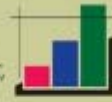




Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"

**BUREAU OF SCHOOL IMPROVEMENT****2007 – 2008****SCHOOL IMPROVEMENT PLAN****School Name:** STEPHEN FOSTER ELEMENTARY SCHOOL**District Name:** Alachua**Principal:** Darla Boyd, Ph. D.**SAC Chair:** Jayne Hargrave**Superintendent:** W. Daniel Boyd, Jr. Ed. D.**Date of School Board Approval:** Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
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325 West Gaines Street
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**Cheri Pierson Yecke,
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VISION/MISSION/BELIEF STATEMENTS

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

SCHOOL PROFILE DEMOGRAPHICS

Stephen Foster Elementary has a total population of approximately 450 students. The school houses a magnet at the fourth and fifth grades called the Academy of Math, Science and Technology. This Academy will expand to grade three in the 2007-08 school year. This academy enrolls 80 students per year; the remainder of the student body is the Academy of Traditional Studies, grades K-5. The total population of students is 68% economically disadvantaged, and 21% disabled. The racial make-up of the school is 43% White, 36% African-American, 7% Hispanic, 8% Asian, and 10% multicultural. The student body is 41% female and 58% male.

SCHOOL MATCH

QUALITY STAFF

Highly Qualified Administrators

The administrators at Stephen Foster Elementary School meet the requirements for highly qualified set by NCLB standards.

Principal - Dr. Darla Boyd

Degrees Held: B.A.E. in elementary education; M.Ed. in social foundations of education, and a Ph.D. in curriculum and instruction and research and evaluation

Areas of Certification: Early Childhood, Elementary Education, School Principal

Thirty five years of experience includes teaching at the elementary level, and working as a curriculum resource teacher and school principal in multiple settings.

Two of these schools were schools that serviced a high percentage of at-risk students, and all of the schools qualified for Title 1 programs

Assistant Principal - Jim Kuhn

Degrees Held: B.A.E. in Elementary Education, M.Ed. in Elementary Education, Ed.S. in Education Leadership.

Areas of Certification: Elementary Education, Reading, School Principal, ESOL Endorsement

Years of Experience: 11 years of experience. All served in various roles (Teacher, Behavior Resource Teacher, Assistant Principal) at Stephen Foster Elementary and assignments in Staff Development and Title 1.

Title I Requirement:

PL 107-110 Sec 1119(a)(3)

PL 107-110 Sec 1116(b)(3)(A)(ii)

Recruitment/Retention of Highly Qualified Teachers

All faculty members of the school are in-field and meet the requirements for highly qualified. Stephen Foster retains a higher proportion of staff members (over 90%) than the district or state. A high percentage of faculty members (48%) hold advanced degrees including those who have earned specialist degrees. Five faculty members are National Board certified teachers. All paraprofessionals hired also meet the requirements for highly qualified.

“District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in in-service training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most in-service training.”

Title I Requirement:

PL 107-110 Sec. 1114(b)(1)(C)

PL 107-110 Sec. 1114(b)(1)(E)

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

This school has adopted the Correlates of Effective Schools as the beginning of instructional planning for all students. Strategies are developed to implement all seven of these correlates. All classrooms are scheduled to receive at least a 90 minutes block of reading and a 75 minute block of math. Additional time is allocated to students not meeting performance goals.

In addition, research based materials, and training to implement, have been adopted in all core areas of the curriculum. These include Harcourt basal series in reading and math, Scott Foresman series in Science, and the the Just Writes Curriculum in writing. Supplemental research based materials in reading include SRA Early Interventions in reading, Earobics, Waterford, Great Leaps Reading. In math supplemental materials include Great Leaps math, and Everyday Counts Calendar Math. The school continues to search for outstanding research based programs and school improvement models to increase our effectiveness with learners.

Title I Requirement:

PL 107-110 Sec 1116(b)(3)(A)(i)

PL 107-110 Sec 1115(c)(1)(C)

PL 107-110 Sec 1114(b)(1)(B)(ii)

PL 107-110 Sec 1114(b)(1)(I)

PL 107-110 Sec 1114(b)(1)(B)(ii)(III)

PL 107-110 Sec 1114(b)(1)(B)(iii)

“Grade level teams meet weekly to discuss curriculum and student achievement. Every 6-8 weeks, these teams meet with the CRT, reading coach and/or reading facilitator to review the major assessment data collected to that point. Principals frequently are included in these meetings. Test results are collected by the CRT and plotted by class on a matrix. These matrices are shared with the principal, the reading coach, and the teacher. The reading coach may be asked to assist the teacher in planning supplemental and intervention activities or to help identify appropriate materials for students not mastering reading skills.”

Principals meet weekly with their administrative teams that include the CRT, the reading coach (if applicable) and the guidance counselor. The administrative team uses student achievement data to make placement decisions for each student. Principals also have regular faculty meetings during which they share school-wide student achievement data with the entire faculty.

Team leaders meet once or twice a month to discuss test scores and student progress. Curriculum portfolios are maintained for each elementary student and are passed along from one year to the next. These curriculum portfolios provide a record of student progress from one year to the next. The curriculum portfolios provide vertical teams with information needed to better align reading instruction from one grade to the next. End-of-year grade level meetings are held during which teachers discuss concerns about programs and curriculum alignment.”

