

Alachua County Public Schools

Stephen Foster Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Roberson, Jenni	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 improvement of teaching practice. Aids principal in the oversight of day to day operations, safety, security, 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. Leads Foster's students with disabilities program by providing professional development to teachers in the areas of the RTI process, facilitating EPT/ RTI/ESE/504 meetings to ensure all stakeholders understand policies and processes and monitoring individual student plans for implementation.
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. Facilitates school's professional development program including facilitating data chats, implementing coaching cycles, and leading Professional Learning Communities Meetings
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school administrative team initially collaborates to plan for the school improvement process. The school leadership team collaborates in early August to review goals and give input on our school

improvement plan. Using data (student achievement data and school climate survey), we identify the areas of focus for our school year, the evidenced-based interventions used to affect the outcome and how we (as a Leadership Team) plan to monitor to see if the interventions are working.

During teacher pre planning week in early August, we meet with grade-level and department teams to share this plan and ask for input on the action steps that are needed to support our areas of focus. With input from our faculty, we create the action steps that we are committing to. Teachers are also using these goals and action steps to create their personal professional development plans.

Also during the month of August, we meet with our School Advisory Council to share our school goals and action steps that we plan to implement within the school year. We ask for input on how they can support our school goals. We continue to communicate our needs for collaboration to meet student goals through SAC, PTA, parent nights, literacy nights, STEM nights, etc throughout the school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

- Quarterly Data Chats using FAST, DIBELS, Science AIMS data to celebrate student achievement and determine areas of growth for each grade-level
- Monthly Data chats as a component of collaboratively planning with grade-level teams
- Monthly PBIS Team meetings to disaggregate behavioral data and establish school-wide Tier 1 interventions
- Quarterly Student, Staff and Family Input Surveys

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: B
	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	23	14	22	14	17	0	0	0	90	
One or more suspensions	0	2	2	3	5	7	0	0	0	19	
Course failure in English Language Arts (ELA)	0	13	16	13	7	10	0	0	0	59	
Course failure in Math	0	8	8	15	4	7	0	0	0	42	
Level 1 on statewide ELA assessment	0	44	24	36	25	35	0	0	0	164	
Level 1 on statewide Math assessment	0	30	20	26	28	36	0	0	0	140	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	44	24	36	25	35	0	0	0	164	
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	13	14	18	22	35	0	0	0	102

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	2	15	16	19	16	15	0	0	0	83	
One or more suspensions	0	2	2	4	0	2	0	0	0	10	
Course failure in ELA	0	8	10	19	6	7	0	0	0	50	
Course failure in Math	0	4	13	10	3	6	0	0	0	36	
Level 1 on statewide ELA assessment	0	0	0	4	28	26	0	0	0	58	
Level 1 on statewide Math assessment	0	0	0	4	36	33	0	0	0	73	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	23	16	23	10	0	0	0	90	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	16	20	32	30	0	0	0	110

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	2	15	16	19	16	15	0	0	0	83	
One or more suspensions	0	2	2	4	0	2	0	0	0	10	
Course failure in ELA	0	8	10	19	6	7	0	0	0	50	
Course failure in Math	0	4	13	10	3	6	0	0	0	36	
Level 1 on statewide ELA assessment	0	0	0	4	28	26	0	0	0	58	
Level 1 on statewide Math assessment	0	0	0	4	36	33	0	0	0	73	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	23	16	23	10	0	0	0	90	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	16	20	32	30	0	0	0	110

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47			51	53	56	52		
ELA Learning Gains				51	56	61	38		
ELA Lowest 25th Percentile				16	43	52	8		
Math Achievement*	42			51	55	60	47		
Math Learning Gains				52	58	64	32		
Math Lowest 25th Percentile				35	46	55	4		
Science Achievement*	44			52	48	51	45		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	50			64			46		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	235
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	4	4
ELL	34	Yes	1	
AMI				
ASN	86			
BLK	25	Yes	4	2
HSP	48			
MUL	36	Yes	1	
PAC				
WHT	63			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	30	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	3	3
ELL	43			
AMI				
ASN	80			
BLK	29	Yes	3	1
HSP	48			
MUL	56			
PAC				
WHT	74			
FRL	37	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			42			44					50
SWD	8			11			9				3	
ELL	15			38							3	50
AMI												
ASN	83			89							2	
BLK	26			21			25				4	
HSP	46			43			40				5	50
MUL	45			32			30				3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	64			55			68				4	
FRL	27			21			30				5	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	51	16	51	52	35	52					64
SWD	19	29	11	17	29	23	19					
ELL	31	40		31	50							64
AMI												
ASN	80			80								
BLK	30	36	14	31	38	30	26					
HSP	44	54		44	42		57					
MUL	57	48		54	63		58					
PAC												
WHT	75	73		73	65		83					
FRL	33	38	15	30	42	33	34					67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	38	8	47	32	4	45					46
SWD	9			17								
ELL	36			36								46
AMI												
ASN	100	77		100	85		100					
BLK	28	18	10	20	5	5	9					
HSP	29			21								50
MUL	64			59								
PAC												
WHT	79	55		76	50		77					
FRL	33	19	7	25	8	6	9					45

