classroom trends as well as ESSA subgroups.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

All students will complete iReady, Achieve 3000 and or Penda Learning lessons in the computer lab with the technology teacher. The technology teacher will assist students in small groups as they struggle with the blended learning platforms. Additionally, the technology teacher will provide support in the classrooms in small groups as needed.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

The teacher assistant and Title I paraprofessional will meet with students 5 days per week to work on prerequisite skills in all content areas to close the gaps. They will be assigned students based on current data. The groups will be fluid throughout the year.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Expanded Learning Program will be provided to students in grades K-5 identified as Tier 2 and to address critical skill gaps and provide additional time with grade level standards in ELA, Math and Science.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus

The proficiency rates of the students at Foster Elementary are below the district average in all areas. the School Improvement Team determined that if student engagement increased, proficiency would increase as students would have more exposure to the grade level standards with the opportunity to practice independently.

Description and Rationale:

During Walkthroughs in the 20-21 school year, the Leadership Team collected data on student engagement. Overwhelmingly, the teacher was the one leading the learning in all classrooms with little participation from the students. Due the these observations and trend data, the quickest way to increase student engagement was to increase student participation and student ownership.

Measurable Outcome:

Student proficiency will increase by 10% in all areas from the 20-21 school grade data. This will be measured by increases in the percentage of student who are proficient according to iReady, Achieve 3000 and district based assessments. During weekly walkthroughs beginning in October, 50% of the teachers will implement a cooperative strategy (Kagan) during whole group instruction. The data will be used to determine if additional training is needed.

Monitoring:

The administrative team will pull monthly reports from all sources to determine student's progress. The administrative team will meet with the students who are not progressing to discuss the data. The administrative team will conduct walk-throughs to gather and analyze data as it relates to student engagement. By October, 50% of the classroom teachers will implement a cooperative strategy as evidenced by classroom walkthroughs. Administration will be attend common planning to ensure cooperative strategies are embedded into the planned lessons.

Person responsible for monitoring outcome:

Kimberlee Hayward (kimberlee.hayward@hcps.net)

Evidence-based Strategy:

Embed total Participation Strategies and/or Kagan Structures in all content areas to promote student discussion and student ownership.

Rationale for Evidence-based Strategy:

Allowing student discussion has an effect size of .82 and the cooperative learning structure has an effect size of .42 according to John Hattie's Visible Learning.

Action Steps to Implement

Teachers will receive professional development on participation strategies as well as Kagan Structures. During this training, the teachers will have the opportunity to practice these strategies and/or structures.

Person Responsible

Kimberlee Hayward (kimberlee.hayward@hcps.net)

During weekly common planning, the teachers and content coaches will embed engagement strategies into the lessons to promote student discussion, student participation and student ownership.

Person Responsible

Kimberlee Hayward (kimberlee.hayward@hcps.net)

Teachers will receive professional development on utilizing Gradual Release in reading and Concrete Representational Abstract (CRA) in math. During common planning, teachers will plan using the above models focusing on independent tasks for students aligned with the learning target.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

The leadership team including content coaches and grade level facilitators, will collect walk through data on the amount of teacher talk and amount of student talk as well as the fidelity of implementation of engagement strategies such as Kagan, gradual release, and CRA.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

During common planning, content coaches and teachers will create higher order questions to ask throughout the lesson to promote deeper student discussions and student thinking. There will be multiple opportunities for students to share with their peers by way of Kagan Structures and/or participation strategies.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: During the 20-21 school year, behavior trackers decreased by 40, a reduction of over 17%. However, during the 20-21 school year we had 36 behavior trackers that were related to disruption in class which is an increase from 19-20.

Measurable Outcome: During the 21-22 school year, behavior trackers in the area of class disruption will decrease by 10%.

Monitoring: Discipline data will be reviewed monthly with the Rtl resource teacher, classroom teachers and administration using EdConnect to determine if there are decreases related to disruptions in class. The team will engage in the problem solving process as needed.

Person responsible for monitoring outcome: Kimberlee Hayward (kimberlee.hayward@hcps.net)

Evidence-based Strategy: Continue implementation of the Ron Clark house system with alignment to Second Step Curriculum and CHAMPs. Train teachers on social-emotional learning practices and CHAMPs as well as establishing structures in the classroom.

Rationale for Evidence-based Strategy: During the 20-21 school year the Second Step and House Systems were implemented but not consistently or with fidelity due to the pandemic. During the 19-20 school year the programs were successful in reducing the number of misbehaviors and disruptions among students.

Action Steps to Implement

The Rtl resource teacher and Guidance Counselor will train staff on using the House System and Second Step Curriculum. Additionally, professional development for CHAMPs will be provided to the teachers with a plan for implementation.