All student records and achievement data are reviewed. At risk students are further assessed in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students are screened for specific strengths and weaknesses. Student placement in instructional groups is based on assessment. All students receive an initial 90-minute block of reading instruction daily, using the scientifically research based comprehensive core reading program (Harcourt Trophies) for whole group instruction and leveled instruction in small groups. Tier 1 students are assessed

regularly with Harcourt materials. An AIP is prepared for students having difficulty mastering reading skills. Supplemental and intervention materials are used with these students to improve skills. (See instructional charts for information on specific programs used at each school.) At risk students are eligible to participate in tutoring programs before, after, and/or during the school day. Tier 2 students receive the same reading instruction as described above. In addition, these students receive additional reading instruction using supplemental and intervention programs. In Title I schools, Tier 2 students are identified for Title 1 pull out programs and for additional reading instruction. Diagnostic assessments are given to these students to identify specific areas of need. Tier 2 students are placed in smaller instructional groups with a lower pupil teacher ratio. Weekly assessment and progress monitoring is provided for Tier 2 students. One-on-one tutors are provided for some students as appropriate and available. All tier students have an AIP in reading. The AIP is driven by a diagnostic assessment. All Tier 2 students have a student curriculum portfolio. Tier 2 students will have the opportunity to attend Third Grade Summer Reading Camp. Tier 2 students will receive tutoring in weak areas. Retained students are considered for mid year promotion and are provided a transitional instructional setting. Tier 3 students receive 180 minutes daily of reading instructions, including whole group (45 minutes), small group (75 minutes), and immediate intensive intervention (60 minutes). These students are assigned to a high performing teacher. Instructional groupings are very small (3-4 students). Science and social studies instruction are taught with an emphasis on reading skills. Students receive services from a speech/language pathologist if appropriate. Tier 3 students have the opportunity for mid-year promotion if they master the appropriate standards. Tier 3 students will use computer software to support learning. Tier 3 students will be assessed four times a year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Tier 3 students are diagnosed using either Diagnostic Assessment of Reading (DAR) or Early Reading Diagnostic Assessment (ERDA). Results of the diagnostic assessment are used to write the required AIP. Each Tier 3 student will have a student curriculum portfolio. All Third grade students who score Level 1 on FCAT Reading are eligible to attend the Summer Reading Camp. Many schools with a high population of low SES students provide expanded summer school programs using Title I funds or 21st Century Learning Community grants. Most of the elementary schools in our district use an inclusion model for ESE students. In self-contained or pull-out classes, ESE teachers are encouraged to use (and generally do use) the district adopted core programs for reading.

Proficient grade level readers also receive a minimum of 90 minutes of explicit reading instruction each day. Teachers use the above level Harcourt Trophies materials and the Harcourt Challenge materials with proficient readers. Literature groups and guided reading groups are used with these students. Reciprocal teaching techniques are taught and used in these reading groups. Students are monitored for progress in reading and re-group as needed for instruction. STAR, Reading Counts, and Accelerated Reader programs are used extensively. Proficient students also study thematic units with novels. Computer-assisted instruction allows students to progress at their own paces. Programs such as Book It and Million Minutes of Reading encourage students to read independently and reward them for their achievements. Some schools also have lunch-time book clubs that encourage students to read independently and discuss their readings.

All elementary schools provide at least a 90 minute uninterrupted block of time for

reading instruction. Charter schools indicated that they are also following this model for reading instruction. School schedules will be reviewed to assure compliance.

Harcourt Trophies is the CCRP for Alachua County Public Schools. Students are instructed in the five components of reading using the CCRP for a portion of the 90-minute reading block.

Harcourt Trophies provides reader above and below grade level in addition to the grade level materials. Student groups are flexible. Students are frequently re-grouped for instruction based on assessment data and progress monitoring. Student groups engage in a variety of reading activities during the differentiated instruction. In addition to direct instruction in small groups, students may also engage in shared reading, skills reinforcement, and computer-assisted instruction during this time.

Students receive immediate intensive intervention in addition to the 90-minute reading block. Specific needs are determined through assessments. Immediate intensive intervention for struggling students is delivered in a small group.

Harcourt Trophies provides intervention readers. Schools also use a variety of supplemental reading programs to address specific needs of students (see instructional materials charts).

Students receive intensive intervention in addition to the 90-minute block of reading instruction. They may be “double-dosed” with a complete supplemental program or work with programs that target specific deficiencies. Instructional grouping is smaller for the intervention. Students receive intensive intervention in small groups or with individual tutoring.

Classroom libraries with leveled text are available. Classroom libraries are used for partner reading, guided reading, self-selection for information and pleasure. Schools participate in the accelerated reader program. AR books are leveled; however, students may choose to read any book. Home reading programs encourage students to read independently.

Teachers use word walls to reinforce phonics and vocabulary. Reading charts are frequently used. Content area vocabulary is displayed. Word walls are used to sort words for patterns. Students sort by spelling patterns, vowel sound, endings, prefixes, suffixes, rhymes, blends, homophones, compound words, and content area categories.

