

Alachua County Public Schools

Stephen Foster Elementary School



2022-23 Schoolwide Improvement Plan

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Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

<https://www.sbac.edu/foster>

Demographics

Principal: Jennifer Roberson

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: B (56%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<https://www.sbac.edu/foster>

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 KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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.

All Steamers take the LEAD to succeed.

Live safely

Exhibit kindness

Act responsibly

Demonstrate respect.

Provide the school's vision statement.

At Stephen Foster, we teach all students to use their knowledge, skills and personal characteristics to become lifelong learners, independent thinkers and impactful leaders.

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

Demographic Information

Principal start date

Thursday 7/1/2021, Jennifer Roberson

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.*

0

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.*

9

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

456

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

11

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

13

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	69	57	62	88	93	88	0	0	0	0	0	0	0	457
Attendance below 90 percent	2	15	16	19	16	15	0	0	0	0	0	0	0	83
One or more suspensions	0	2	2	4	0	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	8	10	19	6	7	0	0	0	0	0	0	0	50
Course failure in Math	0	4	13	10	3	6	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	28	26	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	36	33	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	18	23	16	23	10	0	0	0	0	0	0	0	90

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	12	16	20	32	30	0	0	0	0	0	0	0	110

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	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/8/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	14	14	13	14	0	0	0	0	0	0	0	65

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	14	14	13	14	0	0	0	0	0	0	0	65

The number of students identified as retainees:

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

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	51%	53%	56%				63%	59%	57%
ELA Learning Gains	51%						61%	57%	58%
ELA Lowest 25th Percentile	16%						38%	49%	53%
Math Achievement	51%	40%	50%				69%	60%	63%
Math Learning Gains	52%						66%	61%	62%
Math Lowest 25th Percentile	35%						40%	49%	51%
Science Achievement	52%	54%	59%				58%	57%	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	62%	57%	5%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	66%	55%	11%	58%	8%
Cohort Comparison		-62%				
05	2022					
	2019	61%	55%	6%	56%	5%
Cohort Comparison		-66%				

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	68%	58%	10%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	70%	60%	10%	64%	6%
Cohort Comparison		-68%				
05	2022					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	55%	3%	53%	5%
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	19	29	11	17	29	23	19				
ELL	31	40		31	50						
ASN	80			80							
BLK	30	36	14	31	38	30	26				
HSP	44	54		44	42		57				
MUL	57	48		54	63		58				
WHT	75	73		73	65		83				
FRL	33	38	15	30	42	33	34				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9			17							
ELL	36			36							
ASN	100	77		100	85		100				
BLK	28	18	10	20	5	5	9				
HSP	29			21							
MUL	64			59							
WHT	79	55		76	50		77				
FRL	33	19	7	25	8	6	9				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	31	38	18	37	35	7				
ASN	100	92		100	83						
BLK	32	49	38	39	46	36	24				
HSP	65	71		73	71		55				
MUL	76	65		80	88						
WHT	80	65		87	76		83				
FRL	40	49	35	48	51	39	23				

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)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	372

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Students with disabilities, Black/African American Students and Economically disadvantaged students are performing lower than their same aged peers who are not within these categories. SWD, Black/AA and Hispanic students all showed higher achievement in ELA and Math from the 2021 year. White, ELL, Asian, and multiracial students showed a decline in achievement in ELA from the 2021 year. Multiracial and White students showed a decline in Math achievement from the 2021 year. Contributing factors to low performance include: Lack of prerequisite skills, background knowledge, and previous exposure; support for school personnel related to class sizes and a need for targeted instruction on a wider scale; further need for intensive professional development for teachers on new curricula and tiered support.

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

The areas of greatest need are:

1. Increase the number of students in the 3rd grade achieving at or above grade level in ELA
2. Students with disabilities, in both Math and ELA, with emphasis on achievement, learning gains and lowest quartile gains
3. Black/African American students, in both Math and ELA, with respect to achievement, learning gains, and lowest quartile gains
4. Economically Disadvantaged students, in both Math and ELA, with respect to achievement, learning gains and the lowest quartile gains.

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

Contributing factors to low performance of these groups include: lack prerequisite skills and prior knowledge of content, gaps in attendance by students, continuation of educational gaps caused by the pandemic years, deficient reading comprehension skills by our intermediate grades. Our actions to address these deficiencies will include High Dose Tutoring to support intermediate students with closing the gaps in their reading and comprehending skills, Use of Title One staff to provide support for students and teachers within the class time by way of reteaching and scaffolding using research based intervention tools, weekly data chats with all teacher teams to review lesson plans, specific student data, supports for students, and the Rtl process to track student progress. We will also continue to use UFLI within primary grades as a primary phonics program backed by the Science of Reading as well as an intervention tool for our Intermediate students. The use of SIPPS, iStation, iXL, Achieve 3000 and district appointed curricula will also be used with fidelity.

