

Hillsborough County Public Schools

Foster Elementary School



2022-23 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: 6/27/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: F (30%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-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	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	F	F	F

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Smith, Antonio	Principal	The principal and AP exercise instructional leadership by monitoring the learning environment and supporting teacher growth through observation and actionable feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Oversee all school operations, Oversees the Instructional Leadership Team (ILT), facilitates PD, MTSS process, oversees all budgets, SAC, PTA, Family engagement, CST, Teacher evaluations and walk throughs, facilitates the School Leadership Team and the Instructional leadership team.
Meyer, Kirsten	Assistant Principal	The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Principal designee. Instructional Leader. Intentional focus on all acts of school improvement. Assists with the development of goals and monitors action steps developed by school leadership team.
Sekulits, Julie	Instructional Coach	Literacy Leader. Support ELA curriculum lesson planning aligned to B.E.S.T standards. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Monitor all data related to ELA including computer-based learning programs (Iready, Achieve 3000, etc.). Promote a culture of collaboration and high standards for instruction. Assist teachers in creating formative assessments within ELA. Oversee academic pacing calendar to ensure all grade level standards are taught. ELA ILT member. Facilitator of ELA PD. MTSS team member. Attend monthly district coaching meetings and implement ideas/tasks. Apply and communicate knowledge of research based instructional practices that are effective. Analyze ELA data with teachers and school leadership team and assist with developing action plans. Assist teachers with collaborative planning around the ELA standards using district reading adoption and resources. Provide coaching cycles to improve teacher quality for specific teachers. Service small groups for students needing intervention and enrichment. Engage in Learning Walks with ILT. Provide teachers with constructive, honest, actionable feedback to continuously improve instructional practice.
Schlitt, Aimee	Instructional Coach	Leader in Mathematics and Science. Promote a culture of collaboration and high standards for instruction. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Support math and science curriculum lesson planning aligned to standards and within grade level limitations. Facilitate Math/Sci PD, work with teachers during collaborative planning. Develop, monitor, and assist teachers in analysis and use of math/science formative assessments to drive instruction. Ensure interim assessment are completed by all grade levels. Monitor pacing of the math/science instructional calendar to ensure all standards are taught. Engage teachers in doing the math prior to instructing students. Monitoring and supported math block and intervention. Math ILT leader. Monitor and take

Name	Position Title	Job Duties and Responsibilities
		<p>action on all data related to math/sci including learning computer-based programs. Analyze and interpret math data and use it to help guide lesson planning, assessment, coaching, and effective action planning. Service small groups for students needing intervention and enrichment. Supporting curriculum planning and PLC's. Engage in Learning Walks with ILT. Attend monthly district coaching meetings and implement ideas/tasks. Provide teachers with constructive, honest, and actionable feedback to continuously improve instructional practice.</p>
Baldwin, Tyrhonda	Attendance/ Social Work	<p>Promote with students and families the importance of daily attendance. Monitor and track student attendance. Take appropriate actions, following district procedures and resource to problem-solve truancy issues. Establish attendance recognition programs to promote and celebrate regular attendance. Attendance bi-weekly attendance meetings with Admin to problem-solve and support families with resources to increase regular student attendance. Contact families of students chronically absent and conduct home visits as needed to encourage daily attendance.</p>

Demographic Information

Principal start date

Monday 6/27/2022, Antonio Smith

Number of teachers with a 2022 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 2022 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.*

