

Alachua County Public Schools

# Stephen Foster Elementary School



2017-18 School Improvement Plan

## Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

<http://www.sbac.edu/pages/acps>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School KG-5	Yes	97%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Stephen Foster Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Wayne Green</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

At Stephen Foster Elementary School, we challenge students to become all they can be, accept responsibility for their choices and feel pride in their accomplishments. We provide a caring learning environment, encouraging a partnership of mutual respect within the Foster community. We strive to create a safe environment where learning is our priority, diversity is respected, and achievements are celebrated. We are committed to the success of every student.

##### b. Provide the school's vision statement

At Stephen Foster Elementary School, we aim to provide a safe place where learning and creativity lead to high achievement.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of the school year we hold a Meet Your Teacher day as well as an Open House event. These two school-wide events serve to bring parents, students, and teachers together in order for all to learn about each other, the school, and any unique needs to be addressed.

Individual teachers learn about students, cultures, and backgrounds through student and teacher conferences and class-level activities.

We build relationships between teachers and students through a number of school-level programs that encourage/foster interaction, understanding, and building awareness. Examples include:

- Student Led Conferences
- Positive Behavior Intervention & Support (PBIS) School Management Plan
- Social Skills instruction
- STAR Student of the Week
- Student of the Month
- Teacher-led Reward Activities: Frequent activities (e.g. Lunch Bunch with teachers, Lunch with the Principal, PBS events, etc) that students can select as a reward through our PBS system.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Our students feel safe and respected before, during and after school because they are taught to know exactly what the Stephen Foster expectations are, and what to do if they experience a situation that makes them feel unsafe or disrespected.

School culture is a priority at Stephen Foster. Students and teachers are encouraged to acknowledge the gifts and talents of their peers. Student work is posted in all classrooms, and exemplars are posted in the principal's office. Students are acknowledged by the administrative team with Positive Behavior Referrals and "Well Done" awards. Teachers acknowledge students with a STAR student every week. Teachers and staff recognize the contributions of their peers with the "Full Steam Ahead" award.

We have school-wide expectations and rules clearly posted in all areas of the school. Faculty and Staff refer to these posters frequently as they remind students how to move safely and treat others on our campus. Our posted rules include the following areas: Classroom, Bathrooms, Hallways, Playground, Cafeteria, and Dismissal.

Students are also taught to report any safety or social misbehavior immediately, and understand that their concerns will be addressed in a timely manner. We let them know that at our school, the adults take student and staff safety seriously, and that the adults will handle any violations.

Our entire faculty utilizes the principles of Trauma Sensitive Schools and the Harmony Program. Education support personnel receive training as well. These programs provides a social emotional program to build classroom community as a safe place for learning.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school-wide behavior system is based on the principles of Florida's Positive Behavior Intervention & Support program. Our school-wide Expectations are: Stay Safe, Take Responsibility, Actively Learn, and Respect, or STAR. We have STAR posters in every setting, and direct the students' attention to those expectations daily. Each classroom has posted rules that tie into the STAR Expectations. When students demonstrate STAR behaviors, teachers and staff give them a laminated star. The students turn their stars over to their Homeroom Teacher, who records their total number. The stars are used to purchase Teacher-sponsored activities, Dress Down Days, and STAR Events; all of which are positive reinforcement experiences.

During a Professional Development activity at the beginning of the school year, teachers worked together to define behaviors that may occur at school. The behaviors were then classified as Teacher Managed Behaviors or Office Managed Behaviors. Teacher managed behaviors are minimally disruptive to the learning environment. Students whose actions are grossly disruptive to the learning environment may receive an Office Discipline Referral.

Each classroom also has a color-based classroom management system. The students begin each day on GREEN. Students who consistently demonstrate classroom expectations can move their color to BLUE. Students who go above and beyond the STAR expectations, they may move their color to PURPLE. Students on purple at the end of the day are rewarded with stars and a positive behavior referral. Students names are read on the morning announcements the following day.

If there is a rule violation, the students move their color to YELLOW (Warning). The teacher restates the expectation and may offer a consequence such as a seat change or temporary loss of privilege. A second rule violation moves the student's color to ORANGE and the teacher has the discretion to offer an additional consequence (e.g. cool down spot for 10 minutes, phone call/note home, etc). If the child has to move their color to RED, the teacher restates the expectation and has the discretion to continue to manage the behavior (e.g. student calls home, special seating in the cafeteria or loss student choice at recess, etc) in the class or to submit a teacher-managed tracking form describing the student's actions.

Grossly-disruptive students may be removed from the class to the Behavior Resource Teacher, principal or assistant principal's office. The administrator talks with the child about the choices he/she made to get a referral and the student complete a reflection sheet or other activity. Students work with the BRT or other adult to identify restorative practices. The parent is contacted by phone, and the student is escorted back to class to resume learning as soon as possible.



Every effort is made to keep our students at school, engaged in learning. When a student's behavior creates a safety concern, or is so egregious that returning to class immediately is not an option, the student spends the day with the another teacher for an in-school detention consequence. Only when the District protocol requires an out of school suspension for specific behavior incidents do we impose suspension as a consequence in accordance to the Code of Student Conduct.

Our Safety/PBS Committee, whose members are teachers from each grade level and department, meets monthly to review our behavioral data and problem-solve any concerns from each team. We also plan monthly PBS events and STAR Events, which are held every 9 nine weeks for students who have earned through their positive behaviors the required number of stars needed to attend the event.

School personnel are trained throughout the school year by participating in committee meetings, in services and book studies about classroom management strategies.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Foster ensures that the social-emotional needs of all students are being met through the following services:

- Classroom guidance
- K: DUSO: Discovering Understanding of Self & Others
- 1st: Ready to Learn
- 2nd: Second Step
- 3rd: Ready for Success
- 4th: Student Success Skills
- 5th: Second Step
- All grades: Safer, Smarter Kids, Foster Career Unit, MBF Child Safety Matters and our PBS STAR curriculum.
  
- Our STAR Behavioral Expectations are reinforced throughout the Stephen Foster campus every school day. Students have weekly direct instruction enabling them to use the positive behavioral choices needed to be successful achievers both at school and in the community. New Student Orientation is held quarterly to welcome the student into the Stephen Foster Family and to familiarize students new to Foster with our STAR expectations.
  
- Students at Stephen Foster have daily opportunities to earn STARs that can be redeemed for special STAR Events. Special STAR Events include STAR teacher activities, monthly themed STAR dress down days, and quarterly STAR events planned by the 4th & 5th grade STAR Council.
  
- Each week, a STAR Student ribbon is awarded to a student in every homeroom who best demonstrates the STAR Expectations. In addition, a monthly STAR Citizen is recognized from each homeroom at Flag Ceremony and with a STAR photo on the "Be a STAR" window in the front office.

Interventions:

Tier 2 Interventions: Weekly targeted small group counseling as a behavioral intervention using Social Skills, small group counseling as needed (divorce, test anxiety, grief, anger management, etc.)

Tier 3 Interventions: Weekly targeted small group counseling using as a behavioral intervention using Skill Streaming.



In addition, we provide a comprehensive counseling program. The ultimate goal of our comprehensive school counseling program is student success. The program is delivered through the school counseling curriculum, individual student planning, responsive services, program management, and system support. The three domains of academic, personal/social, and career development are addressed in the program as it focuses on what all students should know, understand, and be able to do in order to develop into contributing members of their communities.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school Leadership Team (Principal, Assistant Principal, Behavior Resource Teacher, FCIM facilitator, and school counselor) meets on a weekly basis to review data from the previous week, discuss school concerns, and plan/make decisions as we move forward. We review the following:

- Previous week's discipline referrals including all consequences. Discussions focus on trends, individual students, consequences, possible modifications to school or class systems, and proactive strategies.
- Students in behavioral interventions and their progress.
- Students in academic interventions and their progress.
- Attendance concerns

Interim and Quarterly Data Chats with each teacher and the Leadership Team are scheduled during the year to review academic data and student progress. We review ongoing progress in academic subjects, grades, and trends. Topics of discussion include, but are not limited to, adjustments to instruction, need for Educational Planning Team meetings, need for interventions, or possible retention. Teachers have the opportunity to reflect on their instructional practice as it relates to the progress of all students and develop specific intervention plans for students. Teachers set personal goals for student achievement during the process.