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

Our Black/African American students showed growth in every category, in every subject area.

ELA Achievement up by 2%, Learning Gains up by 18%, and LQ gains up by 4%

Math Achievement up by 11%, Learning Gains up by 33%, and LQ gains up by 30% and Science Achievement by 18%.

Our SWD also demonstrated a 10% increase in achievement in ELA. Hispanic Students showed a 15% increase in ELA Achievement and a 23% increase in Math Achievement.

White students demonstrated an 18% increase in ELA Learning Gains, a 15% increase in Math Learning Gains and a 6% gain in Science achievement.

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

We diligently tracked students progress from the start of the year with weekly briefs and data chats to monitor. We started using Illuminate to give real time data for targeted student support. We provided additional opportunities for modeled lessons, support from instructional coaching, administration support and feedback, district support staff providing professional development sessions and modeling lessons, learning walks, cross-school collaboration, a focus on collaborative team planning and classroom observation for on-going feedback. Teachers participated and implemented new programs (UFLI, High Dose Tutoring, Beyond the Bell Tutoring) and new curricula (Benchmark Advanced) with fidelity.

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

In order to fully progress monitor all students, we have implemented weekly focused PLC meetings to have dedicated time between the leadership team and teachers to focus on students progress, needs, and lesson planning. Our goal is to continue to raise achievement in both ELA and Math for all subcategories. We will have opportunities to target and identify students during these data chats, coaching conversations, and classroom observations. We will continue to use our Title one Team and out High Dose Tutors as acceleration points for students who need more targeted instruction. We will continue to use UFLI but will spread that program into our intermediate grades for a support for students who are missing the skills to decode words. This will support their remediation while giving them skills that can support learning in all subject areas.

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

Teachers will continue to participate in Benchmark Advanced training sessions and coaching to improve their usage of the curriculum and ensure fidelity of the usage. Teachers will also continue their growth in the UFLI series with refresher courses for those previously trained and new courses for those new to the program. Teachers will also be using Illuminate to track their data of students, and partnered with the early learning systems and our Title One team in data chats, we will be able to identify and deploy targeted intervention services to students. Several teachers in the 22-23 school year will also be trained at the Ron Clark academic to continue to work on the capacity of classroom climate. This will lend itself to teachers having a better understanding of how to connect with all children and find innovative ways to meet their needs both academically and socially.

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

We will continue with the growth of our PLC's to ensure that we are data focused and able to identify students who need support early. This will be a bi-weekly focus to ensure the academic progress of all students is being measured in real time and real time interventions and support are put into place. We will continue to partner with our Title One Program as they provide support for students, teachers, administrators, and parents.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

There is a demonstrated opportunity gap when comparing the academic achievement of Students with Disabilities, Black/African American students, and students who are economically disadvantaged to their same aged peers.

Measurable Outcome:

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

During the 22-23 school year, students from the three subgroups (SWD, ED, B&AA) will increase their academic performance to meet or exceed the ESSA goal of 42%.

Monitoring:

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

These focus areas will be monitored using grade-level and state level progress monitoring assessment data which will occur three times per school year, monthly ISIP for students who are not at grade level proficiency and grade level, standards-aligned assessments that are derived from the approved curriculum on a monthly basis.

Person responsible for monitoring outcome:

Mistie Rodriguez (rodriguezms@gm.sbac.edu)

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

Explicit communication of high expectations for all students, engaging all students in rigorous, standards-based curricula, research-based intervention programs such as SIPPS and UFLI, and the use of various culturally responsive teaching strategies to instruct diverse learners.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Use of curricula and teaching practices that are developmentally and culturally appropriate, and are based on the needs of students, are those that yield the best results while recognizing cultural differences and continuing to set high expectations for all children.

Action Steps to Implement

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.

Explicit focus on building relationships with students and their social skill abilities along with implementing the Caring School Community learning curriculum.

Person Responsible

LaTorria Mosely (moselylj@gm.sbac.edu)

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

Person Responsible

Kutura Woods (woodskt@gm.sbac.edu)

Strategic scheduling of Paraprofessionals, High Dose Tutors, Title One teachers, Coaches and District level support staff to provide the layers of support to both students and teachers.