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

The core reading program in Alachua County Public Schools for grades K-5 is Harcourt Trophies. The core reading program forms the base for reading instruction in all elementary schools in the district. Six elementary schools (Anchor, Shell, Lake Forest, Williams, Rawlings, and Duval) are using the Success For All reading program. These six schools use the Early Learning and Roots programs for students in K-1. When students reach grade 2 reading level, they use the Wings program, which is based in the Harcourt Trophies series. Success for All reading program utilizes the core reading program Harcourt Trophies. Success for All provides a framework for delivery of reading instruction. Charter elementary schools in Alachua County are using either Harcourt Trophies or Open Court. The core reading program forms the backbone of the 90-minute reading instructional time.

The choice of supplemental programs varies by school. Individual school profiles will be found in the charts of instructional materials for each school. Supplemental programs used in Alachua County Public Schools include the following: Waterford Early Learning, Road to the Code, Reading Mastery Plus, Accelerated Reader, Saxon Phonics, Wilson Reading, Open Court, and SRA kits. Supplemental materials are used for student remediation in a specific area(s). Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition to the 90-minute reading instruction to help student's master skills in which they are efficient.

All elementary schools have the Harcourt Trophies intervention readers as part of the core reading program. Other intervention programs in use throughout the district include Earobics, Corrective Reading, Great Leaps, Kaleidoscope, QAR, STAR Early Literacy, Language for Learning, Read Naturally, REWARDS, and Stars and Cars Comprehension program. Intervention is provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill(s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and alphabetic principle. Intervention also includes additional time for reading instruction, smaller group size, and/or individual tutoring.

Educational software programs used in Alachua County Public Schools include Compass Learning, Accelerated Reader, Scholastic Reading Inventory, FCAT Explorer, STAR Reading, Riverdeep, Harcourt Phonics Express, Classworks, Waterford Early Learning, Orchard, and READ 180. Software programs are used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program.

Schools use literature study groups, accelerated reader programs, classroom libraries, Reading Counts, above-level reading materials from the Harcourt Trophies series, and Harcourt Challenge materials. A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.

Classrooms have many options for reading stations: computer-assisted instruction,

Language Master, stories on tape, Big Books, student dictionaries, and student-created materials. Students interact with reading stations daily.

Teachers display word list and phonemic units to reinforce skills. Sound/Spelling cards are integrated with the curriculum being taught.

Accelerated reader books are leveled and available in the school media center for student use. Home reading programs encourage students to self select reading materials. Teachers use appropriate fiction and non-fiction works to support instruction in social studies and science. Harcourt Trophies has leveled books for student reading. Teachers use book clubs and assign book reports to give students authentic reading experiences.

Students have access to the media center in each school. Each elementary school uses either Accelerated Reader or Reading Counts. Schools encourage students to chart their accomplishments in AR or RC. Many schools recognize students who make great progress.

Books clubs and novel groups encourage students to read independently. Book Buddies groups are used in many schools. Novels are used in supplemental reading instruction as appropriate. Most classrooms have classroom libraries. Students are encouraged to bring in books for a book swap during the year. The content area teachers also use novels in their instruction.

Books in Accelerated Reader are grouped by reading level. However, students have access to books at any level. The Harcourt Trophies series has leveled readers for above and below grade level.

Teachers determine the appropriate level of text based on DIBELS, the Scholastic Reading Inventory, STAR Reading, and the Harcourt Trophies assessment. The Levels are listed on novel sets. Some media centers group the accelerated reader books by reading level. However, students have access to any book in the media center or classroom library.

Classroom libraries are used to provide materials for independent reading and guided reading groups. Students may check out books for reading at home. Book Buddies may use the classroom library as a source of reading materials. Students are often encouraged to bring books for the classroom library or for a book exchange.

Many schools use an inclusion model with co-teaching or support facilitation to incorporate ESE students into the regular classroom. All curriculum area teachers teach or assist in the instruction of a reading group, so all elementary teachers are familiar with strategies for teaching reading. Teachers have been and continue to be trained in CRISS strategies. CRISS training provides teachers with strategies to use for literacy in all content areas. Content area teachers emphasize vocabulary from the content areas as well. Listening centers and flexible grouping also provide for the flexibility to adjust instruction as needed.

Teachers use leveled text sets to supplement science and social studies instruction. Trade books (both fiction and non-fiction) are used to supplement instruction on specific topics. Audio-tape versions of the core text are used if appropriate with

certain students. Buddy reading and discussion groups are effective techniques for addressing student needs.

Teachers meet regularly with the Curriculum Resource Teacher (CRT) and/or the reading coach to review student achievement and progress monitoring in reading. Students are re-grouped for instruction as needed.

An additional period is assigned for writing in addition to the 90-minute reading block.

Students write story predictions, short and extended responses to selected stories, do the Treasure Hunt activities for writing after reading selections, and write alternative endings to stories. Readers' response logs, character analysis and interactive notebooks are used. Students also write book reports, responses to comprehension questions, and reports related to the reading topics.

Communication with Parents

All parents are sent letters by U.S. Mail regarding the academic progress of the school. This information is also posted on the school's website. Each year the school publishes the SPAR report which is also available to parents. Parents are notified of this report by a letter. The SPAR report is also posted on the website.