4

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

411

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	7	9	4	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Saturday 7/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	25%	53%	56%				24%	52%	57%
ELA Learning Gains	50%						37%	55%	58%
ELA Lowest 25th Percentile	57%						32%	50%	53%
Math Achievement	35%	50%	50%				22%	54%	63%
Math Learning Gains	66%						33%	57%	62%
Math Lowest 25th Percentile	64%						30%	46%	51%
Science Achievement	22%	59%	59%				35%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	13%	52%	-39%	58%	-45%
Cohort Comparison		0%				
04	2022					
	2019	16%	55%	-39%	58%	-42%
Cohort Comparison		-13%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	15%	54%	-39%	62%	-47%
Cohort Comparison		0%				
04	2022					
	2019	12%	57%	-45%	64%	-52%
Cohort Comparison		-15%				
05	2022					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	51%	-25%	53%	-27%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	38		29	65	64	9				
ELL	21	64	64	31	68		13				
BLK	24	44	50	33	66	65	23				
HSP	33	74		53	71		18				
FRL	25	50	57	35	67	64	21				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on FSA data from the 2021-22 school year, 3rd grade students had lower levels of proficiency in the areas of reading and math. 3rd grade will need additional support in all domains. The percentages within each domain were lowest out of all grade levels according to FSA data. 4th grade scored the strongest in proficiency and learning gains in both reading and math. 4th grade reading proficiency increased from 18% percent in 2021 to 41% on the 2022 FSA. ELA Learning gains increased from 30% percent to 48% percent on the 2022 FSA. 4th grade math achievement increased from 22% proficiency to 64%. 5th grade proficiency declined in ELA and math (ELA=25% proficiency, Math=23%). Based on Iready end-of-the year (EOY) data, 74% percent of kindergarten students were proficient in math. Grade 1 Iready EOY math proficiency was low at 31% proficient. 34% of 2nd grade students were proficient in math according to the Iready diagnostic. Additionally, 26% of 3rd grade students were proficient in math using the Iready diagnostic.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on data from the Wonders screener in 1st and 2nd grade, foundational skills will need to be a focus for current 2nd and 3rd grade students. Our current 4th graders performed lower than expected on the Iready phonics component, therefore, we will have a continued focus on building the foundational skills of our students.

Moreover, algebraic thinking across all grade levels need improvement as seen in the data from FSA and Iready. Students with Disabilities did not meet ESSA (38%).

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

Learning loss due to covid and hybrid teaching as well as instructional vacancies, which led to inconsistent instruction for students. This will be addressed using Iready phonics lessons, systematic Instruction and phonemic awareness, phonics, and sight words (SIPPS).

Iready math data and quarterly assessment will be used to monitor student progress and make informed decisions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the FSA data, we were stronger in math this past year. Math achievement overall proficiency was at 35% percent. Math learning gains were 66% percent. 64% of students in the bottom quartile made learning gains.

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

During the 2021-22 school year, there were two instructional coaches who focused on supporting math collaborative planning and providing small group instruction. The Leadership Team closely monitored and analyzed exit ticket data. The team also reviewed monthly assessment data and made adjustments to small groups and goals based on ongoing progress monitoring data.

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

In order to accelerate learning, we will have a laser focus on core instruction to ensure lessons are standards-based and that teachers are using high-yield learning strategies to teach content. The internalization process will be implemented during collaborative planning, focused on benchmarks, assessment, lesson execution, and purposeful questioning. In ELA, small groups will be standards based using grade level complex text. We will implement text sets to build background knowledge to answer essential questions threaded throughout the unit. Collaborative planning will also be used for Identifying prerequisite standards/skills in math to support understanding of grade level standards.

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.

Instructional coaches will support teachers with using the internalization process for planning. Teachers will be supported with disaggregating student data and goal setting. Small groups will use research-based intervention and be monitored by the leadership team to ensure fidelity and provide actionable feedback. Other professional development opportunities will focus on gradual release, high-yield instructional strategies, analyzing student work samples, and science inquiry based-learning and vocabulary.