When state assessment scores arrive teachers, leadership team members, grade level team leaders, and Title 1 teachers discuss students and need for additional support in the upcoming year. Students in the lowest quartile are identified and plans are started to intervene as quickly as possible upon the start of the new school year.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	0	1	3	2	0	0	0	0	0	0	0	8
One or more suspensions	0	4	8	6	7	0	0	0	0	0	0	0	0	25
Course failure in ELA or Math	6	12	5	6	6	7	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	5	20	21	0	0	0	0	0	0	0	46
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	4	3	4	10	6	0	0	0	0	0	0	0	27

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Tier 1 Intervention Strategies**

Universal Designs for Learning occurs during literacy and math workstations and in small groups. Reading Street, Ready Florida, Discovery Education, leveled content readers, and digital reading programs like iStation will be incorporated during Tier 1 instruction to improve the academic performance of students identified by the early warning system. Progress is closely monitored using standards based assessments and iStation results. Culturally Responsive Teaching, PBS, Social-Emotional Learning Curriculum, and so much more -- all are strategies to help address barriers related to our achievement gap and to meet the needs of students in the EWS.

Team Leaders and teachers will collaboratively:

- Unwrap standards to create instructional lesson plans to prepare for mastery
- Create common assessments which align to the outcomes of Florida Standards
- Plan, provide differentiated, scaffolded instruction
- Collectively analyze data and respond with Tier 2 academic supports
- Collectively determine and inform RTI team of those not responding to Tier 1 supports

**Tier 2 Intervention Strategies**

Tier 2 interventions will provide students with additional small group direct instruction four to five times a week for approximately 20-30 minutes. Tier 2 instruction will occur in the classroom with the support of intervention teachers whenever possible. The classroom and intervention teachers will target instruction using My Sidewalks on Reading Street's Intensive Reading Intervention Program, iStation, Achieve 3000 to all grade levels for Tier 2 instruction. My Sidewalks is a research based program that "encompasses the five essential components of effective reading instruction with a systematic, explicit approach." iStation is a computer assisted reading program that offers "explicit, direct, and systematic research-based content that identifies and adapts to students' individual needs." Achieve 3000 is a cloud based program that "provides differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile® reading level." Regular routines are established allowing optimal learning gains for those identified by the early warning system.

Additionally, SRA's Early Reading Tutor is available for Kindergarten and first grade students who require additional reading support for 10-15 minutes a day. It is intended to increase phonemic awareness and alphabetic knowledge. The program will build decoding skills and allow students time to applying fluency skills in connected text.

**Tier 3 Intervention Strategies**

Students who are not meeting success on standards-based assessments with the support of Tier 1 and Tier 2 interventions will receive 20 minutes of small group or individual direct instruction using additional scientifically researched-based materials. Individual strengths and weakness will be identified with a targeted plan for improvement. Students needing Tier 3 Intervention receive support in their respective classrooms with the support of Title I supported intervention teachers.

In Kindergarten, teachers will use Language for Learning, iStation & My Sidewalks, or other programs based on individual student need. Language for Learning "builds a foundation for educational and developmental success."

Teachers will use Phonics for Reading and My Sidewalks for students in grades 1-5. Phonics for Reading builds phonemic awareness, decoding, and fluency skills in a systematic, explicit way to help struggling readers build a foundation for reading comprehension. My Sidewalks places emphasis on deep meaning of vocabulary and concepts. These highly scaffolded reading intervention programs to help our students become proficient readers.

#### Extended Day Intervention Strategies

Students in the lowest quartile and EWS will be offered additional small group direct instruction after school. Teachers use Achieve 3000 to strengthen literacy skills and better prepare our students for college and career readiness. This learning opportunity will provide students with an additional 120 minutes per week of literacy instruction over the course of select weeks during the school year.

#### 21st Century After School Program

Students in the EWS and lowest quartile have received invitation to participate in the 21st Century Community Learning Centers program. This program offers many opportunities for students to improve their academic skills while participating in fun, positive and enriching after school activities. The purpose of the grant is to establish programs which provide at-risk students with opportunities for academic and personal enrichment through project based learning designed to complement the students' regular school days.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

##### 2. Description

Improve parent involvement through the implementation of our school and district Parent Involvement Plans.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process by which we build and sustain partnerships includes working with our district Volunteer & Business Partnership Program as our initial contact and support. We continue to build on those established relationships through communication, invitations to serve on SAC and/or PTA, and invitations to support/sponsor events such as our school carnival.

Additional methods of building/sustaining relationships include:

- Community Stakeholders are invited to participate on our School Advisory Council
- Our Kindergarten and/or first grade students visit business partners each December and sing holiday carols.
- Our National Elementary Honor Society students volunteer in local community organizations (e.g.

Alachua County Humane Society) or coordinate donation drives (e.g. canned food drives for Catholic Charities, gifts for residents of Ronald McDonald House, etc).

- Altrusa Read-in program brings in Altrusa volunteers to read to K-2 grade students.
  - Junior Achievement volunteers from local businesses conduct an all-day event focused on entrepreneurship.
  - Foster Grandparent Program volunteers work with our kindergartners throughout the year
  - The PTA has an active presence on our campus. The volunteers coordinate numerous activities and fundraisers throughout the year.
  - Business partners are invited to our periodic Flag Ceremonies. Business partners provide in-kind donations such as Award Certificates and coupons.
  - We enlist the support of community businesses for our FULL STEAM AHEAD teacher recognition program.
  - Parents volunteer for field trips and other activities at the school.
- New to Foster Parents are invited to a luncheons held 4 times per year.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Peterson, Lisa	Principal
Pearson, Karen	Guidance Counselor
Ball, Kim	Assistant Principal
Hopkins, Lisa	Dean
Canelas, David	Instructional Coach

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The school-based Leadership Team reviews school-level data including State Assessment results, quarterly assessments, classroom-based standards-based assessments, intervention data, behavior data, attendance, and other data weekly. The information is used to assist in the development of short and long-term goals. The team also uses this data to guide and support the implementation of the school's Multi-tiered System of Support (MTSS) program.

##### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Our school uses multiple pieces of data from several sources as the basis for decision making and monitoring. Data sources include, but are not limited to, the following:

- Required state and district assessments (e.g. FSA, standards-based assessments and AIMS (Alachua Instructional Monitoring System) benchmark tests.
- Standards-based assessments including mini assessments, unit tests and concept tests
- Progress monitoring assessments including iStation and Achieve 3000 from intervention programs

in use at the school

- Formal and informal assessment and writing prompts
- Ready Florida assessments

Data is submitted bi-weekly to the principal, assistant principal, and FCIM facilitator by the teachers through the use of Google Classroom for review. The leadership team reviews behavior data weekly. In addition, relevant data and performance are discussed at quarterly data chat meetings. Data chat meetings include the principal, AP, FCIM Facilitator, and the classroom teacher. Decisions are made with input from all concerning Tier 1 and Tier 2 interventions.

In the event a child is in Tier 2 interventions and is not progressing as expected an EPT is held and a move to Tier 3 is considered.

This data guides curriculum decisions and the discussion and evaluation of staff development, resource needs, and effectiveness of existing programs.

#### Title 1 Part A

Title I services are provided to ensure students requiring additional remediation are assisted through the use of academic interventions. One Title I teacher is used to reduce class size in third grade English language Arts. Title I teachers push-in to classrooms to work with small groups of students during Tier I instruction. Title I teachers also provide additional small group or individual instruction for students needing Tier 2 supports. Title I teachers also assist students who need Tier 3 interventions. We evaluate individual student performance data to decide who needs Tier 2 intervention collected throughout the year. Tier 3 services are determined through the EPT process. Students who require Tier 3 services are identified through the EPT process. A FCIM Facilitator is hired to help teachers with data collection and analysis as well as instructional strategies.

Title I also supports professional development which is provided at both the school and district level. We are focused on ensuring instructional equity and closing the achievement gap this year. Teachers are working in Professional Learning Communities to increase learner engagement, use assessment to drive instruction, differentiate instruction to meet the needs of individual learners, integrate curriculum, use instructional technology, and improve behavior management.

Title 1 Part C - A migrant liaison provides services and support to parents and students. The liaison coordinates with school personnel, Title I and other school and district programs to ensure student needs are met.

Title II - The district received supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Supplemental funding also used for district mentor coaches and digital educators.

Title III - Services are provided through the district for education materials, home-school communication, and ELL district support services to improve the education of immigrants and English-language learners. Also provided are dictionaries, tutors, and translators.