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	53%	-3%	54%	-4%
04	2023 - Spring	43%	54%	-11%	58%	-15%
03	2023 - Spring	53%	49%	4%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	52%	-6%	59%	-13%
04	2023 - Spring	47%	58%	-11%	61%	-14%
05	2023 - Spring	36%	54%	-18%	55%	-19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Looking at 22-23 FAST Data, our PM3 scores showed the lowest performance in 4th Grade ELA with 47% of students at a level 3 or higher and 4th grade Math with 43% of students at a level 3 or higher. In our 4th grade classes last year, two out of four classes experienced a teacher change three times during the year (total of 6 new teachers) that resulted in learning loss. Additional contributing factors include lack of background knowledge and the need for differentiated professional development for teachers with new curriculum and who were new to the profession.

When looking at our subgroups, Black/African American students, Students with Disabilities, and Economically disadvantaged students are performing lower than their same-aged peers who are not within these categories. These subgroups were impacted the most by the contributing factors listed above.

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

Looking at the data from last year, our Black/African American students decreased in achievement in ELA from 30% to 25% and in Math from 31% to 22%. Our Students with Disabilities also decreased in

ELA achievement from 19% to 9% and in Math achievement from 17% to 9%.

Contributing factors include lack of background knowledge, the need for differentiated professional development for teachers with new curriculum and who were new to the profession, and the lack of fidelity with Tier 1 instructional core materials.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average is 4th grade Math with a difference of 15 percentage points of students who scored a level 3 or above and are considered proficient. In our 4th grade classes last year, two out of four classes experienced a teacher change three times during the year (total of 6 new teachers) that resulted in learning loss. Additional contributing factors include lack of background knowledge and the need for differentiated professional development for teachers with new curriculum and who were new to the profession.

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

Since our students were assessed with two different State Assessments in 21-22 (Florida Standards Assessment or FSA) and 22-23 (Florida Assessment of Student Thinking or F.A.S.T.) we can only compare students who are proficient. In 21-22, our overall ELA proficiency was 49% and in 22-23 it was 57%. That is an increase of eight percentage points. For our overall Math proficiency in 21-22 it was 48% and in 22-23 it was 54%, an increase of six percentage points.

In both areas, we had an increase in students reaching overall proficiency. Last year, our school focused on implementation fidelity in our core Language Arts Curriculums, Benchmark Advance and UFLI Foundations. Teacher Walkthrough Feedback focused on quality, adherence and dosage to implementing the curriculum in the way that it was designed. In addition, in 3rd Grade we used data to identify the need to use UFLI as an intervention for students who still needed support in mastering their foundational skills. We also used data in 3rd Grade to identify 35 students to participate in 3rd Grade Accelerated Math and the three teachers who taught this group of students met regularly to examine student data and respond to the needs of their students. School-wide, we began the implementation of PLC groups that met regularly as a grade-level team or department with our Instructional Intervention Coach (Grade-Level Teams and Title 1 Team), Behavioral Resource Teacher (Resource Team) and School Counselor (ESE Teams). In year one, our overall focus for PLCs was to create equitable experiences and environments by ensuring that all teachers were implementing curriculum and PBIS strategies consistently.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern from our EWS data in Part 1 is our K-5 students who are absent 10% or more days of the year, 90 students total. If our students are not in school, we know they are not learning. Another area of concern is the number of K-5 students who received a Level 1 on their ELA F.A.S.T. Assessment (164) and Math F.A.S.T. Assessment (140).

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

Increase the number of Black/African American students, in both Math and ELA, scoring a Level 3 or higher.

Increase the number of Students with Disabilities, in both Math and ELA, scoring a Level 3 or higher.

Increase the number of Economically Disadvantaged students, in both Math and ELA, scoring a Level 3 or higher.