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

Our goals this year include focusing on teacher retention by providing them with support and professional development to meet their needs. We will build teacher leaders to support goals and initiatives. Coaching cycles will be used to support teachers in planning, executing lessons, and reflecting on practice.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Instructional practice specifically relating to standards-aligned instruction will focus on strengthening Tier 1 core instruction using research-based high-yield instructional strategies which will help students achieve mastery on state adopted academic standards.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data analysis from a variety of assessments (FSA, Iready, district assessments, and teacher observations) collected during the 2021-2022 school year, demonstrate students are performing at lower proficiency levels in the areas of reading, writing, mathematics, and science. Based on this critical analysis, it supports the need to improve the quality of classroom instruction (both core and intervention) to ensure teachers have an understanding of the content to be taught by engaging in effective planning of lessons that match the rigor of the academic standards. Planning for the unique needs of students requires a community-based approach that includes teachers, instructional coaches, administrative supports, families, and a robust Student Services Team working collaboratively to identify the learning needs of each student and subgroups. Effective planning will focus on circling back to Tier 1 instruction to target proficiency using evidence-based high-yield instructional strategies, lesson execution, and learning modalities that yield the best results on the achievement of students, which will lead to mastery of the critical content. The Instructional Leadership Team (ILT) will conduct weekly Learning Walks to observe teaching, student learning and responses to instruction, and determine coaching supports. Learning Walks will be followed by action planning to determine next steps to enhance the quality of instruction, specific to core and intervention.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Using the newly adopted state accountability Progress Monitoring Assessments (F.A.S.T) students in grades in 3, 4, 5 will consistently make incremental proficiency gains for ELA on each cycle assessment. On the first Progress Monitoring Assessment (PMA), ELA will serve as baseline data in grades 3, 4, 5. PMA #2, ELA proficiency will increase from 25% to 35%. PMA #3, ELA will rise to 40% percent proficiency for students in tested grades 3, 4, 5.

The newly adopted state accountability PMA's will be used to monitor mathematics academic growth and progress throughout the school year. On the first PMA, will serve as baseline data 2for students in grades 3, 4, 5. On PMA #2, achievement in math will increase from 35% to 38%. PMA #3 will reveal students demonstrating math proficiency at 45%.

For 5th grade students taking the Statewide Science Assessment (SSA) we use the pre and post test results for progress monitoring.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The work of the PLC/Collaborative Planning will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

The Leadership Team comprised of administrators, teachers, instructional coaches, and Students Services will meet to analyze student performance data following each Progress Monitoring Assessment administered by the state. The Leadership Team will work collaboratively with teachers to help analyze both classroom and individual student

assessment data reports. The data will be disaggregated to identify students who are meeting or not meeting proficiency expectations according to state guidelines...this will include all subgroups. The data will also be used to identify skills or competencies for students who scored well below or below expectations. We will use the data to make adjustments to core instruction, plan rigorous tasks, and match students to appropriate intervention related to remediation and/or enrichment. Administrators will complete daily classroom observations to evaluate classroom instruction and ensure lessons align to academic standards. Administrators will provide feedback to teachers based on the execution of lessons and subject-area look-fors. Moreover, the administrative team will meet with instructional coaches prior to collaborative planning to review lessons, agendas, and provided feedback to ensure alignment to academic standards. The administration team will also be participatory during grade level collaborative planning meetings to engage and monitor planning sessions. Additionally, instructional coaches' model for and co-teach with classroom teachers on a weekly basis. Follow-up, and debrief sessions will be used to guide next steps.

ELA: Provide support and feedback focused on explicit, systematic and sequential approaches for reading instruction including a gradual release of responsibility model of instruction.