Title X - A district homeless coordinator provides resources and assistance for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Violence Prevention Programs - The school offers non-violence and anti-drug programs to the students. In addition, the school is implementing school-wide Positive Behavior Intervention & Support (PBIS). By implementing PBIS we hope to increase positive behaviors and improve overall our overall approach to school and learning. We provide weekly social skills instruction using this

research-based program which also supports the district's monthly social skills program.

Nutrition Programs - Nutrition programs include highlighting the importance of eating fruits and vegetables, the Weekend Backpack program that provides food for students, and our district summer meal program.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa Peterson	Principal
Shane Johnson	Business/Community
Sharon Fletcher	Teacher
Carly Mikell	Teacher
Kim Ball	Principal
Sharda Jackson-Smith	Teacher
Rahna Philips	Education Support Employee
Jana Ronan	Parent
Jennifer Van Hart	Parent
Natasha Seavers	Parent
Sherri Cousins	Business/Community
Susan McQuillan	Business/Community

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Evaluation and review of the School Improvement Plan (SIP) is an ongoing process that takes place throughout the year. This is critical to the development of the new SIP. Each member of the SAC receives a copy of the SIP and is encouraged to provide input or suggestions.

*b. Development of this school improvement plan*

The School Advisory Council reviews ongoing development of the School Improvement Plan. Development of the School Improvement Plan (SIP) is reviewed at SAC meetings and members are invited to review the plan. Once developed each SAC receives a copy of the SIP for their records. Development of the new SIP includes a review of the previous year's SIP and adjustments are made based on suggestions from SAC.

*c. Preparation of the school's annual budget and plan*

The budget is reviewed with the SAC and SAC members are invited to provide input and suggestions. SAC gives input on expenditures from the School Recognition Program Funds that are use to supplement ongoing programs or fund expenditures not covered by other monies.



**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

SAC MiniGrants for Teachers \$500.00  
 Field trips and grade level events \$2000.00

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Canelas, David	Instructional Coach
Ball, Kim	Assistant Principal
Peterson, Lisa	Principal
Gatson, Julia	Teacher, K-12
Freiberg, Samantha	Teacher, K-12
Jackson-Smith, Sharda	Teacher, K-12
McGlone, Mary	Teacher, K-12
Alford, Tracy	Teacher, K-12
Bowling, Traci	Teacher, K-12
Dreyer, Emma	Teacher, K-12
Williams, Leslie	Instructional Media

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The major initiative is ensuring instructional equity and reducing the achievement gap. We are focused on integrating curriculum and improving instructional practice during English/Language Arts and math instruction. The teachers are focused on standards-based planning, instruction and assessment. Professional Learning Communities (PLCs) are working to improve instructional practice. This includes, but is not limited to, the implementation of Florida standards for English/ Language Arts, math and science across all grade levels, and benchmark assessment correlation to Item Specifications for the Florida Standards Assessment.

Our kindergarten, first grade and second grades are moving towards an interdisciplinary and applied approach to English Language Arts teaching and learning through STEM disciplines (science, technology, engineering, and math) for all students. The STEM model will follow the Stephen Foster Engineering Design Process and offer project-based learning opportunities in all subjects. The Stephen Foster Engineering Design Process is CHALLENGE, EXPLORE, CREATE, EVALUATE, AND SHARE. STEM learning is focused on problem solving, critical thinking, collaboration, and application of skills and knowledge.



The media center serves as a 'hub' for literacy activities. Students can go to the media center before school daily and are scheduled for media lessons weekly. A Maker Space is housed in the media center where students can engage in problem solving activities using a hands-on format.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The main focus of Professional Learning is centered around Professional Learning Communities. Teachers are organized into grade level and subject area groups. There is protected time after school for the PLCs to meet. Teachers receive a stipend and inservice credit for meeting in their PLCs. The main focus of the PLCs is on refining instructional and assessment practices related to increasing instructional equity and reducing the achievement gap.

Teachers specifically asked in the Spring PD survey to focus on increasing learner engagement, integrating curriculum, managing student behavior and utilizing instructional technology. Therefore, our professional development plan for the year is designed with focus on these areas. We will guide teachers through a number of lesson formats and instructional strategies to increase learner engagement and develop integrated units utilizing instructional technology.

Our school schedule is designed so that grade levels have common planning time during the school week. We encourage and support teachers cooperatively planning lessons, assessments, and data driven instructional decisions.

We also provide staff development time and days. Substitutes will be provided for teachers/teams to develop writing integrated curriculum units, to include project based learning. The day planning will allow "resource" or "special" teachers to be included in order to integrate art and music, thus extend the learning beyond the core content areas. A calendar has been established to organize professional development opportunities.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal and assistant principal work together to fill vacancies within the school. When recruiting for open positions we look for the most highly qualified applicants and try to find to person who matches the school, grade level, or team on which the position is open. Certification, experience, and recommendations are all considered when choosing an applicant to interview.

In an effort to retain and develop highly qualified teachers and staff, we conduct school-based professional development and mentoring activities throughout the year that match school and district initiatives and curriculum mandates as well as help them meet their own professional development needs. We provide teachers with an abundance of feedback of their instructional practice in an ongoing effort towards excellence.

Teachers have plenty of opportunity to plan and work collaboratively to improve and refine their instructional practice while learning from each other and building strong professional relationships. .

Lastly, administrators will work individually with teachers displaying deficits in instructional practice in order to improve their practice.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Our school mentoring program includes:

- Pairing beginning teachers with team leaders who provide assistance and mentoring throughout the year,
- Providing new to school teachers an opportunity to spend a day observing veteran teachers. The administrators meet with the teachers beforehand and identify specific areas to observe and then meet again at the end of the day for review and debriefing,
- Beginning teachers are paired with a district mentor who observes and meets with them on a weekly basis to review observations, questions, and items of concern.
- Second and third year teachers will also be given the opportunity to work with the district mentor if they desire and would appreciate the additional assistance.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

In order to ensure core academic programs and instructional materials are aligned to Florida's standards we work collaboratively on develop standards-based lesson plans and assessments. Our teachers attended district standards-based lesson plan training this summer and teams plan collaboratively. Teachers start with the standards and review available resources that address the standards. They develop lesson plans and assignments that match the level and complexity of state and district assessments. Furthermore, teachers work together to develop benchmark assessments that match state requirements .

After primary instruction, teachers identify students who are not performing to expectations. Once gaps are identified, teachers and staff are able to use supplemental materials, online resources, and research-based interventions to close those gaps and provide instruction that comprehensive and well-rounded.

In addition, teachers are closely examining test alignment with Florida Standards. Teachers will be implementing biweekly assessments to measure mastery of skills. Benchmark assessment will be administered each nine weeks.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

As a school we use data as the basis for instructional planning and decision making. Over the course of the year students take multiple assessments at both the school and district level in addition to state mandated assessments. Following an assessment, student scores are reviewed by the leadership team as well as the classroom teacher. Each assessment serves a different function.

At the beginning of the school year state assessment results are used to identify students in the bottom quartile who need supplemental instruction in reading and math through Title I or Exceptional Student Education. For the majority of students, interventionists push services into the students' classrooms. Some students are pulled for additional instruction. Supplemental instruction in reading is delivered using research based programs such as iStation, My Sidewalks, Achieve 3000, Phonics for Reading, SRA Language for Learning, and SRA Early Interventions in Reading. Supplemental math materials include Ready Florida Math, iStation math. Student progress is then monitored using biweekly or chapter tests. Educational Planning Team (EPT) or IEP meetings are scheduled to discuss students who continue having difficulties.

Throughout the year students take biweekly or chapter tests in language arts, mathematics, and science. Data from these tests is used to identify students in need of re-teaching through small group instruction in the regular classroom. In FCIM meetings, the FCIM facilitator, principal, and AP work with teachers in designing work stations as well as mini lessons to address specific deficiencies. Teachers meet with the leadership team monthly to review total class progress and identify areas for growth.

Additionally, students take district required benchmark assessments in ELA, math and science. The leadership team uses this data to determine if students are continuing to progress as more standards are taught. These benchmarks are more rigorous than chapter or biweekly tests and require students to apply multiple standards in one sitting. Teachers also use this data to assess mastery on items that have been previously retaught based on bi-weekly or chapter test data. In FCIM meetings, the FCIM facilitator, principal, and assistant principal work with teachers in designing work stations as well as mini lessons to address continued deficiencies.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 13,800

Achieve 3000 computer-based intervention program.

**Strategy Rationale**

This research-based intervention program will support students in the area of reading and provide an additional 13,800 minutes of instruction over the course of the year. Each child receives two extra hours of reading work per week the complements and supports the core instructional program.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Canelas, David, caneladp@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through the use of the program's monitoring tool.

