

EXECUTIVE SUMMARY

Stephen Foster Elementary School

DRAFT

This plan includes objectives for the following goals:

Reading, Writing, Mathematics, Science, Technology, School Safety,
and Parent Involvement.

Adequate progress for the 2005-2006 School Improvement Plan will be achieved when adequate progress is achieved for all goals.

This plan is submitted in compliance with section 1001.452, Florida Statutes, which states:

“Each school advisory council shall assist in the preparation and evaluation of the school improvement plan.:

School Grades:

2001-
2002

 C

2002-
2003

 A

2003-
2004

 A

2004-
2005

 A

When you log on to the School Improvement Plan page, there will be a frame on the left of the webpage. By expanding the links in the frame, you will see many sections that require statements to be typed. This document includes the statements from the web document so that, if you prefer, you can type your responses into Word, run a spell check and then copy and paste the responses into the web document.

If using Word for your typing, it helps to use bullets when your response requires several paragraphs of text. Doing so enables the paragraph returns to be recognized when pasting into the web document.

When entering the budget statements, either using Word or the web document, type in the name of the goal at the beginning or your description (i.e., READING or MATH) so that in the Final Budget you will be able to see a heading for each goal; otherwise, they all run together. Paragraph returns work as expected in the Budget fields.

For technical assistance, please call Pat Lucas at 955-6860.

Vision/Mission Belief Statements

At Stephen Foster, we challenge students to become all they can be—Accepting responsibility of their choices and feeling pride in their accomplishments. We provide a caring, learning environment, encouraging a partnership of mutual respect within the Foster community.

School Profile/Demographics

State will provide from SPAR

Quality Staff

Highly Qualified Certified Administrators

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Some schools indicated staff here.

The administrators at Stephen Foster Elementary School meet the requirements for highly qualified set by NCLB standards. The principal has a doctoral degree in curriculum and instruction, and research and evaluation. She has served as a teachers, curriculum resource teacher and principal. All faculty members of the school are in-field and meet the requirements for highly qualified. Stephen Foster retains a higher proportion of staff members (90% last year) than the district or state. A high percentage of faculty members (48%) hold advanced degrees including 12% who have earned specialist degrees. Five faculty members are National Board certified teachers.

Additional Requirements

Teacher Mentoring

Describe your school's Teacher Mentoring Program.

All new teachers to Alachua County Public Schools participate in the district's induction program and consult with a mentor teacher throughout the school year. The Principal, Curriculum

Resource Teacher, and Behavioral Resource Teacher will meet all teachers new to Foster to review school-based procedures and expectations prior to their first student contact day. The school-based reading coach meets with teachers on a regular basis to review DIBELS results, help acquire materials for classroom use, and coaching strategies to promote reading success for students. In addition, teachers holding National Board Certification assist teachers on campus as needed.

School Wide Improvement Model

Describe the research-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Research based programs include *Harcourt Math*, *Harcourt Trophies* (Reading), and *Harcourt Science*. Reading and math are supplemented using a variety of technological tools, double dose or extended day activities, and teaching students on their instructional level. In addition, to ensure best practices, the *Correlates of Effective Schools* are integrated daily.

We have seen that these strategies help students in all demographic groups and anticipate that they will continue to demonstrate at least one year’s growth as measured on basal tests and/or district/state assessments.

School Advisory Council

Describe the activities of the School Advisory Council.

Stephen Foster’s School Advisory Council consists of eleven members. The committee includes three parents, three community members, three instructional staff and one non-instructional member. Although the principal is not a voting member of the SAC, she is an active member who attends all meetings and gives updates of the school throughout the year. The committee meets from four to six times per year and assists in the implementation of the *School Improvement Plan*.

Communication with Parents

Describe the actions being taken to provide written notification to parents of each student in the format that the parents can understand. Also attach a copy of the communication sent to parents.