Person Responsible

Mistie Rodriguez (rodriguezms@gm.sbac.edu)

Data driven PLC's each week to review data and progress of targeted students which will include disaggregating data, determine the need for RtI for more targeted and intensive interventions, collaborative planning and individual coaching and learning walks.

Person Responsible

Kutura Woods (woodskt@gm.sbac.edu)

#2. Positive Culture and Environment specifically relating to PBIS**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Positive Behavior Intervention and Support focuses on building a safe and positive environment where everyone can learn, as well as make sure that instructional time is more effectively used. Reviewing school incidents last year, it was shown that PBIS played a large role in helping to support positive student behavior, mediation, and students participation in their class.

Measurable Outcome:

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

There will be an overall 50% increase in Positive Behavior Interventions used as opposed to punitive disciplinary action.

Monitoring:

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

PBIS 'Steamer Bucks' will be given to students and will be collected and monitored by grade-level to determine the increase rate of Positive Behavior Interventions. Discipline data will be monitored daily by individual teachers and monthly for whole campus trends. Students and teachers will be identified as needing additional support from the monthly analysis.

Person responsible for monitoring outcome:

Christopher Dixon (dixoncl@gm.sbac.edu)

Evidence-based**Strategy:**

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

Positive Behavior Interventions and Supports (PBIS) is an evidence-based three tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. This framework allows for everyone (Students and Teachers) to be supported.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When PBIS is properly implemented, the school climate is improved, students achieve improved social and academic outcomes, there is an increase in the attendance rate, there is a reduction in suspension/referral rates, and there is the reduction of disproportionate discipline for black/African American students

Action Steps to Implement

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.

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

Person Responsible

Christopher Dixon (dixoncl@gm.sbac.edu)

Professional development will be kicked off during the pre-planning week as a refresher and introduction for how PBIS works at Foster for all new and returning staff. This will cover intervention strategies, ideas for reteach, and how to provide replacement behaviors.

Person Responsible

LaTorria Mosely (moselylj@gm.sbac.edu)

A PBIS committee will be formed by Mr. Dixon and will meet monthly. During these monthly meetings, goals for the PBIS Steamer Buck distribution by teacher, by grade-level, and by campus location (lunch room, front office, cafeteria) will be set. Steamer Bucks will be tallied to provide the data on frequency of distribution.

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

Students will have the opportunity to redeem their Steamer Bucks through the year at events, deck parties, and the Steamer Store for 'purchasing' of items. Training Steamer LEADers (students) to assist with planning and implementing PBIS events, campus restoration and running the school store.

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

Designing and purchasing additional signage and materials for students to use in the cool down corners and reset rooms. Focus will be on self-regulation, self-reflection and planning for behavioral improvement.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Planning and data review are an integral part of education. Setting aside specific, protected time for teacher teams to meet weekly is critical in identifying students who need support in a learning area. PLCs will promote teacher collaboration and increase student achievement through that professional collaboration .

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

Classroom teachers will have at least 50% of their students performing at proficiency in ELA and Math as measured by FAST testing by the end of the school year.

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

During Thursday meetings, teams will discuss students' data, academic progress, areas of concern. This will allow for students to be easily identified for targeted supports. Teachers will also use this time to build collaborative lesson plans that will meet the needs of the diverse learners across the grade level.

Person responsible for monitoring outcome:

LaTorria Mosely (moselylj@gm.sbac.edu)

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

During the 22-23 school year, Foster will implement and hold Professional Learning Community meetings each week that are academically focused and data driven in order to appropriately identify students for early intervention and to identify teachers who need support. PLC meetings will also examine high-yield strategies and indicators for student learning.

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

Well-developed Professional Learning Communities (PLC) are shown to have a positive impact on both teaching practice and students achievement. PLCs create inquiry and willingness to engaged in honest discussions about practice and students' progress. The lack of Reading proficiency has a great impact across all subject areas. By taking a structured and immersive approach, we can support the learning of the students and the teachers while raising the proficiency in ELA, in addition to Math, Science and Social Studies.

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.

Professional Development that helps teachers learn the intent of Professional Learning Communities, the structure of high performing PLC, how PLC's play a role in teaching, planning and monitoring student progress.

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

Develop a schedule of specific, uninterrupted meeting time each week for team and grade levels to collaborate with the support of the leadership team and district level supports to plan, disaggregate data, identify students in need, and points of acceleration and extension for students.

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

Facilitate meetings that produce consistent, standards-based, tier one instruction lesson plans, using district approved curriculum with a strong emphasis on building background knowledge and grade level academic vocabulary while using data to inform the development of plans and needed interventions.