**Strategy:** After School Program

**Minutes added to school year:**

The 21st Century Community program "helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children."

**Strategy Rationale**

Students in the lowest quartile need additional learning opportunities to master state standards.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Peterson, Lisa, petersls@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student grades and assessment results will be monitored.

**Strategy:** After School Program

**Minutes added to school year:** 3,060

Afterschool tutoring program using Florida Ready Math. Program is aligned to Florida's state standards and provides a pretest to determine benchmarks in need of more training. Students are taught by a highly-qualified teacher in small afterschool intervention groups.

**Strategy Rationale**

This afterschool program will focus on supplemental math instruction. Our primary intervention focus during the day is reading and this will provide the additional math support our students need.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Harned, Desiree, harneddl@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through the use of program specific assessments that track progress toward mastery of taught benchmarks.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The Voluntary Pre-K (VPK) program the district provides an opportunity for every four year old to participate in prekindergarten classes to be better prepared to enter kindergarten. HeadStart is available for students who qualify.

The school Title I parent resource room has resources available to check out or keep for parents of pre-K students. In addition, kindergarten readiness materials are given out at Kindergarten Roundup each year.

We also provide a parent meeting focused on the transition to middle school.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Our school works with volunteers through the Junior Achievement program. JA programming provides students an opportunity to identify career choices based on interest. The program also affords children an opportunity to consider entrepreneurship as a career.

Additionally, our teachers are using the Engineering Model as a basis for instruction. We offer numerous project-based learning opportunities and STEM Challenges. Scientists and engineers are role models for our students

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

n/a

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

n/a

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

n/a

**II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

**A. Problem Identification**

**1. Data to Support Problem Identification**

**b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** At least sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment.
- G2.** The percent of students scoring at or above proficiency in ELA, math and science will increase.
- G3.** By the end of the year, the number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% from the 2016-2017 school year.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.



**G1. At least sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment.** 1a

G091573

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	62.0
Math Gains	62.0
Math Lowest 25% Gains	62.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- Limited parent involvement affects student performance.
- Teachers need additional time to plan standards-based lesson plans and assessments.
- Some students need additional instructional minutes to master standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.
- Title 1 Personnel
- Non-Title 1 Personnel

**Plan to Monitor Progress Toward G1.** 8

Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team, Leadership Team). Decisions are made in these meetings about whether to continue in the intervention, decrease intensity, or increase intensity.

**Person Responsible**

Kim Ball

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

EPT meetings are held as needed.

**G2. The percent of students scoring at or above proficiency in ELA, math and science will increase. 1a**

G091574

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	81.0

**Targeted Barriers to Achieving the Goal 3**

- Students lack prerequisite skills needed for mastery of grade-level content.
- There is a discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Teachers are highly trained in research-based instructional methodologies. Tier 1 instructional materials include district adopted textbook and resources, standards based lesson planning tools, and quality standards based benchmark assessments. We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.

**Plan to Monitor Progress Toward G2. 8**

Administrators will conduct monthly data chats with teachers to monitor interim assessment data

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

Sign in sheets and data reports

**G3. By the end of the year, the number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% from the 2016-2017 school year. 1a**

G092317

**Targets Supported 1b**

Indicator	Annual Target
Discipline incidents	80.0

**Targeted Barriers to Achieving the Goal 3**

- Students need formal instruction in expected school behaviors.
- Teachers need better understanding of students needs.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Positive Behavior Intervention and Support Plan, District staff, CREATE

## Action Plan for Improvement


*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** At least sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment. **1**

 G091573

**G1.B1** Students lack prerequisite skills needed for mastery of grade-level content. **2**

 B245070

**G1.B1.S1** Students receive tiered instruction and interventions to support mastery of general curriculum.

**4**

 S258305

### Strategy Rationale

Students who lack prerequisite skills and are struggling in the general curriculum in reading and/or math need additional support through academic interventions to mastery grade-level expectations.

### Action Step 1 **5**

Students are identified as being in the lowest quartile by using multiple sources of data (e.g. FSA, AIMS, Benchmark Assessments, and mini assessments).

#### Person Responsible

David Canelas

#### Schedule

Monthly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Students are identified and scheduled for interventions.

### Action Step 2 **5**

Students receive interventions during the school day or during extended day interventions. Teachers provide extra support to students in the classroom, or they attend Extended Day Intervention Programs.

#### Person Responsible

David Canelas

#### Schedule

Weekly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Teachers document time spent with struggling students in the classroom. Teacher schedule reflects push in model. Record of extended day tutoring is on file in Title 1 room.

**Action Step 3** 5

Teachers receive training in intervention programs being used at the school.

**Person Responsible**

Kim Ball

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Training schedule, completed, and documented in ACIIS.

**Action Step 4** 5

Intervention and ESE teachers will support students in the classroom during literacy stations.

**Person Responsible**

Kim Ball

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Teacher schedule logs

**Action Step 5** 5

English Language Arts class-size will be reduced using a Title I teacher.

**Person Responsible**

Kim Ball

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Teacher schedule and class rosters

**Action Step 6** 5

Students will be scheduled in heterogeneous groups to the greatest extent possible.

**Person Responsible**

Kim Ball

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Class rosters

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Throughout the school year, as data becomes available, struggling students will continue to be identified and monitored.

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Students have been identified, schedules have been developed, and interventions are implemented.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Schedules, Progress Monitoring Data

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Schedules have been completed. Data is being collected throughout the year.

**G1.B1.S2** Students receive project-based STEM opportunities to develop vocabulary, critical thinking and problem solving skills **4**

 S258306

### **Strategy Rationale**

Students with limited vocabulary, problem-solving, and critical thinking skills need alternate instructional methods

### **Action Step 1** **5**

Students will engage in STEM project-based learning opportunities.

#### **Person Responsible**

Lisa Peterson

#### **Schedule**

Quarterly, from 9/4/2017 to 6/1/2018

#### **Evidence of Completion**

Lesson plans will be monitored. Snap shot indicators and final products will be reviewed.

### **Action Step 2** **5**

Teachers will participate in STEM related professional development opportunities.

#### **Person Responsible**

Lisa Peterson

#### **Schedule**

On 6/1/2018

#### **Evidence of Completion**

Sign in sheets and agenda



**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Principal and Assistant Principal will review lesson plans, classroom snap shots, and the final products.

**Person Responsible**

Lisa Peterson

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, snap shots, and final products

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Principal and Assistant Principal will review lesson plans, classroom snapshots, and the final products.

**Person Responsible**

Lisa Peterson

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, snap shots, and final products

**G1.B1.S3** Students with special learning needs will be educated in general education setting with accommodations, supports, and services, according to their individual educational plans. 4

S258307

### Strategy Rationale

Research supports that students tend to learn more than they do in segregated or tracked classes.

### Action Step 1 5

Teachers will participate in professional development activities in related to supporting all students in general education settings.

#### Person Responsible

Kim Ball

#### Schedule

Quarterly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Sign in sheets, follow up activities, lesson plans,

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review sign in sheets, lesson plans, and follow up activities

#### Person Responsible

Kim Ball

#### Schedule

Monthly, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

Sign in sheets, lesson plans and follow up activities

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Review sign in sheets, lesson plans, and follow up activities

**Person Responsible**

Kim Ball

**Schedule**

Quarterly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

LEA profile, ESE data report, and IEPs will be reviewed

**G1.B1.S4** Fourth and Fifth grade students in the general program use laptops for some assignments. 4

 S261096

**Strategy Rationale**

Students need additional opportunities to interface with technology.

**Action Step 1** 5

Fourth and fifth grade students will use laptops to complete assignments.

**Person Responsible**

Kim Ball

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

login and student usage data will be collected.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Log in and usage data will be reviewed

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Log in and usage data will be reviewed

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Log in and usage data will be reviewed

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Log in and usage data will be reviewed

**G1.B2 Limited parent involvement affects student performance. 2**

 B245071

**G1.B2.S1 Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans. 4**

 S258308

**Strategy Rationale**

Increased parent involvement and understanding of curriculum will have a positive impact on children and the school.

**Action Step 1 5**

Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.

**Person Responsible**

Mary McGlone

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Schedules/trainings developed and planned. Meetings have been held.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Agendas, training materials, and records of participation are created and archived.

**Person Responsible**

Mary McGlone

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Agendas, plans, records of participation.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Parent surveys will be completed.

**Person Responsible**

Mary McGlone

**Schedule**

Annually, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Survey results will be kept on file in Title 1 room.