- Weekly school newsletters sent home with all students.
- Monthly Title 1 newsletters are sent to homes to provide parenting information and updates.
- Reading theme, mid-year, and end of book test results sent home to parents.
- Parents are informed of their child’s academic progress at least once every four weeks through progress reports or the report card.
- Students’ work is graded and sent home weekly.
- Communication logs are used to reflect student’s test scores, request for conference, or other pertinent information.
- Magnet Team communicates with parents through *School Notes.com* and other methods or email.
- Monthly parent calendars are sent home.
- The district’s *Code of Student Conduct* and the State of Florida’s interpretation of *FCAT* results are translated for ESOL families when possible.
- Stephen Foster’s website is updated regularly.
- Academic Improvement Plans or Individual Educational Plans are developed for all students who are having difficulty meeting state requirements for success.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

- The computer lab is used in Stephen Foster’s after-school program to reinforce essential skills.
- Before school jogging is held throughout the school year.
- Intramurals for fourth and fifth grade students are available after school.

- Chess Club for all grade levels are held after-school.
- District provided Third Grade Reading Camp and Exceptional Student Education classes held for targeted students during the summer, who are having difficulty meeting state requirements.
- Book Swap is available before school to allow students to increase their at-home libraries.
- Art Club is available during after school by the art teacher.
- Investigate *SECME* after school opportunities for fifth grade students.
- Use Title 1 funding for after-school reading and math tutoring opportunities for targeted students.
- Storytelling Club is available after school by the media specialist.

Adequate Progress Statement

Describe the adequate progress for your school due to the implementation of this school improvement plan.

ADEQUATE YEARLY PROGRESS AS DEFINED BY NO CHILD LEFT BEHIND:

READING:

Forty-four percent (44%) of the total school population will score Level 3 or above on the *FCAT Reading Assessment*. **OR** The number of students scoring Level 3 and above on the *FCAT Reading* assessment will increase by ten percent (10%). **AND** Forty-four percent (44%) of the students in each identifiable subgroup will score Level 3 or above on *FCAT Reading* assessment. **OR** That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the *FCAT Reading* assessment.

MATH: Fifty percent (50%) of the total school population will score Level 3 or above on the *FCAT Mathematics* assessment. **OR** The number of students scoring Level 3 or above on the *FCAT Math* assessment will increase by ten percent (10%). **AND** Fifty percent (50%) of the students in each identifiable subgroup will score Level 3 or above on the *FCAT Mathematics* assessment. **OR** That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the *FCAT Mathematics* assessment

WRITING: Ninety percent (90%) of the total school population will score Level 3.0 or above on the *FCAT Writing* assessment. **OR** The number of students in the total population scoring Level 3.0 or above on the *FCAT Writing* will increase by one percent (1%). **AND** Ninety percent (90%) of the students in each identifiable subgroup will score Level 3.0 or above on the *FCAT Writing* assessment. **OR** The number of students in that subgroup scoring Level 3.0 or above on the *FCAT Writing* assessment will increase by one percent (1%).

ADEQUATE YEARLY PROGRESS LOCALLY DEFINED CRITERIA:

READING:

- (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level *Harcourt Trophies* reading basal mid-year or end of book tests.
- (Kindergarten through Grade 3) Seventy-five percent (75%) of students will demonstrate growth in basic reading skills based on pre and post screening using DIBELS assessments.

MATH:

- (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level *Harcourt Mathematics* basal chapter, unit, and/or end of year tests.

WRITING:

- At least eighty-five percent (85%) of students increase their in-school writing skills as measured on the *Alachua County School's Writing Folder*.

SCIENCE:

- Fifth grade students will equal or exceed the statewide average scale score as measured on the *FCAT Science* assessment.

TECHNOLOGY:

- One hundred percent of instructional staff has used one or more new technology resources with students.

HEALTH:

GOAL: Reading

Goal Statement

Forty-four percent of students in each major demographic group will score at/or above the proficiency level of three on the reading portion of the FCAT and/or demonstrate a year's growth in basic reading skills based on *Harcourt Trophies* criteria or *DIBELS* assessment.

Needs Assessment

In 2004-2005, all tested groups met or exceeded state and federal standards for reading. Individual students not meeting state and federal standards for reading will continue to receive support services.

Objective: The school will meet academic achievement requirements for the federal/state/district defined adequate yearly progress and/or at least 85% of students will demonstrate mastery on instructional level reading basal mid-year or end of book tests.