Person responsible for monitoring outcome:

Antonio Smith (antonio.smith@hcps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

To provide teachers with increased opportunities to pre-teach, re-teach, and enrich grade level standards, Foster Elementary School will continue implementing a Standards Acceleration block that will be consistent across all classrooms using grade level standards and resource materials.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Providing additional practice time during the school day for students to receive instruction based on data and individual needs will increase both reading and math proficiency. Moreover, we want to increase proficiency of African American students in order to close the achievement gap between black and non-black students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will engage in weekly collaborative planning led by instructional coaches using planning protocols to effectively plan for standards-based instruction using B.E.S.T., along with the New Generation State Science Standards. Instructional coaches will lead teachers through the Internalization process using backwards design lesson planning using district curriculum resources to address core academic standards. The planning protocol tool used for collaborative planning will include content specific frameworks for teaching ELA, Mathematics, or Science, target task alignment, differentiated instruction, and formative assessment. The work during collaborative planning will also focus on building in prerequisite math skills and using the state's Mathematical Thinking and Reasoning Standards. Teachers will look at the vertical progression of math standards to determine not only the major work of the grade level, but also determine gaps or unfinished learning students may have based on assessment data and previous grade levels.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Engage teachers in ongoing professional development and discussion that includes understanding the use of instructional strategies for accessing grade-level complex text, which include pre-teaching vocabulary, scaffolding techniques, gradual release, and use of purposeful questioning at varying Depth of Knowledge levels. Moreover, using classroom walkthrough data and content specific look-fors, professional development will be tailored to support the needs of teachers. Teachers will attend Standards-based professional development in Math for teachers with a focus on progression of standards-horizontal and vertical planning looking at the major work of the grade. (ex. Standard Study, aspects of rigor, coherence map, student work analysis, Scholar discourse, Mathematical Thinking and Reasoning Standards).

Person Responsible Antonio Smith (antonio.smith@hcps.net)

During data-driven PLC's, teachers will analyze student work samples using a student work protocol. This protocol will help teachers identify the learning progression of students related to standards or benchmarks to develop a plan for targeted instruction. Additionally, teachers will engage in data chats with administrators and instructional coaches to review student formative assessment data, district assessment data, or state assessments to determine which skills were met or needing additional practice. Data chats will also focus on individual needs of each student and how to improve or accelerate their learning. Teachers will also conduct ongoing data chats with their students to analyze and discuss progress, motivate, and celebrate improvements.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Weekly Learning Walks will be scheduled throughout the school year to examine and monitor classroom instruction for core and intervention. ILT will conduct these learning walks using a walk-through tool that seeks to evaluate rigorous content, target task alignments, DOK levels using Webb's Depths of Knowledge, classroom environment (student-centered with rigor), instructional practices, student ownership of learning, and conditions for learning.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Extended Planning time beyond the contractual day will be offered to teachers and instructional coaches to engage in unit planning.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Teachers will administer daily math exit tickets to students after each lesson and use them during PLC's to analyze student misconceptions and use of strategies. Exit tickets will be linked to intervention. During intervention, teachers will match students with appropriate math interventions to support reteach and enrichment. Activities will focus on building conceptual development and increasing math fluency.

Person Responsible Aimee Schlitt (aimee.schlitt@hcps.net)

Coaching cycles will occur with individual teachers, facilitated by instructional coaches according to teacher needs, classroom walkthrough data, and/or observational data.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Grades 3, 4 and 5 will be departmentalized to allow teachers to build their expertise in one or two subject areas. Instructional coaches will also be able to better assist teachers by having more time to plan, observe, and collaborate with teachers on planning for standard-based instruction.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Utilize an ELA/Math walkthrough tools to provide weekly feedback to individual teachers as well as communicate to and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Teachers in grades 3-5 will be trained on IReady curriculum & Achieve 3000 for foundation skill development and comprehension.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Teachers and students will have ongoing data chats to analyze and discuss progress, motivate, and celebrate improvements.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

During ELA core instruction, teachers in grades K-5 will use Wonders curriculum resources to support foundational skill development. Additionally, kindergarten and 1st grade teachers will use the Heggerty curriculum as a supplemental resource to reinforce foundational skills.