**G1.B2.S2** Curriculum Night/Student led Conferences will be conducted annually to share curriculum and goal data with parents 4

 S258309

**Strategy Rationale**

Increased parent involvement and understanding of curriculum will have a positive impact on children and the school.

**Action Step 1** 5

Parents will attend Curriculum Night/Student Led Conference night to learn about curriculum and help students set academic goals

**Person Responsible**

Mary McGlone

**Schedule**

Annually, from 11/1/2017 to 2/23/2018

**Evidence of Completion**

Parent sign in sheets will be collected

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Agendas, training materials, and records of participation are created and archived.

**Person Responsible**

Mary McGlone

**Schedule**

Annually, from 11/1/2017 to 2/23/2018

**Evidence of Completion**

Agendas, plans, records of participation.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Parent surveys will be completed.

**Person Responsible**

Mary McGlone

**Schedule**

On 5/31/2018

**Evidence of Completion**

Survey results will be kept on file in Title 1 room.

**G1.B2.S3** We will host an evening hands-on science activity for parents and students. 4

S260500

**Strategy Rationale**

Offer science teaching tools for parents to work with children at home

**Action Step 1** 5

Teachers and volunteers will present a primary science activity for students and parents.

**Person Responsible**

Lisa Peterson

**Schedule**

On 6/1/2018

**Evidence of Completion**

Lesson plans and sign in sheet

**Action Step 2** 5

Teachers and volunteers will present a science fair activity for students and parents.

**Person Responsible**

Lisa Peterson

**Schedule**

On 6/1/2018

**Evidence of Completion**

Lesson plans and sign in sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Lesson plans will be reviewed

**Person Responsible**

Lisa Peterson

**Schedule**

On 12/4/2017

**Evidence of Completion**

Lesson Plans and sign in sheets will be collected



**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Students will conduct science explorations at home.

**Person Responsible**

Lisa Peterson

**Schedule**

Quarterly, from 12/4/2017 to 6/1/2018

**Evidence of Completion**

Student work will be collected and monitored by teachers.

**G1.B3** Teachers need additional time to plan standards-based lesson plans and assessments. 2

 B245072

**G1.B3.S1** Teachers collaborate with grade level partners in creating standards-based lesson plans and assessments during team planning days. 4

 S258310

**Strategy Rationale**

Better alignment of instructional practice and questioning with Florida standards will improve students' capacity to demonstrate what students have learned on the FSA.

**Action Step 1** 5

Teachers will work together on a planning days during the school year.

**Person Responsible**

Lisa Peterson

**Schedule**

Annually, from 9/1/2017 to 5/1/2018

**Evidence of Completion**

Sign in sheets and collaborative lessons.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Teachers will sign in on the planning days

**Person Responsible**

Lisa Peterson

**Schedule**

Annually, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Sign in sheets and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Planning time will be arranged.

**Person Responsible**

Lisa Peterson

**Schedule**

Annually, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Sign in sheets and lesson plans

**G1.B4** Some students need additional instructional minutes to master standards. 2

 B245073

**G1.B4.S1** After school instructional programing will be offered to eligible students. 4

 S258311

### Strategy Rationale

Students need more time to master standards.

### Action Step 1 5

Extended day instructional programming will be available to students needing remediation and enrichment

#### Person Responsible

Kim Ball

#### Schedule

Weekly, from 9/19/2017 to 5/25/2018

#### Evidence of Completion

Attendance sheets, student progress reports, sign in sheets

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Title I EDI facilitators will keep attendance and student performance records.

#### Person Responsible

David Canelas

#### Schedule

Biweekly, from 9/19/2017 to 5/25/2018

#### Evidence of Completion

Attendance sheets and student performance records

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Twenty-first Century facilitators will keep attendance and student performance records.

**Person Responsible**

Kim Ball

**Schedule**

Weekly, from 8/22/2017 to 6/1/2018

***Evidence of Completion***

Attendance sheets and student performance records

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Growth data will be evaluated.

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 9/19/2017 to 5/25/2018

***Evidence of Completion***

Monitor comprehension data reports.

**G2.** The percent of students scoring at or above proficiency in ELA, math and science will increase. 1

G091574

**G2.B1** Students lack prerequisite skills needed for mastery of grade-level content. 2

B245074

**G2.B1.S1** Teachers will use formative assessment to identify priority educational needs for individual students. 4

S258312

### Strategy Rationale

Teachers use assessment data to drive instruction.

### Action Step 1 5

Teachers will review assessment data regularly to identify student learning needs.

#### Person Responsible

Kim Ball

#### Schedule

Monthly, from 8/15/2017 to 6/1/2018

#### Evidence of Completion

Biweekly test data and lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will meet with grade level teams and/or administration to review formative assessment data.

#### Person Responsible

Kim Ball

#### Schedule

Monthly, from 8/15/2017 to 6/1/2018

#### Evidence of Completion

Team meeting/data chat sign in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Teachers will meet with grade level teams and/or administration to review formative assessment data.

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

Team meeting/data chat sign in

**G2.B1.S2** Teachers will use instructional methods that are geared to their students' needs. 4

 S258313

**Strategy Rationale**

Teachers need a variety of instructional tools and activities to meet the learning needs of all students.

**Action Step 1** 5

Teachers will identify student needs and develop lessons and activities to meet those needs. Teachers can apply for mini-grants (e.g.SAC, Find it! Fund it!, Motorola, etc. or other funding options (e.g.g Donor's Choose, etc) to supply the materials/funding for the lessons/activities/ events.

**Person Responsible**

Lisa Peterson

**Schedule**

On 6/1/2018

**Evidence of Completion**

Funding documents and applications

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers will seek approval from the principal/designee to apply for grants, etc.

**Person Responsible**

Lisa Peterson

**Schedule**

On 6/1/2018

***Evidence of Completion***

Funding documentation will be kept at the school.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Additional learning opportunities can aide students background knowledge. Tailoring instruction to meet the needs of a group of students helps them to achieve their learning goals.

**Person Responsible**

Lisa Peterson

**Schedule**

On 6/1/2018

***Evidence of Completion***

Grant application and documentation will be maintained at the school

**G2.B2** There is a discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards. **2**

 B245075

**G2.B2.S1** Develop lessons, assignments, and assessments that match the level of complexity of the Florida Standards Assessment **4**

 S258314

### **Strategy Rationale**

Better alignment of lessons, assignments and assessments with the Florida Standards will improve students' capacity to demonstrate what they have learned on the FS Assessment.

### **Action Step 1** **5**

Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum

#### **Person Responsible**

Kim Ball

#### **Schedule**

Monthly, from 8/15/2017 to 6/1/2018

#### **Evidence of Completion**

Professional Learning Community sign in sheets; collaborative lessons

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Teachers will plan standards-based lessons and assessments that include high quality instructional practices including higher order questioning strategies, student-to-student discussion techniques, etc. that match rigor/complexity reflected in the Florida Standards Assessment.

#### **Person Responsible**

Kim Ball

#### **Schedule**

Monthly, from 8/15/2017 to 6/1/2018

#### **Evidence of Completion**

High quality instructional strategies will be documented on SNAPSHOT instruments and lesson plans.



## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers plan standards-based lessons and assessments will include high quality instructional strategies, questioning and discussion techniques that match rigor/complexity reflected in the Florida Standards Assessment.

### **Person Responsible**

Kim Ball

### **Schedule**

Monthly, from 8/15/2017 to 6/1/2018

### **Evidence of Completion**

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.

**G2.B2.S2** Implement district-adopted curriculum curriculum maps and progress monitoring assessments. 4

 S258315

### **Strategy Rationale**

The district-adopted curriculum map has been realigned with the Florida Standards Assessment for ELA and the Mathematics. This provides a strong base upon which to build our core instructional program.

## Action Step 1 5

Implement district-adopted curriculum in all subject areas.

### **Person Responsible**

Kim Ball

### **Schedule**

Daily, from 9/15/2017 to 6/1/2018

### **Evidence of Completion**

Lesson plans, classroom SNAPSHOTS and formal observations.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Principal and Assistant Principal will conduct classroom SNAPSHOTS and formal observations for all teachers.

**Person Responsible**

Lisa Peterson

**Schedule**

Weekly, from 8/15/2017 to 6/1/2018

***Evidence of Completion***

Evidence of curriculum implementation will be evaluated through SNAPSHOT and formal observation data documented in ACIIS.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Teachers will submit progress monitoring data in reading, math, science, and writing.