Strategies

- Implementation of *Soliloquy Reading Program* and *Read Naturally* materials to increase fluency (Grades 2-5).
- Continue implementation of *Waterford Reading Program* (Grades K-1).
- Assess students on *Sunshine State Standards* (Grades 3-5) and average scores into students' grades for parent reporting.
- Implementation of ESE inclusion practices or double dose instruction.
- Increase use of QAR strategies with targeted students to extend comprehension strategies.
- Continue to provide students with a variety of genre materials (novels, poems, historical fiction, *Newsweek for Kids*, *Florida Studies* magazines, etc.)
- Continue to teach and assess language skills at all grade levels, using *Harcourt Trophies*.
- Continue strategies developed through the Reading Coach Grant at all grade levels.
- Continue use of *Classworks* software in the classrooms and computer lab to increase student practice in the area of reading.
- Begin correlation of *Sunshine State Standards* and *Qwizdom* curriculum to provide increase guided practice opportunities to students (Grades 4-5).
- Continue placing students at their instructional level in reading, monitoring progress, and providing resources at all grade levels.
- Continue to target and offer incoming third graders (who fell below the 50th percentile on standardized testing) extended reading instruction through *Academy of Reading* and/or *Soliloquy*.
- Continue to instruct students in effective test taking strategies.
- Continue to provide additional diagnostic results using DIBELS at least three times a year (for students in grades K-3).
- Provide teachers with additional diagnostic results to assist students having difficulty meeting promotion requirements. (Grades 4-5).
- Continue to develop and implement an *Academic Improvement Plan* for all students having difficulty meeting reading promotion requirements.
- Continue daily 90 minutes school-wide reading block to facilitate flexible organization to ensure students are taught at their instructional level.
- Continue implementation of *Florida's Sunshine State Standards* and S.B. 1956 in daily reading lesson plans and document strategies on required *Instructional Validity* forms.

- Continue school-wide *Accelerated Reader* program, RIF, Book Swap, *Book It*, and other programs to increase student's independent reading.
- Continue to recognize students' achievements at flag ceremonies.
- Investigate providing extended school day or extended school year opportunities for targeted students working below district/state requirements (Grades 1-5).
- Provide training for aides and volunteers to ensure additional effective practice strategies under the direct supervision of the classroom teacher.
- Provide training for teachers in the use of assessment results for improving instruction
- Provide information to parents on use of assessment results to improve student learning
- Implement a school level Reading Leadership team to monitor assessment results and improve school projects to increase learning (Title 1 etc)
- Reading Coach will share *DIBELS* results with teachers (Grades K-3) at least three times during the school year. Strategies to improve student's growth will be discussed and inservice will be made available as needed.
- Reading committee will meet regularly to discuss needs at various grade levels (materials, inservice, coaching, parent workshops, etc.)
- All students (Grades K-5) are monitored using *Harcourt* theme, mid-book, and end of book tests. Test results are shared with the Curriculum Resource Teacher, Principal, Reading Coach, Title 1 Lead teacher, and reading teacher.
- Fluency checks will be monitored throughout the school year by the reading coach.
- Reports from *Soliloquy*, *Academy of Reading*, *Classworks*, and other software will be collected, analyzed, and monitored to ensure students are receiving the correct resource to promote reading gains.

Evaluation:

Students will meet district/state/federal criteria: Forty-four percent (44%) of the total school population will score Level 3 or above on the *FCAT Reading Assessment*. OR The number of students scoring Level 3 and above on the *FCAT Reading* assessment will increase by ten percent (10%). AND Forty-four percent (44%) of the students in each identifiable subgroup will score Level 3 or above on *FCAT Reading* assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the *FCAT Reading* assessment.

OR

Students will meet locally defined criteria:

- (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level *Harcourt Trophies* reading basal mid-year or end of book tests.
- (Kindergarten through Grade 3) Seventy-five percent (75%) of students will demonstrate growth in basic reading skills based on pre and post screening using *DIBELS* assessments.