Person Responsible Julie Sekulits (julie.sekulits@hcps.net)

To support Students with Disabilities, teachers will intentionally plan for differentiated instruction to meet the needs of this subgroup.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

General Education & VE Resource teachers will work collaboratively to plan for instruction and monitor student achievement data for Students with Disabilities.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data Analysis from a variety of assessments (FSA, Iready data, District Common Assessments, observation data, and data from computer-based learning programs) collected during the 2021-22 school year, demonstrate students are performing below grade level in the subject areas of ELA, Math, and Science. Student proficiency in ELA, Mathematics, and Science are below 50%. Based on this critical analysis, it demonstrates the need to focus on small group instruction with a focus on addressing skill deficits and learning gaps. Small group intervention will focus on acceleration and remediation, using research-based interventions with an emphasis on foundational skills, reading comprehension, and math problem-solving to build conceptual knowledge and procedural fluency.

Instructional priority: Students will increase academic proficiency to meet our target goals in all subject areas through the use of small group instruction using research-based interventions to respond to individual student needs based on data from a variety of assessments which include exit tickets, Iready, progress monitoring assessments, district and state assessments.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-23 school year, Foster's proficiency in ELA will increase from 25% to 38%. Math proficiency will increase from 35% to 45% as indicated by the FAST assessment. Additionally, we will see proficiency gains in science to at least 40%. Our expectation will be for all teachers to implement small group instruction according to master schedule.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

During collaborative planning, teachers will work with instructional coaches to intentionally plan for small groups using student data. Student groupings will be fluid. Teachers will use diagnostic tools such as phonic surveys, foundational skills assessments, exit tickets, and Iready diagnostic data for Lexile placement and to identify learning gaps. These same assessment tools will be used for ongoing progress monitoring. The Leadership Team will conduct classroom walkthroughs to observe and small group and provide teachers with actionable feedback. Instructional coaches will support implementation of feedback and next steps. During ILT meetings, we will discuss feedback, observational data and supports needed to improve small group implementation to ensure it that it address the needs of students. We will also review progress monitoring data with teachers to determine if the intervention is working and to determine next steps.

Person responsible for monitoring outcome:

Kirsten Meyer (kirsten.meyer@hcps.net)

Evidence-based Strategy: Describe the evidence-based

The evidence-based strategy being implemented outlines a plan to use data to drive intervention. Our goal is to increase proficiency across all subject areas. In order to meet our goal, we must be strategic in our approach by taking a deeper dive or more in-depth look into understanding why individual students are not making progress and collectively determine doable next steps to build their knowledge base to close learning gaps.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Small group instruction provides opportunities for teachers to engage in corrective instruction based on the needs of individual students or learning gaps. If students consistently receive targeted intervention, students will raise overall proficiency to above 50% percent.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The weekly schedule will include time for teachers to intentionally plan for small group instruction using research-based interventions and data from a variety of sources such Iready, exit tickets, district assessments, and formative assessments. To increase monitoring and feedback, small group lesson plans will be submitted to the Leadership Team for review and stored in an electronic folder for quick reference.

Person Responsible Kirsten Meyer (kirsten.meyer@hcps.net)

Teachers will receive ongoing professional development with using the Wonders curriculum resources as a tool support small group instruction and assessment such as the use of phonics screeners.

Person Responsible Kirsten Meyer (kirsten.meyer@hcps.net)

Formative assessment data will be linked to intervention support. During core instruction, teachers will use aggressive monitoring to identify students who may need additional support in small group. Teachers will use this time to provide corrective instruction connected to grade level standards to help students achieve mastery.

Person Responsible Kirsten Meyer (kirsten.meyer@hcps.net)

Student Service Team and ILT members will establish a tiered system that follows the MTSS framework for identifying students in need more intensive support. During the ELA block, teachers will use the additional minutes within the block time to remediate and accelerate learning using various rotations which include small group instruction with the classroom teachers to build foundational and comprehension skills, computer-based learning programs, independent reading with accountability, and writing assignments paired with a standard.