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/15/2017 to 6/1/2018

***Evidence of Completion***

Data has been recorded in GOOGLE DOCs

**G2.B2.S3** Teachers will use instructional methods including high quality question strategies and student to student discussion techniques that match rigor and complexity of the FSA. 4

 S258316

### **Strategy Rationale**

Better alignment of instructional methods with the complexity and rigor of the Florida Standards will improve students' capacity to demonstrate what they have learned on the FS Assessment.

### **Action Step 1** 5

Teachers will include instructional practices that match the level and complexity of the Florida Standards.

#### **Person Responsible**

Kim Ball

#### **Schedule**

Daily, from 8/15/2017 to 6/1/2018

#### **Evidence of Completion**

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Administrators will monitor use of high quality instructional practices including higher order questioning strategies, student-to-student discussion techniques, etc. that match rigor/complexity reflected in the Florida Standards Assessment.

#### **Person Responsible**

Lisa Peterson

#### **Schedule**

Weekly, from 8/15/2017 to 6/1/2018

#### **Evidence of Completion**

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Teachers will use high quality instructional strategies, questioning and discussion techniques that match rigor/complexity reflected in the Florida Standards Assessment.

**Person Responsible**

Lisa Peterson

**Schedule**

Daily, from 8/15/2017 to 6/1/2018

***Evidence of Completion***

High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.

**G3.** By the end of the year, the number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% from the 2016-2017 school year. 1

G092317

**G3.B1** Students need formal instruction in expected school behaviors. 2

B247308

**G3.B1.S1** The school-wide discipline plan will be revamped to include additional positive supports for students. 4

S260569

### Strategy Rationale

Students need to learn school-wide expectations and feel safe at school

### Action Step 1 5

Administrators will work with the PBIS committee to update the informal and formal referral process to meet the needs of our students.

#### Person Responsible

Kim Ball

#### Schedule

Annually, from 8/7/2017 to 6/1/2018

#### Evidence of Completion

meeting agenda

### Action Step 2 5

Teachers will identify classroom managed and office managed referrals.

#### Person Responsible

Kim Ball

#### Schedule

Annually, from 8/7/2017 to 6/1/2018

#### Evidence of Completion

products

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Behavior data will be discussed at leadership, Steering Committee, and team meetings

**Person Responsible**

Kim Ball

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Team meeting notes and minutes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Discipline data will be reviewed at all leadership meetings

**Person Responsible**

Kim Ball


**Schedule**

Weekly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

meeting notes

**G3.B1.S2** Teachers will participate in a variety of PD opportunities focused on classroom culture and management. 4

 S260570

### **Strategy Rationale**

Teachers need a variety of instructional tools such a PBIS Lessons that address school expectations, behavioral strategies, and problem solving skills.

### **Action Step 1** 5

Teachers will attend workshops related to student discipline and school culture throughout the year.

#### **Person Responsible**

Kim Ball

#### **Schedule**

Annually, from 8/7/2017 to 6/1/2018

#### **Evidence of Completion**

Teacher will use strategies learned in workshops to write fewer referrals.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Discipline data will be reviewed at all leadership meetings

#### **Person Responsible**

Kim Ball

#### **Schedule**

Weekly, from 8/7/2017 to 6/1/2018

#### **Evidence of Completion**

workshop agenda, notes, etc

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Behavior data will be reviewed at all leadership meetings.

**Person Responsible**

Kim Ball

**Schedule**

Weekly, from 8/7/2017 to 6/1/2018

**Evidence of Completion**

classroom snapshots, discipline reports, agenda, lesson plans, etc

**G3.B2 Teachers need better understanding of students needs.** 2

 B247309

**G3.B2.S1 Teachers will work with parents to identify needs for addressing student behavior.** 4

 S260579

**Strategy Rationale**

Teachers need a better understanding of stakeholder needs.

**Action Step 1** 5

Conduct a Parent Focus Group related to behavior

**Person Responsible**

Kim Ball

**Schedule**

Semiannually, from 8/7/2017 to 6/1/2018

**Evidence of Completion**

Agenda, meeting invitations, notes, minutes



**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Parent Focus groups will meet semiannually

**Person Responsible**

Kim Ball

**Schedule**

Semiannually, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

meeting notes, agenda and invitations

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

The number of suspensions will decrease from the 2016-2017 level

**Person Responsible**

Kim Ball

**Schedule**

On 6/1/2018

***Evidence of Completion***

District data reports

**G3.B2.S2** Teachers will develop school and classroom community by implementing the Harmony Curriculum geared towards improving classroom and school culture. 4

S260580

### Strategy Rationale

Teachers need to build relationships with their students and offer students an opportunity to build relationships with each other.

### Action Step 1 5

Teachers will participate in Professional Development for the Harmony Curriculum, and implement harmony lessons daily.

#### Person Responsible

Kim Ball

#### Schedule

Weekly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

review lesson plans, agenda, sign in sheets

### Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators will conduct classroom snapshots and review lesson plans.