Pre-School Transition

Children and parents are invited to a Kindergarten Open House in the spring before they transition to school. Parents receive information to help them with this transition. The school also works closely with the Headstart program and local childcare providers to ensure all families have access to information needed for starting school. Educational specialists work with day care providers to inform caregivers of entry skills expected of students entering Kindergarten. Help is also provided to students who may need exceptional education services.

Teacher Mentoring

All new teachers to Alachua County Public Schools participate in the district's induction program and consult with a mentor teacher throughout the school year. The Principal, Curriculum Resource Teacher, and Behavioral Resource Teacher will meet all teachers new to Foster to review school-based procedures and expectations prior to their first student contact day. The school-based reading coach meets with teachers on a regular basis to review DIBELS results, help acquire materials for classroom use, and coaching strategies to promote reading success for students. In addition, teachers holding National Board Certification assist teachers on campus as needed.

Extended Learning Opportunities

- The computer lab is used in Stephen Foster's after-school program to reinforce essential skills.
- Before-school jogging is held throughout the school year.
- Intramurals for fourth and fifth grade students are available after school.
- Chess Club for all grade levels is held after-school.
- District provided Third Grade Reading Camp and Exceptional Student Education classes held during the summer for targeted students who are having difficulty meeting state requirements.
- Book Swap is available before school to allow students to increase their at-home libraries.
- Art Club is available after school and is directed by the art teacher.
- Science after school opportunities are available for fifth grade students.
- Use Title 1 funding for after-school reading and math tutoring opportunities for targeted students.

Students will be offered SES services through the Title 1 department

Title I Requirement:

PL 107-110 Sec. 1116(b)(3)(A)(ix)

PL 107-110 Sec 1116(c)(7)(a)(vi)

PL 107-110 Sec. 1115(c)(1)(c)(i)

PL 107-110 Sec. 1114(b)(1)(B)(ii)(II)

Comprehensive Reading Plan

"Schools provide after-school tutoring programs for at-risk 3rd, 4th, and 5th grade students. The Extended Day Education Program (EDEP) has time set aside for homework each day. Americorps, America Reads, and Title I tutors are provided for students before, during, and/or after the school day. Compass reading instruction and FCAT Explorer are available in the school computer labs before school. Schools schedule parent workshops in the evening and on Saturdays to help parents learn ways to assist students in reading at home. Mentors are provided through the Bright Futures mentors, University of Florida volunteers, Take Stock in Children program, foster grandparent program, Rockin' Readers volunteers, and other school volunteers."

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify

precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment : In 2006-07, 62% of third grade students, 70% of fourth grade students, and 83% of fifth grade students scored a 3 or above on FCAT Reading Tests. This is an increase in the percentage for grades 3 and 4. The percentage remained the same for grade 5. Over 80% of students made a passing score on end of year grade level (or above grade level) basal reading tests. However, about 20% of students required reading instruction in below grade level texts, and 24% of third grade students failed the FCAT Reading Test, scoring a level 1. Eighty-four percent of students made learning gains in reading, including 68% of the lowest quartile. All subgroups did not meet the AYP target. Only forty-two percent of students with disabilities met the target which was equal to last year.

The school collects data on reading in multiple ways. Data is collected through DIBELS testing, through monitoring of all basal reading tests, and by reviewing FCAT and Stanford 10 reading test scores. All teachers have this data available to them to help plan for instruction. The data is collected by teachers, the AP for Curriculum, the principal and the reading coach. The reading committee at the school, made up of teachers from all grade level teams, reviews reading progress and helps to determine strategies for students and decide on resources needed in reading for the school. The reading coach meets with teachers individually and in small groups to interpret data. The guidance counselor helps teachers interpret standardized test scores. The principal and assistant principal monitor all reading tests to give feedback to teachers, plan for in-service needs, and plan student interventions

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

Strategies

- Continue Earobics Literacy Launch software with targeted (struggling readers) primary students.
- Continue the use of SRA Early Interventions in Reading as a supplemental reading intervention curriculum.
- Continue a home-reader program in kindergarten, first, and second grades
- Continue use of Read Naturally materials to increase fluency (Grades 2-5).
- Continue implementation of Waterford Reading Program (Grades K-1).
- Continue Great Leaps reading with targeted students
- Implement a range of ESE strategies/practices for identified students.
- Implement use of CRISS (Creating Independence through Student-owned Strategies) strategies.
- Continue use of QAR strategies with targeted students to extend comprehension strategies.
- Continue to provide students with a variety of genre materials (novels,

poems, historical fiction, Newsweek for Kids, Florida Studies magazines, etc.)