Person Responsible: Kimberlee Hayward (kimberlee.hayward@hcps.net)

Classroom teachers will collaborate with the Rtl resource teacher, Guidance Counselor and School Psychologist to develop and implement a common system for tracking student's daily behavior. The plan will include student incentives.

Person Responsible: Kimberlee Hayward (kimberlee.hayward@hcps.net)

Student Services Team to include Guidance Counselor, Rtl Teacher, and School Psychologist will create a Second Step Calendar to ensure teachers appropriately pace themselves through curriculum and align house lessons to social skills taught in SEL lessons.

Person Responsible: Kimberlee Hayward (kimberlee.hayward@hcps.net)

Administration and the Rtl teacher will conduct fidelity walks to ensure all teachers are implementing Second Step lessons and CHAMPs as planned.

Person Responsible: Kimberlee Hayward (kimberlee.hayward@hcps.net)

Review behavior tracker data with a focus on disruptions in class monthly and engage in the problem solving process as needed.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Provide incentives for those students who have the most improved behavior and to the Student of the Month. Additionally, hold monthly celebrations to reward student behavior as well as decreases in behavior incidents.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

RtI Teacher, Guidance Counselor, Social Worker and School Psychologist will facilitate small group and/or individual meetings with Tier II and Tier III students to provide support with behavior.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

The Social Worker and Parent Liaison will work with small groups of students, individual students and families to provide tools needed for success.

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the 2021 ELA scores, 18% in grade four and 30% in grade 5 scored a level 3 or higher and were considered proficient. These scores were due to teacher's lack of understanding the depth of the grade level concepts and standards. Teacher lessons were lower rigor and small groups were not utilized effectively to meet the needs of individual students. By focusing on ELA, the instructional improvements will include structured planning to create rigorous lessons for small group and whole group resulting in an improvement in student proficiency on 2022 FSA.

Measurable Outcome: The percent of fourth and fifth grade students scoring at a 3 or higher on FSA assessment will increase to 50% for fourth and fifth grade as measured by the 2022 FSA ELA assessment.

Monitoring: The Leadership Team will attend weekly planning sessions to ensure fidelity of planning structure and the development of rigorous lessons. Leadership Team will conduct weekly walk-throughs using the Four Principles of Excellent Instruction to ensure students are receiving rigorous instruction. The leadership will meet weekly with teachers to review student data and growth on iReady, Achieve, and district PMAs.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Implement a planning structure with ELA grade level teams in grades 3-5 that will allow them to internalize the Guiding Question and use it as a basis for backwards planning.

Rationale for Evidence-based Strategy: In 2021 the data showed low proficiency in reading in both fourth and fifth grades. The improvement strategy of structure common planning will improve the development of rigorous lessons and deepen the understanding of teacher's content knowledge, resulting in improved student academic performance in ELA.

Action Steps to Implement

Develop a framework for team planning around the student end task aligned to the Guiding Unit question and focus standards

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Implement coaching cycles around teacher clarity of the guiding question and its relation to the daily learning targets. An emphasis on this work will be on teacher understanding of the guiding question and connecting it for the students to the daily learning target.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Review student work completed daily aligned to the guiding question to check student demonstration of their understanding.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Utilize teacher leaders as models and think partners during both instruction and planning to help build teacher capacity across the school. Create a demonstration classroom to show teachers across grades 3-5 what the connection between target, task and guiding question could look like.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Conduct focused walk throughs in grades 3-5, providing feedback to teachers on the learning target/task/guiding question alignment.

Person Responsible Kimberlee Hayward (kimberlee.hayward@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

According to SafeSchoolsforAlex.org, Foster elementary is considered in the "very high" range and #111 out of 119 in the county.

As part of Foster's plan, school-wide CHAMPs will be used. Clear, concise expectations will be created for each public area. Teachers will also implement CHAMPs as part of their daily classroom instruction. Foster will embed practices and language from the Seven Mindsets during our SEL instruction provided by both the classroom teacher and the School Counselor. In addition, Foster Elementary will implement PBIS, using a token economy to encourage positive behaviors inside and outside the classroom. Classroom teachers will be responsible for turning PBIS data into the school leadership team assigned to their grade level. Results of the points will be displayed by grade level on the morning show Monday of each week.

The Student Services Team, in conjunction with administration, will complete classroom walkthroughs focused on the implementation of CHAMPs and PBIS. We will also monitor behavior tracker data on a monthly basis and provide proactive measures such as counseling, teacher coaching, and behavior plans as necessary to students who are displaying warning signs.

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.

Foster will continue to implement the Community Schools initiative. This initiative will allow us to continue engaging our parents and the community. Parents will be provided a platform on classroom activities, programs, events and school practices. All stakeholders will be invited to attend and participate in school meetings such as SAC, PTA and Academic Parent nights.