#### Person Responsible

Kim Ball

#### Schedule

Monthly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

lesson plans and snapshots

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

The number of discipline referrals will decrease from the 2016/2017 level

**Person Responsible**

Kim Ball

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Behavior data will be reviewed at weekly leadership meetings.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B2.S3.MA1 M363814	Lesson plans will be reviewed	Peterson, Lisa	12/4/2017	Lesson Plans and sign in sheets will be collected	12/4/2017 one-time
G1.B2.S2.MA1 M359086	Agendas, training materials, and records of participation are created and archived.	McGlone, Mary	11/1/2017	Agendas, plans, records of participation.	2/23/2018 annually
G1.B2.S2.A1 A339498	Parents will attend Curriculum Night/ Student Led Conference night to learn about curriculum and...	McGlone, Mary	11/1/2017	Parent sign in sheets will be collected	2/23/2018 annually
G1.B3.S1.A1 A339499	Teachers will work together on a planning days during the school year.	Peterson, Lisa	9/1/2017	Sign in sheets and collaborative lessons.	5/1/2018 annually
G1.B4.S1.MA1 M359090	Title I EDI facilitators will keep attendance and student performance records.	Canelas, David	9/19/2017	Attendance sheets and student performance records	5/25/2018 biweekly
G1.B4.S1.A1 A339500	Extended day instructional programming will be available to students needing remediation and...	Ball, Kim	9/19/2017	Attendance sheets, student progress reports, sign in sheets	5/25/2018 weekly
G1.B4.S1.MA1 M359089	Growth data will be evaluated.	Ball, Kim	9/19/2017	Monitor comprehension data reports.	5/25/2018 monthly
G1.B2.S2.MA1 M359085	Parent surveys will be completed.	McGlone, Mary	3/1/2018	Survey results will be kept on file in Title 1 room.	5/31/2018 one-time
G3.B1.S2.A1 A343197	Teachers will attend workshops related to student discipline and school culture throughout the year.	Ball, Kim	8/7/2017	Teacher will use strategies learned in workshops to write fewer referrals.	6/1/2018 annually
G1.B1.S1.A6 A343046	Students will be scheduled in heterogeneous groups to the greatest extent possible.	Ball, Kim	8/14/2017	Class rosters	6/1/2018 daily
G1.B2.S1.MA1 M359083	Parent surveys will be completed.	McGlone, Mary	8/14/2017	Survey results will be kept on file in Title 1 room.	6/1/2018 annually
G1.B2.S1.MA1 M359084	Agendas, training materials, and records of participation are created and archived.	McGlone, Mary	8/14/2017	Agendas, plans, records of participation.	6/1/2018 monthly
G1.B2.S1.A1 A339497	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input...	McGlone, Mary	8/14/2017	Schedules/trainings developed and planned. Meetings have been held.	6/1/2018 monthly
G1.B3.S1.MA1 M359087	Planning time will be arranged.	Peterson, Lisa	9/1/2017	Sign in sheets and lesson plans	6/1/2018 annually
G1.B3.S1.MA1 M359088	Teachers will sign in on the planning days	Peterson, Lisa	9/1/2017	Sign in sheets and lesson plans	6/1/2018 annually
G1.MA1 M359092	Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team,...	Ball, Kim	8/14/2017	EPT meetings are held as needed.	6/1/2018 weekly
G1.B1.S1.A4 A339493	Intervention and ESE teachers will support students in the classroom during literacy stations.	Ball, Kim	8/14/2017	Teacher schedule logs	6/1/2018 daily
G1.B1.S1.A3 A339492	Teachers receive training in intervention programs being used at the school.	Ball, Kim	8/14/2017	Training schedule, completed, and documented in ACIIS.	6/1/2018 quarterly
G1.B4.S1.MA3 M359091	Twenty-first Century facilitators will keep attendance and student performance records.	Ball, Kim	8/22/2017	Attendance sheets and student performance records	6/1/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2 A339491	Students receive interventions during the school day or during extended day interventions. Teachers...	Canelas, David	8/14/2017	Teachers document time spent with struggling students in the classroom. Teacher schedule reflects push in model. Record of extended day tutoring is on file in Title 1 room.	6/1/2018 weekly
G2.B1.S1.MA1 M359093	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Ball, Kim	8/15/2017	Team meeting/data chat sign in	6/1/2018 monthly
G2.B1.S1.MA1 M359094	Teachers will meet with grade level teams and/or administration to review formative assessment data.	Ball, Kim	8/15/2017	Team meeting/data chat sign in sheets	6/1/2018 monthly
G2.B1.S1.A1 A339501	Teachers will review assessment data regularly to identify student learning needs.	Ball, Kim	8/15/2017	Biweekly test data and lesson plans	6/1/2018 monthly
G2.B2.S1.MA1 M359097	Teachers plan standards-based lessons and assessments will include high quality instructional...	Ball, Kim	8/15/2017	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2018 monthly
G2.B2.S1.MA1 M359098	Teachers will plan standards-based lessons and assessments that include high quality instructional...	Ball, Kim	8/15/2017	High quality instructional strategies will be documented on SNAPSHOT instruments and lesson plans.	6/1/2018 monthly
G2.B2.S1.A1 A339503	Professional development opportunities through PLCs focused on improving instructional practice and...	Ball, Kim	8/15/2017	Professional Learning Community sign in sheets; collaborative lessons	6/1/2018 monthly
G3.B1.S1.MA1 M364001	Discipline data will be reviewed at all leadership meetings	Ball, Kim	8/7/2017	meeting notes	6/1/2018 weekly
G3.B1.S1.MA1 M363999	Behavior data will be discussed at leadership, Steering Committee, and team meetings	Ball, Kim	8/14/2017	Team meeting notes and minutes	6/1/2018 monthly
G3.B1.S1.A1 A343191	Administrators will work with the PBIS committee to update the informal and formal referral process...	Ball, Kim	8/7/2017	meeting agenda	6/1/2018 annually
G3.B1.S1.A2 A343192	Teachers will identify classroom managed and office managed referrals.	Ball, Kim	8/7/2017	products	6/1/2018 annually
G3.B2.S1.MA1 M364019	The number of suspensions will decrease from the 2016-2017 level	Ball, Kim	8/7/2017	District data reports	6/1/2018 one-time
G3.B2.S1.MA1 M364018	Parent Focus groups will meet semiannually	Ball, Kim	8/7/2017	meeting notes, agenda and invitations	6/1/2018 semiannually
G3.B2.S1.A1 A343208	Conduct a Parent Focus Group related to behavior	Ball, Kim	8/7/2017	Agenda, meeting invitations, notes, minutes	6/1/2018 semiannually
G1.B1.S2.MA1 M359079	Principal and Assistant Principal will review lesson plans, classroom snapshots, and the final...	Peterson, Lisa	9/1/2017	Lesson plans, snap shots, and final products	6/1/2018 monthly
G1.B1.S2.MA1 M359080	Principal and Assistant Principal will review lesson plans, classroom snapshots, and the final...	Peterson, Lisa	9/1/2017	Lesson plans, snap shots, and final products	6/1/2018 monthly
G1.B1.S2.A1 A339494	Students will engage in STEM project-based learning opportunities.	Peterson, Lisa	9/4/2017	Lesson plans will be monitored. Snap shot indicators and final products will be reviewed.	6/1/2018 quarterly
G1.B1.S2.A2 A339495	Teachers will participate in STEM related professional development opportunities.	Peterson, Lisa	12/1/2017	Sign in sheets and agenda	6/1/2018 one-time
G1.B1.S1.A1 A339490	Students are identified as being in the lowest quartile by using multiple sources of data (e.g....	Canelas, David	8/14/2017	Students are identified and scheduled for interventions.	6/1/2018 monthly
G1.B1.S1.MA1 M359078	Throughout the school year, as data becomes available, struggling students will continue to be...	Ball, Kim	8/14/2017	Students have been identified, schedules have been developed, and interventions are implemented.	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M359077	Schedules, Progress Monitoring Data	Ball, Kim	8/14/2017	Schedules have been completed. Data is being collected throughout the year.	6/1/2018 monthly
G2.B1.S2.MA1 M359095	Additional learning opportunities can aide students background knowledge. Tailoring instruction to...	Peterson, Lisa	8/15/2017	Grant application and documentation will be maintained at the school	6/1/2018 one-time
G2.B1.S2.MA1 M359096	Teachers will seek approval from the principal/designee to apply for grants, etc.	Peterson, Lisa	8/8/2017	Funding documentation will be kept at the school.	6/1/2018 one-time
G2.B1.S2.A1 A339502	Teachers will identify student needs and develop lessons and activities to meet those needs...	Peterson, Lisa	8/8/2017	Funding documents and applications	6/1/2018 one-time
G2.B2.S2.MA1 M359099	Teachers will submit progress monitoring data in reading, math, science, and writing.	Ball, Kim	8/15/2017	Data has been recorded in GOOGLE DOCs	6/1/2018 monthly
G2.B2.S2.MA1 M359100	Principal and Assistant Principal will conduct classroom SNAPSHOTS and formal observations for all...	Peterson, Lisa	8/15/2017	Evidence of curriculum implementation will be evaluated through SNAPSHOT and formal observation data documented in ACIIS.	6/1/2018 weekly
G2.B2.S2.A1 A339504	Implement district-adopted curriculum in all subject areas.	Ball, Kim	9/15/2017	Lesson plans, classroom SNAPSHOTS and formal observations.	6/1/2018 daily
G3.B1.S2.MA1 M364007	Behavior data will be reviewed at all leadership meetings.	Ball, Kim	8/7/2017	classroom snapshots, discipline reports, agenda, lesson plans, etc	6/1/2018 weekly
G3.B1.S2.MA1 M364005	Discipline data will be reviewed at all leadership meetings	Ball, Kim	8/7/2017	workshop agenda, notes, etc	6/1/2018 weekly
G1.B1.S1.A5 A343044	English Language Arts class-size will be reduced using a Title I teacher.	Ball, Kim	8/14/2017	Teacher schedule and class rosters	6/1/2018 daily
G3.B2.S2.MA1 M364025	The number of discipline referrals will decrease from the 2016/2017 level	Ball, Kim	8/14/2017	Behavior data will be reviewed at weekly leadership meetings.	6/1/2018 weekly
G3.B2.S2.MA1 M364022	Administrators will conduct classroom snapshots and review lesson plans.	Ball, Kim	8/14/2017	lesson plans and snapshots	6/1/2018 monthly
G3.B2.S2.A1 A343212	Teachers will participate in Professional Development for the Harmony Curriculum, and implement...	Ball, Kim	8/14/2017	review lesson plans, agenda, sign in sheets	6/1/2018 weekly
G1.B1.S3.MA1 M359081	Review sign in sheets, lesson plans, and follow up activities	Ball, Kim	8/21/2017	LEA profile, ESE data report, and IEPs will be reviewed	6/1/2018 quarterly
G1.B1.S3.MA1 M359082	Review sign in sheets, lesson plans, and follow up activities	Ball, Kim	8/21/2017	Sign in sheets, lesson plans and follow up activities	6/1/2018 monthly
G1.B1.S3.A1 A339496	Teachers will participate in professional development activities in related to supporting all...	Ball, Kim	8/14/2017	Sign in sheets, follow up activities, lesson plans,	6/1/2018 quarterly
G2.B2.S3.MA1 M359101	Teachers will use high quality instructional strategies, questioning and discussion techniques that...	Peterson, Lisa	8/15/2017	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2018 daily
G2.B2.S3.MA1 M359102	Administrators will monitor use of high quality instructional practices including higher order...	Peterson, Lisa	8/15/2017	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2018 weekly
G2.B2.S3.A1 A339505	Teachers will include instructional practices that match the level and complexity of the Florida...	Ball, Kim	8/15/2017	High quality instructional strategies, questioning and discussion techniques will be documented on SNAPSHOT instruments and lesson plans.	6/1/2018 daily
G1.B2.S3.MA1 M363815	Students will conduct science explorations at home.	Peterson, Lisa	12/4/2017	Student work will be collected and monitored by teachers.	6/1/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1 M359103	Administrators will conduct monthly data chats with teachers to monitor interim assessment data	Ball, Kim	8/15/2017	Sign in sheets and data reports	6/1/2018 monthly
G1.B2.S3.A1 A343071	Teachers and volunteers will present a primary science activity for students and parents.	Peterson, Lisa	12/4/2017	Lesson plans and sign in sheet	6/1/2018 one-time
G1.B2.S3.A2 A343072	Teachers and volunteers will present a science fair activity for students and parents.	Peterson, Lisa	5/2/2018	Lesson plans and sign in sheets	6/1/2018 one-time
G1.B1.S4.MA1 M365137	Log in and usage data will be reviewed	Ball, Kim	8/14/2017	Log in and usage data will be reviewed	6/1/2018 monthly
G1.B1.S4.MA1 M365136	Log in and usage data will be reviewed	Ball, Kim	8/14/2017	Log in and usage data will be reviewed	6/1/2018 monthly
G1.B1.S4.A1 A344189	Fourth and fifth grade students will use laptops to complete assignments.	Ball, Kim	8/14/2017	login and student usage data will be collected.	6/1/2018 daily

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** At least sixty-two percent of students will make learning gains on ELA and Math Florida Standards Assessment.