Research-Based Program

- Harcourt Trophies Reading Series
- DIBELS
- DAR
- Accelerated Reader
- Read Naturally
- Soliloquy
- Waterford
- Classworks
- Academy of Reading
- *Florida Studies Weekly*

Professional Development Aligned with Objective

- Refresher of technology components: *Soliloquy Reading Program, Academy of Reading, Waterford, Classworks, and Qwizdom.*
- Reading Coach will offer training in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).
- Teachers in grades one through five will be trained in the implementation of *Read Naturally.*
- Aides and volunteers will receive training on effective practice strategies to use with students.
- School Reading leadership Team will be developed to monitor teachers needs for inservice
- Teacher mentoring/coaching activities will follow training sessions to ensure full implementation.

Budget for Reading (*chart will not cut and paste-serves only as a guide*)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	--Harcourt Trophies	District		
Research-based Resource(s)	--Read Naturally --QAR --Florida Studies Weekly	Title 1	\$ 1,000 \$ 500 \$ 500	
Technology	--Soliloquy Reading --Classworks --Academy of Reading --Waterford --Qwizdom	Title 1 ESE Advanced Placement	\$ 1,000 \$80,000 \$ 3,000 \$35,000 \$ 5,000	\$35,000
Professional Development	--Remediation Strategies --Instructional Alignment --Effective Reading Strategies	Grant CREATE	\$ 2,000	
Other	--After-school reading tutorials --RIF	Title 1 RIF Grant	\$ 3,500 \$ 1,000	\$ 2,000
		Total	\$142,500	\$37,000

Reading Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in reading.

All teachers (grades kindergarten through grade five, ESE, BRT, CRT, Title 1) are highly qualified instructors in the area of reading. In addition, Stephen Foster has a reading coach to assist in the implementation of effective teaching strategies.

GOAL: Mathematics

Goal Statement

Fifty percent of students in each major demographic group will score at/or above the proficiency level of three on the math portion of the FCAT.

Needs Assessment

In 2004-2005, only thirty-eight percent of African-American students scored at grade level or above on the FCAT Math Assessment.

Objective

The school will meet academic achievement requirements for the federal/state/district defined adequate yearly progress and/or at least 85% of students will demonstrate mastery on instructional level math basal chapter, unit, and/or end of book tests.

Strategies

- Investigate placement of all students at their instructional level.
- Participate in the *Math and Science Partnership Grant* from the Florida Department of Education and increase students' involvement (Grades 3-5) in *GEMS* curriculum.
- Continue collaboration with the University of Florida to enhance students' math experiences by having a professor on campus.
- Increase the use of rubric scoring on unit tests (Grades 3-5).
- Continue to investigate software and materials to enhance basal math series and increase mastery of math *Sunshine State Standards*.
- Continue to assess students (Grades 3-5) on *Sunshine State Standards* and average scores into student's grades for parent reporting.
- Continue implementation of ESE inclusion practices or double dose math instruction.
- Implement use of *Classworks* and *Harcourt Math* software in the classrooms to increase student practice in the area of math.
- Begin correlation of *Sunshine State Standards* and *Qwizdom* curriculum to provide increase guided practice opportunities to students (Grades 4-5).
- Continue to monitor students' progress through chapter and unit math tests and provide resources at all grade levels.
- Continue to develop an *Academic Improvement Plan* for all students (Grades K-5) not meeting math criteria for their grade level.
- Investigate a daily 60 minutes minimum across grade level math block to facilitate flexible organization to ensure students are taught at their instructional level.
- Continue implementation of *Florida's Sunshine State Standards* and S.B. 1956 in daily math lesson plans and document strategies on required *Instructional Validity* forms.
- Continue to recognize students' math achievements at flag ceremonies.
- Investigate providing extended school day or school year opportunities for targeted students working below district/state requirements (Grades 3-5).
- Provide training for aides and volunteers prior to working with targeted students.
- Continue monthly math committee meetings to discuss needs at various grade levels (materials, inservice, coaching, parent workshops, etc).
- Continue *Mountain Math* curriculum to reinforce essential skills (Grades K-5).
- Implement *Math Dailies* in grade five magnet curriculum.
- Investigate installation of *Fact Master* in the computer lab as an additional resource.
- Continue implementation of district-wide *Harcourt* math program at all grade levels.
- Continue district-wide math/science/technology magnet program for selected students in grades four and five and investigate pre-magnet program for students entering grade three.
- Teachers will continue to correlate the *Harcourt Math* curriculum with the *Sunshine State Standards* at their grade level.