Person Responsible Kirsten Meyer (kirsten.meyer@hcps.net)

Students in grades 3 through 5 will use Achieve 3000 to build reading fluency, comprehension skills, and vocabulary knowledge. Using Achieve 3000 will provide students will additional opportunities to practice and strengthen reading skills. Students will read a minimum of two articles per week and engage in activities, and demonstrate understanding of the text by answering questions.

Person Responsible Julie Sekulits (julie.sekulits@hcps.net)

Foster Elementary School believes in celebrating academic progress of our students. Incentives will be provided to encourage our students to do their best and make to consistent incremental growth as they build their reading and math skills. We will celebrate and reward Iready progress (both reading and math), Lexile level advancement, Achieve 3000 weekly progress, and the state Progress Monitoring Assessments.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

Math intervention time will be utilized to match students with purposeful intervention based on grade-level standards and other data resources, such as daily exit tickets. This will be a critical time for students to work on procedural fluency and build conceptual knowledge, focusing on the major work of the grade level.

Person Responsible Aimee Schlitt (aimee.schlitt@hcps.net)

Daily exits tickets will be administered to students at the end of each math lesson as a check for understanding. Students will be shown how to use this data to sort exit tickets in the moment to determine which students need additional practice in teacher-led small group instruction based on the standard(s) taught.

Person Responsible Aimee Schlitt (aimee.schlitt@hcps.net)

Instructional Leadership Team will have a laser-like focus on Tier II and III students by developing an intervention schedule. Tier II scholars receive a minimum of 60 minutes (pulled 2-3 times per week) of small group instruction each with the classroom teacher/interventionist, with bi-weekly progress monitoring. Tier III receive a minimum of 90 or more minutes per week for small group instruction. Progress monitoring for Tier III will be weekly. Progress monitoring data will be used to make decisions about students and ways to help them achieve. AP and School Counselor who leads our MTSS system, will work collaboratively with coaches on how to support the teachers during core instruction and how to differentiate instruction. AP and School Counselor, and MTSS coach will provide adequate professional development on implementing MTSS with fidelity. Coaches, paraprofessionals, and administrators will be assigned small groups of students to work with to increase learning outcomes.

Person Responsible Kirsten Meyer (kirsten.meyer@hcps.net)

Action planning, mentoring (High-Five Mentoring Program), and small group instruction for L25 scholars to close the achievement gap.

Person Responsible Kirsten Meyer (kirsten.meyer@hcps.net)

VE Resource teachers will provide targeted intervention to support the needs of students with disabilities based on IEP goals.

Person Responsible [no one identified]

#3. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-22 school year, 25 percent of students missed 10% or more of school. Due to Covid-19, multiple students experienced sickness or quarantine. There was not a systematic process for monitoring student attendance and taking action. Teachers did not follow attendance protocols for reporting student absences with consistency. Attendance data demonstrates a need to focus on improving student attendance across grade levels. If we implement a strategic attendance plan for informing families of the importance of school attendance, attendance award recognition programs, district supported strategies to enforce attendance, and ways to connect families with community resources to meet their needs, the number of students missing 10% or more would decrease from 25% to 15%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we improve our process for monitoring and reporting student attendance, we will increase the number of students with regular attendance by 10 percent (25 percent with 10% or more absences to less than 15 percent) as compared to the previous school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Administrators and Social Worker will participate in bi-weekly attendance meetings to utilize the problem-solving worksheet for grade level attendance. The social worker will implement district procedures for monitoring and taking action for students with chronic absences and tardies. The school social worker conduct home visits and schedule parent conferences with families who have truancy issues.

Person responsible for monitoring outcome:

Antonio Smith (antonio.smith@hcps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Foster will implement a systematic process for aggressive monitoring of student attendance and support the needs of students and families.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria

Daily student attendance matters to the educational success of each student. The current level of absences at 10% or more is 25% as evidenced in the district student database. The problem/gap is occurring due to insufficient interventions are in place to prevent barriers to school attendance starting at the beginning of the school year. If incentives for students and families would occur at the beginning, the problem would be reduced by at least 10%.

used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance Committee will meet bi-weekly to discuss and monitor student attendance. The committee will track students who have missed multiple days of schools and implement district processes for reporting student attendance. We will implement use of an electronic spreadsheet to monitor and track student truancy. Additionally, we intervene early by educating and notifying families of the importance of school attendance.