Decrease the number of students who are absent 10% or more of the school year.

Increase the amount of Differentiated Professional Learning for all teachers.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase the opportunities for Black and African-American Students, Students with Disabilities, and Economically disadvantaged students to engage in rigorous, standards-aligned instruction in all subject areas.

Black and African-American students, Students with Disabilities, and Economically Disadvantaged Students are consistently performing below their peers on district and state assessments. These students are often receiving differentiated instruction, our Title 1 Tiered Intervention program, High Dose Tutoring program, and ESE program.

Measurable Outcome:

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

Monthly assessment data will show an increase of identified subgroups showing a 10% increase in mastery performance on Unit or Chapter Assessments. FAST Data for identified subgroups will reflect an increase of 10% gains from PM1 to PM2 and an additional 10% from PM2 to PM3 (quarterly assessment).

Monitoring:

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

Weekly, School leadership teams and coaches will monitor intervention programs, to ensure that students are provided data-driven, evidenced-based interventions.

Monthly, School leadership teams will monitor student intervention scheduling to ensure that Black and African-American Students, Students with Disabilities, and Economically Disadvantaged Students are engaged in rigorous, standards-aligned curriculum.

Bi-monthly, School leadership teams, instructional coaches, grade-level, ESE and intervention teachers, will meet to review weekly trends and adjust schedules and instruction as needed and will meet quarterly to disaggregate FAST data.

Person responsible for monitoring outcome:

Jenni Roberson (robersonjc@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Master scheduling will be monitored to ensure that Black and African-American Students, Students with Disabilities, and Economically Disadvantaged Students will engage in grade-level, standards-aligned instruction.

Intervention Programs will be monitored to ensure that Black and African-American Students, Students with Disabilities, and Economically Disadvantaged Students and will receive targeted, evidence-based interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Lack of access to grade-level, rigorous instruction has resulted in a decreased opportunity for Black and African-American Students, Students with Disabilities, and Economically Disadvantaged Students to access and master grade-level standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly grade-level collaborative planning time to ensure standards-aligned instruction that incorporates technology and connections to real world. Collaboration will include Title 1, ESE, and Intervention teachers to identify student needs and scaffolds for small group and differentiated instruction based on standards-based assessments.

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

By When: Sept 1, 2023 and ongoing, monthly

Monthly differentiated professional development opportunities to obtain additional knowledge and skills related to each subgroup.

Person Responsible: Jenni Roberson (robersonjc@gm.sbac.edu)

By When: Sept 1, 2023 and ongoing, monthly

Feedback data will be focused on active student engagement and standards-aligned tasks in which students are participating in.

Person Responsible: Jenni Roberson (robersonjc@gm.sbac.edu)

By When: Sept 1, 2023 and ongoing, monthly

Grade-level data chats monthly that focus on disaggregation of standards-based assessments (DIBELS, IStation, mini-assessments, chapter/unit assessments, FAST data). Utilize class data trackers to monitor progress of all students and targeted subgroups.

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

By When: Sept 1, 2023 and ongoing, monthly

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2021-2022 data, 37% of teachers at Stephen Foster are considered inexperienced teachers as defined by the State of Florida, compared to a state and district average of 30%. Instructional coaching and professional learning are opportunities for teachers, staff and leadership teams to meet to establish the parameters of effective teaching and target evidence-based best practices that impact student learning.

Stephen Foster aims to increase teacher capacity by developing and retaining their teachers through instructional coaching and professional learning. Research shows that teachers and staff who find value in their participation in job embedded professional learning increase their collective teacher efficacy. Teachers, staff and leadership teams who believe in the impact that they have made with their students are more likely to remain at their school and continue their professional learning.

Measurable Outcome:

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

At the end of the 23-24 school year, 100% of teachers will participate in school-led Learning Walks to increase teacher capacity.

Monitoring:

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

Weekly informal and formal snapshot and observation data that relates to professional learning outcomes.

Quarterly faculty surveys to determine areas of need for differentiated professional learning. In addition, identify teacher leaders to facilitate professional learning at meetings and for peer observation opportunities.

Person responsible for monitoring outcome:

LaTorria Mosely (moselylj@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional coaching and observation data will be monitored to assist in identifying areas of need for professional learning and monitored for measurable growth.