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

Classroom walkthroughs and observations that demonstrate that instructional practice is aligned with the needs of the students while using district approved, standards-aligned curriculum.

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

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

Teachers in Grades K-2 will implement the UFLI Foundations curriculum with consistency and fidelity in order to provide explicit and systematic phonics instruction.

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

Through consistent implementation of the Benchmark Advanced curriculum, 3-5 Teachers will provide opportunities for students to engage in meaningful experiences that build their background knowledge and expand their vocabulary through the use of language structures, verbal reasoning and literacy knowledge in order to aid in increasing their reading comprehension.

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)

By the end of the 2022-2023 school year, 50% of all students will master their ELA end of year benchmarks in phonics using DIBELS and FAST Data.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-2023 school year, 50% of all students will master their ELA end of year benchmarks in phonics using DIBELS and FAST Data.

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 school's area(s) of Focus will be monitored by using the BOY, MOY and EOY DIBELS and FAST progress monitoring data, as well as weekly UFLI spelling tests and Benchmark Unit Assessments

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Mosely, LaTorria, moselylj@gm.sbac.edu

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?

UFLI Foundations is an evidence-based Phonics program that implements explicit and systematic phonics instruction based on the science of reading. Benchmark Advanced is an evidenced-based reading comprehension program that focuses on building background knowledge and expanding students' vocabulary through the use of language structures, verbal reasoning and literacy knowledge in order to aid in increasing their reading comprehension.

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?

The rationale for selecting the specific programs is that they have a proven track record of providing equity and access for all students regardless of their prior achievement.

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
Literacy Leadership: We will identify model teachers and classrooms who are successfully implementing the curriculums with consistency and fidelity and will provide opportunities for classroom and teacher observation. Teachers will identify their next action steps and identify their areas of need in implementing the curriculum and will have opportunities to received job-embedded support through modeling, observation, feedback and coaching.	Rodriguez, Mistie, rodriguezms@gm.sbac.edu
Assessment: Teachers and Admin will use data from the UFLI spelling tests, Benchmark Unit Assessments, FAST and DIBELS progress monitoring to identify students who have not mastered the benchmarks and the needed interventions. Teachers and Admin will also identify those students who need to be accelerated as they have mastered the grade level standards.	Woods, Kutura, woodskt@gm.sbac.edu

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.

Each school year, the Leadership Team presents the school's theme for each year. This year's theme is "Here, We Glow." As presented to the staff and students, we are making a commitment to find positive ways to uplift our school community.

During our PLC Meetings, we begin every meeting with our Agreements of Collaboration. As with all meeting norms, the Agreements of Collaboration requires a commitment from all meeting participants to ensure that our meeting time together is positive and productive. Our Agreements of Collaboration include:

- Pausing
- Paraphrasing
- Posing Questions
- Putting Ideas on the Tables
- Paying Attention to Self and Others
- Presuming Positive Intentions
- Pursuing a balance between advocacy and inquiry.

Each month, we meet with various stakeholders to ensure that their needs and concerns are addressed. This includes School Advisory Councils, Parent Teacher Associations, Team Leaders Meetings and Building Concerns Committee. This gives all stakeholders an opportunity to bring forth fresh and innovative ideas and to collaborate amongst one another.

As a leadership team, we look for opportunities to celebrate staff and student achievements, to find ways to

celebrate with each other including celebrating important moments in the lives of our staff (Weddings, Anniversaries, Growing Families) and with our students (PBIS "Deck Parties"; grade-level on-campus activities, etc). With Covid restrictions lifting, we look for opportunities to invite our families and community members to celebrate along side us and to support the planning and implementation of larger events. This creates an added sense of buy-in for our school communities.

Teachers and staff implement Positive Behavior Interventions and Strategies when modeling and correcting student behavior. They provide opportunities for students to collaborate both socially and academically as developmentally appropriate. Teachers are also implementing the Caring School Community curriculum in their daily morning meetings to promote positive social interactions with and among students.

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

Leadership Team:

- Promoting a positive culture in interactions with all stakeholders
- Providing opportunities for collaboration with and amongst stakeholders

Teachers and Staff

- Modeling positive behavior for students, families and community members
- Implementing Caring School Community curriculum and Positive Behavior Interventions and Strategies
- Promoting positive social and academic behaviors through student collaboration

Parents, Families and Community Members

- Partnering with school staff to find positive solutions in order to best support students needs and growth
- Participating in SAC and PTA and supporting the planning and implementation of school-wide and grade-level events

Students

- Collaborating appropriately with peers for both social and academic activities
- Asking for adult support as needed to find positive solutions with their is a breakdown in the collaboration