Person Responsible Antonio Smith (antonio.smith@hcps.net)

The school social worker will provide training to teachers regarding taking attendance and effective strategies to encourage consistent attendance and ways to report attendance concerns.

Person Responsible Tyrhonda Baldwin (tyrhonda.baldwin@hcps.net)

Engage students and families in attendance related activities/incentives to ensure they are knowledgeable of the data and aware of the importance of attendance based on research through targeted parent meetings, conference nights and outreach by teachers and staff.

Person Responsible Tyrhonda Baldwin (tyrhonda.baldwin@hcps.net)

Utilize members of our Student Services team to reach out to families via calls, email, letters and home visits to re-engage hard to reach families, check on student welfare and ensure that students' basic needs are being met in a safe environment.

Person Responsible Tyrhonda Baldwin (tyrhonda.baldwin@hcps.net)

Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. (e.g. Pending entries cleared)

Person Responsible Tyrhonda Baldwin (tyrhonda.baldwin@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Data from the 2021-22 Iready Diagnostic given in the Winter, indicate 77% of current 1st graders (last year's kindergarten students) ended the school year at either the mid or above level or early on grade level. 67% of current 2nd grade students ended the school year one grade level below expectations. From this grade level, 57% of these students performed below expectations in the area of phonics, 51% HFW, 63% vocabulary, and 57% below in both literary and informational text. Based on the data from Iready and phonic survey results, foundational skills was identified as a critical need. Foundational skills will help students improve reading ability by understanding basic literary skills. In the early stages of reading, it imperative that foundational skills are mastered because if not, it will be a challenge for students to read and comprehend grade level text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Data from the 2021-22 Iready Diagnostic given in the Winter, indicate 61% of current 3rd graders ended the school year one or more grade levels below expectations. The data shows that students struggle with foundational skills and comprehension of literary and informational text. For example, 72% of students did not meet expectations for phonics, 64% in literary text comprehension, and 66% understanding of informational text. On the 2021-22 FSA ELA assessment, 25% of students in grades 3, 4, 5 (combined) were proficient in ELA. 13% of 3rd graders were proficient in ELA. 41% proficient in 4th grade and 25% in 5th grade. The data shows that the majority of students struggled across all FSA categories including text-based writing. Based on data points from Iready and FSA, we will focus on strengthening core instruction. Instruction and tasks will be tightly aligned to the B.E.S.T standards. Students will also be engaged in the use of grade-level appropriate complex text. Foundational skills will be part of the the ELA instructional framework, which will ensure students receive instruction that supports phonemic awareness, phonics and vocabulary which will help them read and comprehend grade level text.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the state's progress monitoring system (ELA Assessment), at least 50 percent or more of students will perform on grade level in reading by the end of the school year.

Grades 3-5: Measureable Outcome(s)

Using the newly adopted state accountability Progress Monitoring Assessments (F.A.S.T) students in grades in 3, 4, 5 will consistently make incremental proficiency gains for ELA on each cycle assessment. On the first Progress Monitoring Assessment (PMA), ELA will serve as baseline data for grades 3, 4, 5. PMA #2, ELA proficiency will increase from 25% to 35%. PMA #3, ELA will rise to 40% percent proficiency for students in tested grades 3, 4, 5.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The ELA instructional framework include a word work component using the Wonders curriculum. During collaborative planning, instructional coaches will support teachers in planning for word work and demonstrate effective ways to teach/ and apply research-based methods to infuse vocabulary development into the content, which will allow students to access grade level text. Weekly, teachers will participate in collaborative planning with their team, led by instructional coaches. Using the Iready Diagnostic data and reports, we will monitor to ensure students complete weekly lessons and usage on Iready. During walkthroughs, teachers will receive actionable feedback as it relates to teaching foundational skills and shared reading. Moreover, the ILT will meet to discuss data from Iready and other assessments to inform decision-making. Lastly, we will monitoring improvement by supporting teachers with utilizing the K-2 phonics screener from Wonders to identify and fill learning gaps.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Sekulits, Julie, julie.sekulits@hcps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