- Continue to teach and assess language skills at all grade levels, using Harcourt Trophies.
 - Continue strategies developed through the Reading Coach Grant at all grade levels.
 - Continue use of reading intervention software in the classrooms and computer lab to increase student practice in the area of reading.
 - Continue placing students at their instructional level in reading, monitoring progress, and providing resources at all grade levels.
 - Provide enrichment through above grade level placement
 - Provide tutoring to third grade students at risk of not passing FCAT Reading
- Review new basal reading series for the purpose of implementation in 2008-09
 - Attend state, regional or national conferences in reading if funds permit
 - Continue to instruct students in effective test taking strategies.
 - Develop career awareness through speakers, career research, non-fiction books on careers, and visitation of community members or into the community to visit tech and vocational centers
 - Continue to provide diagnostic information to teachers to assist students having difficulty meeting promotion requirements.
 - Continue to develop and implement Academic Improvement Plans for all students having difficulty meeting reading promotion requirements.
 - Continue daily 90 minutes school-wide reading block to facilitate flexible organization to ensure students are taught at their instructional level.
 - Continue implementation of Florida's Sunshine State Standards in daily reading lesson plans and document strategies on required Instructional Validity forms.
 - Continue school-wide Accelerated Reader program, RIF, Book Swap, Book It, Million Minutes of Reading and other programs to increase students' independent reading.
 - Continue to recognize student achievements at flag ceremonies.
 - Investigate providing extended school day or extended school year opportunities for targeted students working below district/state requirements (Grades 1-5).
 - Provide as-needed training for aides to ensure additional effective practice strategies under the direct supervision of the classroom teacher.
 - Provide training for teachers in the use of assessment results for improving instruction and instructional programs.
 - Provide information to parents on use of assessment results to improve student learning.
 - Reading Coach (If funded) will share DIBELS results with teachers (Grades K-3) at least three times during the school year. Strategies to improve student's growth will be discussed and inservice will be made available as needed.
 - Reading committee will meet regularly to discuss needs at various grade levels (materials, inservice, coaching, parent workshops, etc.)
 - Monitor all students using Harcourt theme, mid-book, and end of book tests. Test results are shared with the administrative staff and responsible teachers.

- Fluency checks will be monitored throughout the school year at all grade levels
- Implementation of Kagan teaching strategies will occur at selected grade levels
- Investigate resources for purchasing Kagan materials for classrooms
- Investigate resources for purchasing Leapfrog materials for classrooms
- Investigate the use of Lexile reading

Evaluation

Students will meet district/state/federal criteria: Fifty-eight percent (58%) of the total school population will score Level 3 or above on the FCAT Reading Assessment. OR The number of students scoring Level 3 and above on the FCAT Reading assessment will increase by ten percent (10%). AND Fifty-eight percent (58%) of the students in each identifiable subgroup will score Level 3 or above on FCAT Reading assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment.

OR

Students will meet locally defined criteria:

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

Research-based Programs

- Harcourt Trophies Reading Series
- DIBELS
- DAR
- Accelerated Reader
- Read Naturally
- Waterford
- COMPASS
- Academy of Reading
- Florida Studies Weekly
- Earobics
- Great Leaps
- SRA Early Interventions

Professional Development

- Refresher of technology components. (i.e. Earobics, Academy of Reading, Read Naturally, Waterford.)
- Training will be offered as needed in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).

- Training will be offered in additional tools for reading diagnosis.
 - Aides will receive training on effective practice strategies to use with students.
 - School reading committee will continue to monitor teachers needs for inservice
 - Teacher mentoring/coaching activities will follow training sessions to ensure full implementation.
 - Training in SRA Early Intervention materials
 - The TSA for Reading and the Director of Project Development explain the role of the coaches to administrators. Time logs are monitored. Any concerns about the use of a coach's time are discussed with the administrator of the school.
 - Training will be offered in Kagan teaching strategies, if available
- Attend regional or national conferences in reading if availble
- Investigate possibility of training in Lexile reading

Objective	The percent of students with disabilities achieving proficiency in reading will increase by 10%
Strategies	<p>All students with disabilities in grades 3, 4 and 5 will be monitored in reading in the following ways:</p> <ul style="list-style-type: none"> • all reading basal tests will be reviewed, • students will be given three FCAT simulation tests and results will be shared with parents. <p>Any student with disabilities scoring a Level 1 or 2 on FCAT will receive extra reading tutoring</p> <p>Identified students will be given fluency checks and assessed on DIBELS.</p> <p>Students will received test taking strategy interventions by the school counselor.</p> <p>Parents of identified students will be invited to conferences in September, November, and January. Parents will receive materials to use at home. Students can participate in AR and home reader.</p> <p>The school media specialist will monitor the progress of identified students using Accelerated Reader.</p>
Evaluation	AT least 47% of students with disabilities will meet the reading standard for proficiency
Research-based Programs	<ul style="list-style-type: none"> -Harcourt Trophies Reading Series -SRA Intervention -Great Leaps Reading -Accelerated Reader

Professional Development

- Refresher of technology components. (i.e. Earobics, Academy of Reading, Read Naturally, Waterford.)
- Training will be offered as needed in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).
- Training will be offered in additional tools for reading diagnosis.
- Aides will receive training on effective practice strategies to use with students.
- School reading committee will continue to monitor teachers needs for inservice
- Teacher mentoring/coaching activities will follow training sessions to ensure full implementation.
- Training in SRA Early Intervention materials
- The TSA for Reading and the Director of Project Development explain the role of the coaches to administrators. Time logs are monitored. Any concerns about the use of a coach's time are discussed with the administrator of the school.
- Training will be offered in Kagan teaching strategies, if available

Objective Strategies**Evaluation****Research-based Programs****Professional Development****Highly Qualified Instructors**

All teachers (grades kindergarten through grade five and support staff) meet the requirements for highly-qualified teachers. In addition, all reading teachers received training in the five components of reading. All instructional aides meet the requirements for highly-qualified personnel.