Evaluation

Students will meet district/state/federal criteria: Fifty percent (50%) of the total school population will score Level 3 or above on the *FCAT Mathematics* assessment. OR The number of students scoring Level 3 or above on the *FCAT Math* assessment will increase by ten percent (10%). AND Fifty percent (50%) of the students in each identifiable subgroup will score Level 3 or above on the *FCAT Mathematics* assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the *FCAT Mathematics* assessment

OR

Students will meet locally defined criteria: (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level *Harcourt Mathematics* basal chapter, unit, and/or end of year tests.

Research-Based Program

- Harcourt Math series
- *Compass* math technology
- *GEMS*
- *AIMS*

Professional Development Aligned with this Objective

- Teachers (Grades 3-5) will review and practice State scoring for short and extended responses. Teachers will develop at least one short/extended response for each unit math test.
- Teachers participating in summer 2005 *GEMS* workshops will share materials and techniques at all appropriate grade levels (kindergarten through grade five).
- Inservice will be scheduled based on Math committee input and test data needs.
- Review of effective math strategies and use of student time will be reviewed.
- Math committee will identify needs at each grade level and will schedule essential inservice opportunities to ensure state standards are mastered.
- Investigate math workshop presented by Kathy Robinson on effective math strategies.

Budget for Mathematics (*chart will not cut and paste-serves only as a guide*)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Harcourt Math GEMS	District Grant	Textbook Order \$ 2,000	
Research-based Resource(s)	Additional basal materials	Title 1	\$ 1,000	
Technology	Classworks Fact Master	Title 1	\$ 500	
Professional Development	Kathy Robinson Harcourt	Title 1 CREATE District	\$ 500	
Other	Additional support staff to reduce pupil/teacher ration during direct instruction. After-school tutorial sessions	District Title 1	\$27,000 \$ 2,000	\$ 2,000

		Total	\$33,000	\$ 2,000
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Mathematics Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in mathematics.

All teachers (grades kindergarten through grade five, ESE, BRT, CRT, Title 1) are highly qualified instructors in the area of math. In addition, Stephen Foster has been selected to share a math coach to assist in the implementation of effective teaching strategies and has a professor for the University of Florida on campus one day per week.

GOAL: Writing

Goal Statement:

The school will meet district/federal criteria in writing.

Needs Assessment

In 2004-2005, 69% of students scored at or above 3.5 on the FCAT Writing assessment. 91% of students scored at or above 3.0 on the FCAT Writing assessment.

Objective

The school will meet academic achievement requirements for federal/state/district defined adequate yearly progress and/or at least eighty-five percent of students will show growth on instructional level criteria, based on the *Alachua County School's Writing Folder*.

Strategies

- Continue direct instruction in district adopted *D'Nealian* handwriting (Grades K-5) and implement criteria in all student-handwritten assignments.
- Begin cursive writing in third grade.
- Begin development of *FCAT* formatted conventions assessments for third and fourth graders.
- Begin development of school-based writing curriculum (Grades K-5) which is aligned to the *Sunshine State Standards* and district criteria.
- Begin alignment of student's mastery of targeted skills towards State requirements at all grade levels.
- Investigate students publishing a classroom book in the primary grades and individual books in the upper grades to demonstrate their writing skills.
- Continue grading practices in spelling which include weekly dictation sentences.
- Investigate development of rubric scoring in all subject areas, which include conventions as part of the final grade.
- Scored writing pieces will be completed (Grades 1-5) at least six times per year and be part of the student's writing grade.
- Continue the development of an *Academic Improvement Plan* for students not meeting promotion requirements in the area of writing.
- Recognize students at Flag Ceremonies for writing achievements (score of 5 or 6).
- Offer targeted students in grade four an alternate delivery of writing instruction or extended day instruction.