Informal and formal snapshot and observation data will be monitored to ensure the implementation of professional learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that teachers and staff who find value in their participation in job embedded professional learning increase their collective teacher efficacy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Targeted feedback cycles will be implemented with teachers from Principal, Assistant Principal, and Instructional Coach.

Person Responsible: Jenni Roberson (robersonjc@gm.sbac.edu)

By When: September 1, 2023 and ongoing throughout the year

Schedule teachers time to observe their peers alongside the Instructional Coach or a member of the Leadership Team.

Person Responsible: Jenni Roberson (robersonjc@gm.sbac.edu)

By When: September 1, 2023 and ongoing throughout the year

Monthly professional learning meeting that is differentiated based on teacher needs as determined by feedback data and/or survey responses.

Person Responsible: Jenni Roberson (robersonjc@gm.sbac.edu)

By When: September 1, 2023 and ongoing throughout the year

Foster teacher buddy system will be developed to provide additional support for newer teachers that will be voluntary. "Buddy" teachers will be available for observations, feedback, and/or professional learning ideas.

Person Responsible: [no one identified]

By When:

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

EWS data indicate that more than 20% of students at Foster are chronically absent, missing more than 10% of their daily instruction. Our area of focus will be creating a positive culture and environment for students so that students look forward to coming to school and learning each day. This will also impact the overall Foster campus culture where Teachers and Staff will look forward to teaching and servicing our students.

Measurable Outcome:

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

The percentage of students missing 10% or more days of school will decrease from 20% to 15% during the 2023-2024 School Year.

Monitoring:

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

Monitoring family attendance during school-wide events such as Foster Frolics (Carnival), Title 1 Family Engagement Nights, STEM Night, Costume Parade, Black History Month Wax Museum, and Chorus and Percussion performances, etc.

Monitoring family needs through targeted outreach from faculty and staff.

Monitoring weekly attendance data through district reports.

Person responsible for monitoring outcome:

Christopher Dixon (dixoncl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research shows that students attend school more regularly when parents are more engaged with their child's educational experience.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student attendance directly impacts student achievement. Since the COVID-19 pandemic, schools need to purposefully rebuild school communities that create a sense of belonging and ensure students and families receive the support they need to engage, attend and learn.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Increase parent involvement events in the morning to encourage students to be on time, such as breakfast events, coffee chats, or morning mile participation from parents.

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

By When: August 2023, and ongoing throughout the year

Increase positive home and school communication to improve attendance of truant students. Involvement of the attendance officer and administration for potential home visits.

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

By When: August 2023, and ongoing throughout the year

Incentivise regular attendance for students by incorporating surprise events from 7:15-7:45 am.

Person Responsible: Jenni Roberson (robersonjc@gm.sbac.edu)

By When: August 2023, and ongoing throughout the year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related to Reading/ELA

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. These opportunities will be given through implementation of our core curriculum, Benchmark Advance.

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 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 Measurable Outcomes

By the end of the 2023-2024 school year, 50% of all students will master their ELA end of year benchmarks in phonics using DIBELS and FAST Data.

Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, 50% of all students will master their ELA end of year benchmarks in phonics using DIBELS and FAST Data.

Monitoring

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 impact student achievement outcomes.

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

Description:

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. §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 evidence-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:

Explain the rationale for selecting 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 evidence-based 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 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 (targeted feedback cycles).	Roberson, Jenni, robersonjc@gm.sbac.edu
Professional Learning: Teachers will participate in monthly differentiated professional learning related to our identified subgroups and have opportunities to participate in targeted feedback cycles with the instructional coach or member of the leadership team.	Roberson, Jenni, robersonjc@gm.sbac.edu

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school will involve parents in the planning, review, and improvement of Title I programs including parental involvement and in the decisions regarding how funds for parental involvement will be used by:

*Inviting all parents & families to participate with the School Advisory Council (SAC)

*SAC and all parent meetings are advertised on the marquee, in the school calendar, electronically (email and/or Class Dojo), Skylert, and teacher newsletters.

*Conducting bimonthly Parent & Family activities and collecting input for each activity

*Parents & families are asked to provide input through Title I activities, SAC, Climate Surveys, and PTA Family Activities (no membership required).

*Title I family involvement meeting material and recaps will be posted on the School Website, Title I webpage, and Class Dojo.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Foster Elementary's mission is to provide our students with a community oriented educational environment that stimulates and motivates them. We will all work together to provide a strong educational setting for children to grow and learn.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The staff of Foster Elementary will be engaged in professional learning through the Ron Clark Academy to strengthen academic and behavior programs. Teacher will also engage in regular Data Chats and standards planning based on progress monitoring data. The staff will be engaged in four Learning Walks (Classroom Management, UFLI/ELA, Math Small Group, and Data Driven Differentiation) during the year. Additional learning time will be provide through Extended Day Intervention and Extended School Year.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parents how to help their children at home.