District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teaches who are exceptionally qualified. The district and individual schools provide extensive professional development. Stipends or substitutes are provided for teacher to participate in in-service training. All Teachers are encouraged to participate in professional development. Many principals are encouraging all teachers to pursue the reading endorsement.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Harcourt Trophies SRA EARly Interventions FCAT PRactice Materials Great Leaps	Title 1 District Textbook Funds	13000
Technology	Read Naturally Earobics Academy of Reading Waterford Reading Systems	Title 1 Advanced Placement District Grants	3600
Professional Development	--Remediation Strategies Lexile Training -- Kagan Instructional Strategies -- Effective Reading Strategies	Title 1 CREATE	8500
Other	--After-school reading tutorials --ESY --RIF Development of Home Reader program Leapfrog	Title 1 RIF Grant Grants	6000
Total:			\$31,100.00

Goal:	Mathematics
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Needs Assessment In 2006-07, 58% of third grade students, 77% of fourth grade students, and 72% of fifth grade students scored a 3 or above on FCAT Math Tests. However, 14% of third grade students, 12% of fourth grade students and 8% of fifth grade students scored a level 1 which is failing. Eighty-six percent of students tested met high standards in math and 79% showed learning gains. Sixty-eight percent of the lowest quartile made learning gains. All subgroups did not meet the requirements for AYP. Forty-eight percent of black students met the requirements, as well as 33% of students with disabilities.

Objective The school will meet academic achievement requirements for the federal/state/district defined adequate yearly progress and/or at least 80% of students will demonstrate mastery on instructional- level math basal cluster, unit, and/or end of book tests.

Strategies

- Investigate placement of all students at their instructional level.
- Provide enrichment through above grade level math placements
- Participate in GEMS workshops if available
- Continue to investigate software and materials to enhance basal math series and increase mastery of math Sunshine State Standards.
- Implement use of FACTMASTER, COMPASS, and/or Harcourt Math software in classrooms to increase student practice in the area of math.
- Investigate use of Great Leaps Math for disabled math students
- Continue to monitor students' progress through cluster and unit math tests and provide resources at all grade levels (including ESE).
- Continue to develop Academic Improvement Plans for all students (Grades K-5) not meeting math criteria for their grade level.
- Ensure at least a 60 minute math block is scheduled at all grade levels
- Continue implementation of Florida's Sunshine State Standards in daily math lesson plans and document strategies on required Instructional Validity forms.
- Investigate providing extended school day or school year opportunities for targeted students working below district/state requirements (Grades 3-5).
- Provide training for aides prior to working with targeted students.
- Continue monthly math committee meetings to discuss needs at various grade levels (materials, pacing, inservice, coaching, parent workshops, etc).
- Continue Everyday Counts Calendar Math curriculum to reinforce essential skills (Grades K-5).
- Investigate installation of Fact Master in the computer lab as an additional resource.
- Continue implementation of district-wide Harcourt math program at all grade levels.
- Continue district-wide math/science/technology magnet program for selected students in grades three, four and five
- Continue to implement K-5 pacing schedule as developed by the math committee

- Develop K-5 expectations for math fact memorization
 - Investigate use of math journals in each grade level
 - Begin development of expected math vocabulary at all grade levels and share with parents
 - Investigate types of math diagnostic tests for disabled math students
- INvestigate the Lexiles Quantiles system for math

Evaluation

Students will meet district/state/federal criteria: Sixty-two percent (62%) of the total school population will score Level 3 or above on the FCAT Mathematics assessment. OR The number of students scoring Level 3 or above on the FCAT Math assessment will increase by ten percent (10%). AND Sixty-two percent (62%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Mathematics assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Mathematics assessment

OR

Students will meet locally defined criteria: (Kindergarten through Grade 5) At least eighty-five percent (80%) of students demonstrate mastery on instructional level Harcourt Mathematics basal cluster, unit, and/or end of year tests.

Research-based Programs

- Harcourt Math series
- Compass software
- Great Leaps Math
- GEMS
- AIMS
- Everyday Counts Calendar Math

Professional Development

- Teachers (Grades 3-5) will review and practice State scoring for short and extended responses. Teachers will develop at least one short/extended response for each unit math test.
 - Teachers participating in summer 2007 GEMS workshops will share materials and techniques at all appropriate grade levels (kindergarten through grade five).
 - Inservice will be scheduled based on Math committee input and test data needs.
 - Review of effective math strategies and use of student time will be reviewed.
- Math committee will identify needs at each grade level and will schedule essential inservice opportunities to ensure state standards are mastered.
 - Newly hired teachers will be given an overview of Everyday Counts Calendar Math
 - Teachers will be trained in the math pacing calendar developed by the math committee
- Attend regional or national conferences or training in mathematics if available
Train teachers in Lexiles Quantiles system if available