Students and staff members will be recognized for their accomplishments including responsibility, leadership, and service. All stakeholders will be invited to participate in the celebrations.

The administrative team will review, analyze and discuss the TNTP data to determine areas of strengths and areas of opportunity. The data will be shared with teachers with embedded opportunities for questions and discussions. A plan will be developed with all staff members to improve the weaker areas.

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

Kimberlee Hayward/Principal- The principal creates a positive school culture by engaging in school activities, providing time for professional development, recognizing stakeholders for the contributions, setting high expectations for students and staff, and believing that everyone can succeed. Additionally, the principal creates a sense of belonging and provides a clear direction for students, teachers, parents and the community.

Kirsten Meyer/Assistant Principal- Same as the principal

William Betts/Community Resource Teacher- Liaison between the parents, community and the school

Ty Baldwin/Social Worker- Supports families to ensure success in school. She provides resources to the families as necessary.

Teachers- Provide many different opportunities for students to learn and the belief that all students can and will be successful.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,543.98
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1481 - Foster Elementary School	UniSIG		\$1,543.98
			<i>Notes: Purchase 6 document cameras at a cost of \$299. The document cameras will be used in each classroom to have teachers and students participate in highly engaging standards aligned curriculum. The document camera will allow for students to share work and get feedback from their classmates.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$179,242.93
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1481 - Foster Elementary School	UniSIG	1.0	\$49,246.20
			<i>Notes: *Math Resource Teacher Salary</i>			
	5100	210-Retirement	1481 - Foster Elementary School	UniSIG	0.0	\$5,328.44
			<i>Notes: *Math Resource Teacher Retirement (10.82%)</i>			
	5100	220-Social Security	1481 - Foster Elementary School	UniSIG	0.0	\$3,053.26

			<i>Notes: *Math Resource Teacher FICA (6.2%)</i>			
5100	220-Social Security	1481 - Foster Elementary School	UniSIG	0.0	\$714.07	
			<i>Notes: *Math Resource Teacher Medicare (1.45%)</i>			
5100	230-Group Insurance	1481 - Foster Elementary School	UniSIG	0.0	\$9,356.78	
			<i>Notes: *Math Resource Teacher Health and Life Insurance (19%)</i>			
5100	240-Workers Compensation	1481 - Foster Elementary School	UniSIG	0.0	\$251.16	
			<i>Notes: *Math Resource Teacher Workers Comp (.51%)</i>			
5100	120-Classroom Teachers	1481 - Foster Elementary School	UniSIG	1.0	\$71,395.27	
			<i>Notes: *Tech Resource Teacher - The technology teacher will assist students in small groups if they struggle with iReady, Achieve 3000, or Penda learning lessons Additionally, the technology teacher will provide support in 3rd-5th classrooms in small groups based on data after district assessments.</i>			
5100	210-Retirement	1481 - Foster Elementary School	UniSIG		\$7,724.97	
			<i>Notes: *Tech Resource Teacher Retirement (10.82%)</i>			
5100	220-Social Security	1481 - Foster Elementary School	UniSIG		\$4,426.51	
			<i>Notes: *Tech Resource Teacher FICA (6.2%)</i>			
5100	220-Social Security	1481 - Foster Elementary School	UniSIG		\$1,035.23	
			<i>Notes: *Tech Resource Teacher Medicare (1.45%)</i>			
5100	230-Group Insurance	1481 - Foster Elementary School	UniSIG		\$13,565.10	
			<i>Notes: *Tech Resource Teacher Health and Life Insurance (19%)</i>			
5100	240-Workers Compensation	1481 - Foster Elementary School	UniSIG		\$364.12	
			<i>Notes: *Tech Resource Teacher Workers Comp (.51%)</i>			
5100	120-Classroom Teachers	1481 - Foster Elementary School	UniSIG		\$10,742.83	
			<i>Notes: Tutorial Stipends for 10 teachers to provide 8 hours of instructional small group support to Tier 2 and 3 students beyond the school day for approximately five weeks. Hourly rate per teacher negotiated contract is \$27/hour.</i>			
5100	210-Retirement	1481 - Foster Elementary School	UniSIG		\$1,162.37	
			<i>Notes: Tutorial - Retirement (10.82%)</i>			
5100	220-Social Security	1481 - Foster Elementary School	UniSIG		\$666.06	
			<i>Notes: Tutorial - FICA (6.2%)</i>			
5100	220-Social Security	1481 - Foster Elementary School	UniSIG		\$155.77	
			<i>Notes: Tutorial - Medicare (1.45%)</i>			

	5100	240-Workers Compensation	1481 - Foster Elementary School	UniSIG		\$54.79
			<i>Notes: Tutorial - Workers Comp (.51%)</i>			
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$190,000.00