Evaluation

Students will meet district/state/federal criteria: Ninety percent (90%) of the total school population will score Level 3.0 or above on the *FCAT Writing* assessment. OR The number of students in the total population scoring Level 3.0 or above on the *FCAT Writing* will increase by

one percent (1%). AND Ninety percent (90%) of the students in each identifiable subgroup will score Level 3.0 or above on the *FCAT Writing* assessment. OR The number of students in that subgroup scoring Level 3.0 or above on the *FCAT Writing* assessment will increase by one percent (1%).

OR

Students will meet locally defined criteria: At least eighty-five percent (85%) of students increase their in-school writing skills as measured on the *Alachua County School's Writing Folder*.

Research-Based Program

Professional Development Aligned with this Objective

- Work with district-based Title 1 writing TSA on grade level criteria in the area of writing to meet the State's requirements for success.
- Development of writing curriculum at all grade levels.
- Realignment of grade level rubric scoring.
- Provide practice in rubric scoring and reteaching strategies to foster student growth.

Budget for Writing (*chart will not cut and paste-serves only as a guide*)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development	Writing Inservice	District School	\$1,000 \$1,000	
Other				
		Total	%2,000	

GOAL: Science

Goal Statement

The school's scale score on Grade 5 *FCAT Science* will equal or exceed the statewide average score.

Needs Assessment

In 2004-2005, Stephen Foster Elementary's mean scale score was 329 compared to a district mean scale score of 307 and a state mean scale score of 296.

Objective

The school's scale score on Grade 5 *FCAT Science* will equal or exceed the statewide average score.

Strategies

- Continue assessment and alignment of the *Sunshine State Standards* to grade 5 grading through nine-week testing.
- Continue implementation of district-wide math/science/technology magnet for selected fourth and fifth grade students.
- Investigate pre-magnet for entering third grade students.
- Continue to implement hands-on science curriculum at all grade levels that address the GLEs in a challenging environment.
- Investigate scheduling to allow non-magnet students access to the science lab.
- Participate in the *Math and Science Partnership Grant* from the Florida Department of Education and increase students' involvement (Grades 3-5) in *GEMS* curriculum.
- Investigate alignment and implementation of AIMS curriculum in primary grades
- Investigate after-school SECME club for fifth graders.
- Continue to investigate strategies to interweave math and science curriculum requirements at all grade levels.
- Investigate a school-wide, hands-on science day that addresses some of the *Sunshine State Standards*.
- Investigate ESE inclusion practices in the area of science.
- Investigate becoming a NASA school site.
- Continue implementation of *STC*, *FOSS*, *JASON Project*, and/or *Journeys North*.
- Implementation of *Sunshine State Standards* and *S.B. 1956* in daily lesson plans and document strategies on required *Instructional Validity* forms.
- Include questioning strategies to address higher order thinking in daily lesson planning and delivery.
- Coaching and assistance in science related areas provided for all teachers.

Evaluation

Grade 5 *Sunshine State Standards FCAT Science* will equal or exceed the statewide average scale score.

Research-Based Program

- *Harcourt Science* series
- *GEMS*
- *AIMS*

Professional Development Aligned with this Objective

- Teachers in grades four through five will review State scoring for short and extended responses. Teachers will develop short/extended response questions for each science unit and apply the rubric scoring.

- Teachers participating in summer 2005 *GEMS* workshops will share materials and techniques at all appropriate grade levels (kindergarten through grade five).
- Effective science strategies and use of student time will be reviewed.
- The science committee will identify needs at each grade level and will schedule essential inservice opportunities to ensure state standards are mastered.

Budget for Science (*chart will not cut and paste-serves only as a guide*)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Harcourt Science	District Textbook Funds		
Research-based Resource(s)		STC,FOSS	\$5,000	
Technology		Equipment	\$10,000	\$4,000
Professional Development	GEMS	District	\$2,000	
Other	SECME Club		\$ 1200	\$1,200
		Total	\$18,200	\$5,200

Science Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in science.

All teachers (grades kindergarten through grade five, ESE, BRT, CRT, Title 1) are highly qualified instructors in the area of science. In addition, several teachers have been trained in GEMS and/or AIMS strategies.