Objective	The percentage of students with disabilities scoring a 3 or above on FCAT Math will increase by 10%.
Strategies	<p>All students with disabilities in grades 3, 4 and 5 will be monitored in math in the following ways:</p> <ul style="list-style-type: none"> • All math basal tests will be reviewed, • Students will be given three FCAT simulation tests and results will be shared with parents, • Any student with disabilities who scores a Level 1 or 2 on FCAT math in grades 3 or 4 will be given additional tutoring and invited to extended day tutoring, • Identified students will be given weekly computation checks, • Students will receive test taking strategy interventions by the school counselor, • Parents of identified students will be invited to conferences in September, November, and January. Parents will receive materials to use at home. Students will be encouraged to participate in the Math Superstars Program.
Evaluation	The percentage of students with disabilities who score a 3 or above on FCAT Math will increase by 10%.
Research-based Programs	<ul style="list-style-type: none"> • Harcourt Math Series • Everyday Counts Calendar Math
Professional Development	<ul style="list-style-type: none"> • Teachers will receive training in Everyday Counts Calendar Math and GEMS training when available. • The math committee will review pacing and assessment with all team members. • Teachers will participate in professional development as outlines in the general objective for math.

Objective	The percentage of African-American students scoring a 3 or above on FCAT Math will grow by 10%
Strategies	<p>--Targeted students will be invited to after school tutoring</p> <p>--Targeted students will be given remediation in math</p> <p>--Investigate the implementation of Momentum Math by Kaplan for targeted students</p> <p>--Teachers will implement Everday Counts Calendar Math daily for ongoing math review</p> <p>--Parents of targeted students will be contacted and informed of math requirements</p>

Evaluation The percentagae of African-American students reaching proficiency in math will increase by 10%

Research-based Programs --Harcourt Math
--Great Leaps Math
--Everyday Counts Calendar Math
--GEMS

Professional Development --Teachers will review year long math pacing
--GEMS
--Regional and National Training for teachers in math if available

Highly Qualified Instructors All classroom teachers are highly qualified to teach math.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Harcourt Math Everyday Counts Calendar Math, Gems Great Leaps Math, FCAT Practice Books, Math Dailies	Title 1 District Textbook Funds District Grants	8500
Technology	Fact Master, Compass, Waterford Math, Harcourt Math	Title 1 LOT	4100
Professional Development	Everyday Counts Calendar Math, Harcourt Math, Curriculum Development, Great Leaps Math, GEMS Lexiles Quantiles	Title 1 CREATE District	2500
Other	After-school tutorial sessions Committee Work Manipulatives	Title 1 Grants	5500
Total:			\$20,600.00

Goal:	Writing
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Needs Assessment In 2006-07, 75% of students scored at or above 3.5 on the FCAT Writing+ assessment. 65% of students scored at or above 4.0 on the FCAT Writing+ assessment. The 2006-07 mean Writing+ score was 303. Eighty-nine percent of students met the performance standards in writing which is a five percent drop from 2006.

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

Strategies

- Continue development of a school-wide approach to writing instruction which includes rubric scoring consistent across grade levels, Just Write curriculum, and team-level scoring of graded prompts.
- Continue direct instruction in district adopted D'Nealian handwriting (Grades K-5) and implement criteria in all student-handwritten assignments.
- Begin cursive writing in third grade.
- Begin development of FCAT- formatted conventions assessments for third and fourth graders.
- Begin alignment of students' mastery of targeted skills towards State requirements at all grade levels.
- Investigate students publishing a classroom book in the primary grades and individual books in the upper grades to demonstrate their writing skills.
- Continue grading practices in spelling which include weekly dictation sentences.
- Investigate development of rubric scoring on all written assignments in all content areas to include: focus, organization, support and conventions.
- Scored writing pieces will be completed (Grades 1-5) weekly and be part of the student's writing grade.
- Investigate rubric scoring of writing prompts in kindergarten.
- Continue the development of Academic Improvement Plans for students not meeting promotion requirements in the area of writing.
- Recognize students at Flag Ceremonies for writing achievement (score of 5 or 6) on Foster FCAT and Florida Writing+ assessments.
- Investigate creating a condensed rubric form to attach to written assignments for direct feedback to students

Investigate the use of Lexile rubrics for scoring writing

Evaluation Students will meet district/state/federal criteria: Ninety percent (90%) of the total school population will score Level 3.0 or above on the FCAT Writing assessment. OR the number of students in the total population scoring Level 3.5 or above on the FCAT Writing will increase by one percent (1%). AND Ninety percent (90%) of the students in each identifiable subgroup will score Level 3.5 or above on the FCAT Writing assessment. OR The number of

students in that subgroup scoring Level 3.5 or above on the FCAT Writing assessment will increase by one percent (1%).

OR

Students will meet locally defined criteria: At least eighty percent (80%) of students increase their in-school writing skills as measured on the Alachua County School's Writing Folder.

Research-based Programs

Just Writes Curriculum, K-5

Professional Development

- Work with district-based Title 1 TSA on grade level criteria in the area of writing to meet the State's requirements for success.
 - Provide training in Just Writes writing curriculum (grades 1-5) and writing pacing
 - Provide training in grade-level rubric scoring.
 - Provide practice in rubric scoring and reteaching strategies to foster student growth
- Investigate possibility of training in Lexile rubrics for writing
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Just Writes! K-5	Title 1	500
Technology			0
Professional Development	District TSA Inservice Writing Curriculum Inservice	District Title 1 CREATE	2500
Other	Writing Curriculum Development	Title 1	1500
Total:			\$4,500.00

Goal:	Science
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Needs Assessment In 2006-07, Stephen Foster Elementary's mean scale score was 338 compared to a district mean scale score of 312 and a state mean scale score of 302 on FCAT Science tests. Eighty-two percent of students met high standards in science.