Conduct two ESOL Parent Leadership Meetings per year and schedule individual meetings as requested/needed.

Coordinating with Early Childhood Education and VPK families regarding the annual Kindergarten Round-up and provide materials parents can use at home to help transition Children to kindergarten. Collaborate with the Homeless Education Program to support and provide resources to McKinney-Vento families.

Collaborate with the University of Florida for support for events related to the UFLI literacy program.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$198,544.24
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$3,009.36
			Notes: Registration for 3 teachers; 3 @ \$575.00 = \$1725.00 to attend the Ron Clark Academy for the RCA Experience PD. hotel for 2 rooms @ \$210.48 night for 1 night,=\$420.96 parking @ \$45/day for 2 days (hotel parking)x2 cars =\$180.00 Per Diem, 1 day +dinner x3 =\$165.00 mileage 646 x.45 (2 cars)=518.40			
	6400	390	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$269.13
			Notes: Ron Clark Substitutes for 2 teachers x 1 day + SSI			
	7730	330	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$630.00
			Notes: Registration for 1 admin. @\$575.00 to attend Ron Clark Academy for the RCA Experience PD admin will share room as listed in line 22 per diem 1day plus dinner \$55.00			

	5100	520	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$2,100.00
			<i>Notes: Write Score Writing Curriculum - 4th & 5th gr online writing lessons and tools to strengthen student achievement in writing.</i>			
	5100	369	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$178.00
			<i>Notes: Write Score Writing Curriculum - Roster Sync</i>			
	5100	644	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$2,911.80
			<i>Notes: Apple iPad (4 units @ \$727.95 each)</i>			
	5100	520	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$1,434.01
			<i>Notes: J&J Educational Bootcamp Science workbooks</i>			
	5100	120	0041 - Stephen Foster Elementary Schl	Title, I Part A	2.0	\$102,636.60
			<i>Notes: Salaries - 2, Intervention Teachers</i>			
	5100	210	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$13,927.79
			<i>Notes: Retirement Benefits - 2, Intervention Teachers</i>			
	5100	220	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$7,851.70
			<i>Notes: SSI Benefits - 2, Intervention Teachers</i>			
	5100	230	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$16,946.00
			<i>Notes: Insurance Benefits - 2, Intervention Teachers</i>			
	5100	290	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$523.45
			<i>Notes: Early Retirement Benefits - 2, Intervention Teachers</i>			
	5100	150	0041 - Stephen Foster Elementary Schl	Title, I Part A	0.63	\$15,236.36
			<i>Notes: Salary - 2, Instructional Paraprofessionals</i>			
	5100	210	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$2,067.57
			<i>Notes: Retirement Benefits - 2, Instructional Paraprofessionals</i>			
	5100	220	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$1,165.58
			<i>Notes: SSI Benefits - 2, Instructional Paraprofessionals</i>			
	5100	230	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$12,709.50
			<i>Notes: Insurance Benefits - 2, Instructional Paraprofessionals</i>			
	5100	290	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$77.71
			<i>Notes: Early Retirement Benefits - 2, Instructional Paraprofessionals</i>			