Goal: Parental Involvement

Goal Statement:

One hundred percent of parents/guardians will participate in a least one classroom activity, conference, PTA, SAC, Title 1, or school sponsored event during the 2005-2006 school year.

Needs Assessment

According to the 2004-2005 School Climate Survey, 87% of staff feel that parents are informed/involved in school activities. 88% of parents feel that parents are informed/involved in school activities.

Objective

Provide opportunities for parents/guardians to become active partners in their child's educational experience.

Strategies

- Continue parent information meetings to share characteristics of the *Academy of Math, Science, and Technology Magnet* and the *Academy of Traditional Studies*.
- Continue to send home invitations during the summer informing parents of "Meet Your Child's Teacher" date and time.
- Inform all students' parents of their child's progress towards district and state requirements through *Academic Improvement Plans*, progress reports, report cards, *Individual Education Plans*, end of book reading reports, school-based *Sunshine State Standards* assessments, teacher generated weekly/monthly reports, and conferences.
- Investigate online grade book that would allow parents access to their child's grades.

- Continue to inform parents of events and news through the weekly *Steamer* newsletter.
- Parent are invited to attend school-wide flag ceremonies which celebrate students' accomplishments in academics, music, art, and physical education.
- Continue to offer parent workshops and materials that can be used at home to reinforce essential skills for success in the areas of reading, writing, and math.
- Continue to invite parents to take an active role in co-developing *Academic Improvement Plans or Individual Educational Plans* for identified students.
- Provide assistance from the school nurse for parents of at-risk students with appropriate outside medical contacts.
- The principal will continue to notify parents of instructional staff's qualifications.
- Invite parents of third through fifth graders, to an after-school or Saturday workshop to assist their child prepare for state testing.
- Continue to involve parents in their child's education through *Math Super Star Program, Book-It, Accelerated Reader, Million Minutes of Reading*, and teacher assigned home activities.
- Monthly or nine-week newsletters will inform parents of upcoming events and units of study.
- Continue to update Stephen Foster's website to keep parents informed of events and news.
- Conduct monthly meetings with parents of targeted students in grades K-3.
- Invite parents to participate in before school jogging, and to attend yearly art fair and grade level musicals.
- Distribute and discuss the *Title 1 Compact* specifying responsibilities of all interested parties to parents and invite them to participate in Title 1 planning. Distribute *Parent Rights and Parent Involvement Plan*.
-
- Send a copy of the *Alachua County Schools' Student Code of Conduct* to all parents.

Evaluation

One hundred percent of targeted students' parents have been invited to participate in developing their child's *Academic Improvement Plan or Individual Educational Plan*.

Research-based Program

Budget for Parental Involvement (*chart will not cut and paste-serves only as a guide*)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development				
Other	Parent involvement materials and after school conferences or workshops	Title 1	\$ 5000	\$ 4000

		Total	\$ 5000	\$ 4000

Goal: Safety & Environment

Goal Statement

Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.

Needs Assessment

On the 2004-2005 Annual Comprehensive Safety Inspection, Stephen Foster received 20 school-correctable deficiencies.

Objective

Provide established procedures to ensure an environment that is safe and conducive to learning.

Strategies

- Implement school-wide passes for students traveling around campus.
- Investigate possible escorts to take early primary students to the nurse/office/BRT.
- Investigate possible morning attendance pick-up system.
- Investigate purchase of "Stoplight Cafeteria Noise Monitoring System."
- Continue to teach weekly social skills on close circuit announcements.
- Continue to give feedback on safety drills and address concerns as needed.
- Continue to require all visitors to wear nametags.
- Revise and distribute *Emergency Handbook* and emergency routes to reflect SBAC updates and safety concerns.
- Update *Project Achieve* teacher notebooks.
- Continue to implement *Project Achieve* and *Alachua County Schools Build Character* and provide monthly new students orientation to these programs.
- Instruct all students on drug awareness using the *Mendez Drug Education* curriculum.
- Continue to encourage students to share concerns with teachers, guidance counselor and BRT.
- Continue to work with Gainesville Police department for traffic control, crime prevention, safety, and student education.
- Continue to recognize students who demonstrate positive behavior through positive referral notes.
- Continue Citizen of the Month program
- Continue to have the necessary classroom information posted on the emergency bulletin board and update throughout the school year.
- Investigate ways to identify vehicles for faster after-school student pick up.