**G1.B1** Students lack prerequisite skills needed for mastery of grade-level content.

**G1.B1.S1** Students receive tiered instruction and interventions to support mastery of general curriculum.

### **PD Opportunity 1**

Teachers receive training in intervention programs being used at the school.

#### **Facilitator**

School or district staff

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**G1.B1.S2** Students receive project-based STEM opportunities to develop vocabulary, critical thinking and problem solving skills

### **PD Opportunity 1**

Teachers will participate in STEM related professional development opportunities.

#### **Facilitator**

Lukas Hefty

#### **Participants**

Kindergarten, 1st grade, 2nd grade and STEM Magnet teachers.

#### **Schedule**

On 6/1/2018



**G1.B1.S3** Students with special learning needs will be educated in general education setting with accommodations, supports, and services, according to their individual educational plans.

**PD Opportunity 1**

Teachers will participate in professional development activities in related to supporting all students in general education settings.

**Facilitator**

Special Educator personnel

**Participants**

All teachers

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**G1.B1.S4** Fourth and Fifth grade students in the general program use laptops for some assignments.

**PD Opportunity 1**

Fourth and fifth grade students will use laptops to complete assignments.

**Facilitator**

Title I personnel

**Participants**

teachers

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**G1.B3** Teachers need additional time to plan standards-based lesson plans and assessments.

**G1.B3.S1** Teachers collaborate with grade level partners in creating standards-based lesson plans and assessments during team planning days.

**PD Opportunity 1**

Teachers will work together on a planning days during the school year.

**Facilitator**

Team Leaders

**Participants**

Grade level teachers

**Schedule**

Annually, from 9/1/2017 to 5/1/2018

**G2.** The percent of students scoring at or above proficiency in ELA, math and science will increase.

**G2.B2** There is a discrepancy between the level of complexity in the district adopted curriculum and the Florida Standards.

**G2.B2.S1** Develop lessons, assignments, and assessments that match the level of complexity of the Florida Standards Assessment

**PD Opportunity 1**

Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum

**Facilitator**

Principal, AP, and PLC Leaders

**Participants**

Faculty

**Schedule**

Monthly, from 8/15/2017 to 6/1/2018

**G3.** By the end of the year, the number of Office Discipline Referrals and Out of School Suspensions will decrease by 10% from the 2016-2017 school year.

**G3.B1** Students need formal instruction in expected school behaviors.

**G3.B1.S1** The school-wide discipline plan will be revamped to include additional positive supports for students.

**PD Opportunity 1**

Administrators will work with the PBIS committee to update the informal and formal referral process to meet the needs of our students.

**Facilitator**

district staff

**Participants**

teachers

**Schedule**

Annually, from 8/7/2017 to 6/1/2018

**PD Opportunity 2**

Teachers will identify classroom managed and office managed referrals.

**Facilitator**

school and district staff

**Participants**

teachers

**Schedule**

Annually, from 8/7/2017 to 6/1/2018

**G3.B1.S2** Teachers will participate in a variety of PD opportunities focused on classroom culture and management.

**PD Opportunity 1**

Teachers will attend workshops related to student discipline and school culture throughout the year.

**Facilitator**

school and district staff

**Participants**

teachers

**Schedule**

Annually, from 8/7/2017 to 6/1/2018

**G3.B2** Teachers need better understanding of students needs.

**G3.B2.S2** Teachers will develop school and classroom community by implementing the Harmony Curriculum geared towards improving classroom and school culture.

**PD Opportunity 1**

Teachers will participate in Professional Development for the Harmony Curriculum, and implement harmony lessons daily.

**Facilitator**

Harmony PD facilitators, district and school staff

**Participants**

teachers

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Students are identified as being in the lowest quartile by using multiple sources of data (e.g. FSA, AIMS, Benchmark Assessments, and mini assessments).				\$0.00
2	G1.B1.S1.A2	Students receive interventions during the school day or during extended day interventions. Teachers provide extra support to students in the classroom, or they attend Extended Day Intervention Programs.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$12,000.00
<i>Notes: School Budget</i>						
3	G1.B1.S1.A3	Teachers receive training in intervention programs being used at the school.				\$0.00
4	G1.B1.S1.A4	Intervention and ESE teachers will support students in the classroom during literacy stations.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$0.00
5	G1.B1.S1.A5	English Language Arts class-size will be reduced using a Title I teacher.				\$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$85,000.00
<i>Notes: Title I teacher to decrease class size in third grade</i>						
6	G1.B1.S1.A6	Students will be scheduled in heterogeneous groups to the greatest extent possible.				\$0.00
7	G1.B1.S2.A1	Students will engage in STEM project-based learning opportunities.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	General Fund		\$500.00
8	G1.B1.S2.A2	Teachers will participate in STEM related professional development opportunities.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	School Improvement Funds		\$1,000.00

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9	G1.B1.S3.A1	Teachers will participate in professional development activities in related to supporting all students in general education settings.				\$0.00
10	G1.B1.S4.A1	Fourth and fifth grade students will use laptops to complete assignments.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$12,000.00
			<i>Notes: Title I technology teacher will maintain laptops and train teachers.</i>			
11	G1.B2.S1.A1	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.				\$0.00
12	G1.B2.S2.A1	Parents will attend Curriculum Night/Student Led Conference night to learn about curriculum and help students set academic goals				\$0.00
13	G1.B2.S3.A1	Teachers and volunteers will present a primary science activity for students and parents.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	Title, I Part A		\$500.00
14	G1.B2.S3.A2	Teachers and volunteers will present a science fair activity for students and parents.				\$0.00
15	G1.B3.S1.A1	Teachers will work together on a planning days during the school year.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl	Title I, Part A		\$2,000.00
16	G1.B4.S1.A1	Extended day instructional programming will be available to students needing remediation and enrichment				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl			\$2,500.00
17	G2.B1.S1.A1	Teachers will review assessment data regularly to identify student learning needs.				\$0.00
18	G2.B1.S2.A1	Teachers will identify student needs and develop lessons and activities to meet those needs. Teachers can apply for mini-grants (e.g.SAC, Find it! Fund it!, Motorola, etc. or other funding options (e.g.g Donor's Choose, etc) to supply the materials/funding for the lessons/activities/events.				\$0.00
19	G2.B2.S1.A1	Professional development opportunities through PLCs focused on improving instructional practice and implementing curriculum				\$0.00
20	G2.B2.S2.A1	Implement district-adopted curriculum in all subject areas.				\$0.00
21	G2.B2.S3.A1	Teachers will include instructional practices that match the level and complexity of the Florida Standards.				\$0.00

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22	G3.B1.S1.A1	Administrators will work with the PBIS committee to update the informal and formal referral process to meet the needs of our students.				\$0.00
23	G3.B1.S1.A2	Teachers will identify classroom managed and office managed referrals.				\$0.00
24	G3.B1.S2.A1	Teachers will attend workshops related to student discipline and school culture throughout the year.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Stephen Foster Elementary Schl			\$500.00
25	G3.B2.S1.A1	Conduct a Parent Focus Group related to behavior				\$0.00
26	G3.B2.S2.A1	Teachers will participate in Professional Development for the Harmony Curriculum, and implement harmony lessons daily.				\$0.00
					<b>Total:</b>	<b>\$116,000.00</b>