	6400	130	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$1,050.00
			Notes: EDI - one IIC to provide 30, 1 hour sessions +7.5 hours of planning for a total of 37.5 stipend hours.			
	6400	220	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$80.32
			Notes: EDI - SSI Benefits for one IIC			
	5900	520	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$705.60
			Notes: EDI - iReady Magnetic Reading Workbook for grades 3 - 5. 24 copies at \$15 each, 3 TE's at \$30 each plus shipping @75.60 for \$705.60			
	5900	520	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$604.80
			Notes: EDI - Ready FL BEST Math Workbook for grades 3 - 5. 30 copies at \$15 each, 3 TE's at \$30 each plus shipping @64.80 for \$604.80.			
	6300	390	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$6,459.00
			Notes: Planning using Data and BEST Standards PD - Substitutes for 24 homeroom teachers for 2 days (48 days) @\$125 per sub. Each grade level team will have one planning day per semester. Total + SSI= \$6459.00			
	6300	510	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$233.56
			Notes: Planning using Data and BEST Standards PD Ink			
	6400	130	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$4,712.40
			Notes: ESY - IIC Salary -21,6-hour day X 37.40/hour			
	6400	210	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$639.47
			Notes: ESY - IIC Retirement 13.57% - 21,6-hour day X \$37.40/hour			
	6400	220	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$360.50
			Notes: ESY - IIC SSI 7.65% - 21,6-hour day X \$37.40/hour			
	6400	290	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$24.03
			Notes: ESY - IIC Early Retirement 0.51% - 21,6-hour day X \$37.40/hour			
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				\$93,682.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$5,921.72
			Notes: Registration for 4 teachers @ \$1050 to attend a 2-day Ron Clark Experience Conference = \$4200 Hotel -2 rooms for 2 nights @ \$126.58/night = \$506.32, + GA tax 10% parking (2 cars) @ \$45/day for 3 days = \$270.00 Per Diem -2 days + dinner x 4 = \$364.00 \$ mileage @ 0.45/mile for 646 miles round trip = \$581.40 for 2 cars			
	6400	390	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$1,076.50

			<i>Notes: Ron Clark Substitutes for 4 teachers x 2 days + SSI</i>			
	6400	330	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$5,972.35
			<i>Notes: Registration for 4 teachers @ \$1050 to attend a 2-day Ron Clark Experience Conference = \$4200 Hotel -2 rooms for 2 nights @ \$126.58/night = \$506.32, + GA tax 10% parking (2 cars) @ \$45/day for 3 days = \$270.00 Per Diem -2 days + dinner x 4 = \$364.00 \$ mileage @ 0.45/mile for 646 miles round trip = \$581.40 for 2 cars</i>			
	6400	390	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$1,076.50
			<i>Notes: Ron Clark Substitutes for 4 teachers x 2 days + SSI</i>			
	6400	130	0041 - Stephen Foster Elementary Schl	Title, I Part A	1.0	\$56,478.00
			<i>Notes: Salary - Title I Instructional Intervention Coach</i>			
	6400	210	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$7,664.06
			<i>Notes: Retirement Benefits - Title I Instructional Intervention Coach</i>			
	6400	220	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$4,320.57
			<i>Notes: SSI Benefits - Title I Instructional Intervention Coach</i>			
	6400	230	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$8,473.00
			<i>Notes: Insurance Benefits - Title I Instructional Intervention Coach</i>			
	6400	290	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$288.04
			<i>Notes: Early Retirement Benefits - Title I Instructional Intervention Coach</i>			
	6300	390	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$2,153.00
			<i>Notes: PD - Learning Walks, Part 1 Classroom Management / Student Engagement - Substitutes for all homeroom teachers. Four Subs for 1 day @\$125 per sub. PD - Learning Walks, Part 2 UFLI & ELA Workstation Implementation - Substitutes for all homeroom teachers. Four Subs for 1 day @\$125 per sub. PD - Learning Walks, Part 3 Math Small Group Implementation - Substitutes for all homeroom teachers. Four Subs for 1 day @\$125 per sub. PD - Learning Walks, Part 4 Data Driven Differentiation - Substitutes for all homeroom teachers. Four Subs for 1 day @\$125 per sub.</i>			
	6300	510	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$258.46
			<i>Notes: Materials and Printer Ink for Learning Walks PD</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$6,123.57
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			
	5100	220	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			

	6400	330	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$2,081.00
			<i>Notes: Registration for 2 teachers @ \$575=\$1150 each to attend a 2-day Ron Clark Academy House System Leadership Academy hotel for 2 nights @ \$161.65/night = \$323.30, parking @ \$45/day for 3 days = \$135.00, and Per Diem - 2 day =[Food \$36/day for 2 days +1 dinner per person = \$182.00 + mileage @ 0.45/mile for 646 miles round trip = \$290.70 for 1 car</i>			
	6400	120	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$240.00
			<i>Notes: Ron Clark Conference Stipends for 1 day (Saturday) x 2 teachers - 6.hrs each</i>			
	6400	220	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$18.36
			<i>Notes: Ron Clark Teacher Stipend SSI @7.65%</i>			
	6400	390	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$134.56
			<i>Notes: Ron Clark substitute + SSI</i>			
	5100	369	0041 - Stephen Foster Elementary Schl	Title, I Part A		\$1,800.00
			<i>Notes: Ron Clark House App System - provide academic and PBIS tracking while expand professional development opportunities</i>			
Total:						\$298,350.01

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No