Evaluation

At least 80% of faculty and parents perceive a positive and safe school climate.

Research-Based Program

Professional Development Aligned with this Objective

- Train all new staff and interns on social skills curriculum and school-wide discipline plans.
- Provide training to new staff on emergency evacuation routines.

Budget for Safety and Environment (*chart will not cut and paste-serves only as a guide*)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	Project Achieve/Stop and Think supplies		1000.00	1000.00
Technology	Cafeteria Noise Reduction System	Unmet	900.00	900.00
Professional Development	Training		\$ 500	\$ 500
Other	Equipment		\$ 1,000	\$ 1,000
		Total	\$ 1,500	\$ 2400.00

Goal: Air Quality

Goal Statement: Students, faculty and staff will be provided with a safe indoor environmental air quality in which to work and/or learn.

Needs Assessment

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Objective

The school will report a safe indoor environmental air quality measure that meets or exceeds the criteria as defined in the district plan.

Strategies

- Monthly air filter changes in all buildings.
- Timely contact to district level maintenance of any concerns.

Evaluation

- Air filters are changed monthly.
- See district plan: annual report

Research-Based Program

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Professional Development Aligned with this Objective

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Budget for Air Quality (*chart will not cut and paste-serves only as a guide*)

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				

Research-based Resource(s)				
Technology				
Professional Development				
Other				
		Total		

Goal: Health

Goal Statement

Improve students' overall fitness and health as described in the district plan.

Needs Assessment

Approximately 40% of the school population participate in the morning jogging program.

Objective

Students in grades kindergarten through five will improve their overall fitness and health by participating in a health and fitness program as defined in the district's plan. Student health and fitness information will be communicated to parents as required.

Strategies

- Morning jogging for students and parents is offered.
- Physical fitness goals are identified for students at each grade level.
- Recognition of physical fitness goals at flag ceremonies.
- Students are instructed on healthy eating habits.

Evaluation

- At least fifty percent (50%) of the school population will participate in the jogging program.
- See district plan: annual report

Research-Based Program

Professional Development Aligned with this Objective

Budget for Health *(chart will not cut and paste-serves only as a guide)*

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional				

Development				
Other	Awards for fitness goals met	Unmet	0.00	500.00
		Total	0.00	500.00

Technology

Goal:

Goal Statement

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Needs Assessment

Increase teacher access to technology for the classroom and inservices.

Objective

Provide learning opportunities through effective planning, staff development, and use of IT resources.
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Strategies

- | |
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| <ul style="list-style-type: none"> • Investigate purchase of electronic grade book (Teacher Ease) • Investigate funding to incorporate Leapfrog technology into the first grade reading program. • Continue state mandated technology components for teachers. • Investigate alternate sources of funding to supplement base technology allotment. • Continue to develop a school technology plan that focuses on student success and aligns to district/state technology plans and the Florida School Technology and Readiness Chart (StaR). • Continue to develop a plan to review and refresh hardware and software resources every four to five years. • Increase school-wide usage of <i>Harcourt Math</i>, <i>Classworks</i>, <i>Accelerated Reader</i>, <i>Academy of Reading</i>, and <i>Smart Boards</i> in all classrooms to increase student practice. |
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Evaluation

One hundred percent of teachers have used one or more of the technology resources with students.
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Research-Based Program

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Professional Development Aligned with this Objective

- | |
|--|
| <ul style="list-style-type: none"> • Continue training teachers and staff using Excel, PowerPoint, Kid Pix Delux, etc. • Train staff on how to create classroom/grade level websites • Provide training in the use of new and emerging technology resources. • Continue to model effective use of technology as an integral component of the learning environment. |
|--|

Budget for Additional Element *(chart will not cut and paste-serves only as a guide)*

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	Smart Boards		\$10,000	\$10,000
Technology	Teacher Ease Grading		\$ 2,099/year	\$ 2,099
Professional Development	Training on Teacher Ease Program		\$ 2,000	\$ 2,000
Other				
		Total	\$14,099	\$14,099