To provide teachers with increased opportunities to pre-teach, re-teach, and enrich grade level B.E.S.T standards, Foster Elementary School will continue implementing a Standards Acceleration block that will be consistent across all classrooms using grade level standards and resource materials.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Providing additional practice time during the school day for students to receive instruction based on data and individual needs will increase both reading proficiency. Moreover, we want to increase proficiency of African American students in order to close the achievement gap between black and non-black students as well as increase achievement for students with disabilities.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Weekly, teachers will engage in collaborative planning led by the ELA instructional coach. Planning will consist of using district reading curriculum and resources used for teaching the B.E.S.T standards, paired with grade level text. Teachers will also intentionally plan for differentiated instruction for student subgroups. Based on teacher identified needs, the literacy coach will conduct cycles of coaching.</p>	<p>Sekulits, Julie, julie.sekulits@hcps.net</p>
<p>Teachers in grades kindergarten and 1st grade will support foundational skill development using the word work component from the Wonders curriculum. Supplementary, teachers will have the flexibility to use the Heggerty curriculum during whole group or small group instruction based on learner needs. The Heggerty curriculum supports phonemic awareness and other foundational skills.</p>	<p>Sekulits, Julie, julie.sekulits@hcps.net</p>
<p>Ongoing professional development will be provided to teachers around the science of reading, guided reading, standards-based small groups to accelerate learning, strategies to improve reading comprehension, data analysis via data chats and PLC's, implementation of a well-balanced literacy program to include both literary and informational text which will expose students to varying levels of text complexity within grade level lexile bands.</p>	<p>Sekulits, Julie, julie.sekulits@hcps.net</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Foster Elementary strives to build strong lasting relationships with students and promote a positive school culture by becoming an official PBIS School. Our shared mission is "We will implement PBIS in an effective, proactive process for improving social and emotional health, citizenship, and academic achievement for all students at Foster Elementary." We have worked together to create a strong School-Wide Tier 1/PBIS Plan. This plan starts with a set of school-wide expectations that is supported/incentivized by a token system (Eagle Bucks) which helps reinforce students to follow those expectations. Students can spend these bucks to earn classroom rewards (positive referrals/phone calls/Treasure Box, etc.), attend school-wide events monthly, play in the game room, as well as buying power at the school store. We aim to incentivize attendance, academics, and behavior because we want students to consistently experience success when following expectations in each category. Social Emotional Learning will be presented school wide as well as Bullying Education and prevention. We will coach/train teachers/staff how to build relationships with students as well as how to discipline with dignity and respect. We will have Tier 2 and Tier 3 interventions in place such as check-in/check-out, attendance buddies, and mentorship opportunities. We will also implement an ongoing PBIS committee meeting to consistently work through the problem-solving process as we strive to improve.

Moreover, we will continue to maintain a positive school culture by recognizing teachers for their contribution to academic achievement. Additionally, throughout the year, we have a variety traditional and event scheduled to boost staff and morale.

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

RTI Resource - Tier 1/PBIS Plan implementation and provide coaching, PBIS Incentives and token economy

School Counselor - Social Emotional Learning, Bullying Education and Prevention and Mental Health Counseling

Social Worker - Attendance Support with PBIS, Food Pantry, and Title 1

Community Resource - Community Development and Relations, Parental Liaison and Coordinator of Parental Volunteers.

All teachers and staff are responsible for maintaining the positive school culture and environment.