Objective The school's scale score on Grade 5 2008 FCAT Science will equal or exceed the statewide average score.

Strategies

- Continue assessment and alignment of the Sunshine State Standards.
- Continue implementation of district-wide math/science/technology magnet for selected third, fourth and fifth grade students.
- Continue to utilize science lab and lab teacher for magnet and fifth grade science
- Implement Scott-Foresman science curriculum at all grade levels
- Continue to implement hands-on science curriculum at all grade levels
- Investigate scheduling to allow non-magnet students access to the science lab.
- Investigate science /buddy teaching to introduce primary grades to lab environment
- Participate in the Math and Science Partnership Grant from the Florida Department of Education (if available) and increase students' involvement (Grades 3-5) in GEMS curriculum.
- Implement alignment of AIMS curriculum in primary grades
- Investigate after-school science club for fifth graders.
- Continue to investigate strategies to interweave math and science curriculum requirements at all grade levels.
- Investigate a school-wide, hands-on science day that addresses some of the Sunshine State Standards.
- Continue implementation of STC, FOSS, and/or Journey North.
- Implementation of Sunshine State Standards in daily lesson plans and document strategies on required Instructional Validity forms.
- Include questioning strategies to address higher order thinking in daily lesson planning and delivery
- Continue to offer Summer Institute for incoming magnet student
- Develop a school-wide nutrition education scope and sequence
- Implement a school-wide science unit as part of the Educational Technology grant
- Investigate implementing a school-wide weather based science/' technology project utilizing resources from the ETT grant

Evaluation The 2008 Grade 5 Sunshine State Standards FCAT Science will equal or exceed the statewide average scale score.

Research-based

- Scott-Foresman series

- Programs**
- GEMS
 - AIMS
 - GLOBE

- Professional Development**
- Teachers in grades four through five will review State scoring for short and extended responses. Teachers will develop short/extended response questions for each science unit and apply the rubric scoring.
 - Teachers participating in summer 2007 GEMS workshops will share materials and techniques at all appropriate grade levels (kindergarten through grade five).
 - Effective science strategies and use of student time will be reviewed.
 - The science committee will identify needs at each grade level and will schedule essential inservice opportunities to ensure state standards are mastered.
 - All teachers will receive training in GLOBE and the integrated unit of study as developed through ETT

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

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Fla. Educational Tools FCAT Practice	Title 1	950
Technology	Brainpop ETT Resources	District ETT Grant	16000
Professional Development	GEMS	District	2000
Other	Science Club Digital Scales Science Lab Teacher Summer Science Institute Butterflies, seeds	Grants District	50642
Total:			\$69,592.00

Goal:	Parental Involvement
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Needs Assessment According to the 2006-07 School Climate Survey, 97% of staff feel that parents are informed/involved in school activities. 83% of parents feel that parents are informed/involved in school activities

Objective Provide opportunities for parents/guardians to become active partners in their child's educational experience. One hundred percent of targeted students' parents will be invited to participate in developing their child's Academic Improvement Plan or Individual Educational Plan.

Strategies

- Continue parent information meetings on the Academy of Math, Science and Technology
- Continue a home-reader program in kindergarten, first and second grades
- Purchase folders for home-school communication. Folders will be imprinted with school information and important dates and will serve as a daily/weekly communication tool.
- Continue to send home invitations during the summer informing parents of "Meet Your Child's Teacher" date and time.
- Inform all students' parents of their child's progress towards district and state requirements through Academic Improvement Plans, progress reports, report cards, Individual Education Plans, end of book reading reports, school-based Sunshine State Standards assessments, teacher-generated weekly/monthly reports, and conferences.
- Continue to inform parents of events and news through the weekly Steamer newsletter.
- Parents are invited to attend school-wide flag ceremonies which celebrate students' accomplishments in academics, music, art, and physical education.
- Continue to offer parent workshops and materials that can be used at home to reinforce essential skills for success in the areas of reading, writing, and math.

Plan two Title 1 parent meetings in the first semester

- Continue to invite parents to take an active role in co-developing Academic Improvement Plans or Individual Educational Plans for identified students.
- Provide assistance from the school nurse for parents of at-risk students with appropriate outside medical contacts.
- The principal will continue to notify parents of instructional staff's qualifications.
- Invite parents of third through fifth graders to an after-school or Saturday workshop to assist their child in preparing for state testing.
- Continue to involve parents in their child's education through Math Super Star Program, Book-It, Accelerated Reader, Million Minutes of Reading, and teacher-assigned home activities.
- Distribute grade level or team level newsletters to inform parents of upcoming events and units of study.
- Continue to update Stephen Foster's website to keep parents informed of events

Distribute and discuss the Title 1 Compact specifying responsibilities

of all interested parties to parents and invite them to participate in Title 1 planning.

Distribute Parent Rights and Parent Involvement Plan.

- Send a copy of the Alachua County Public Schools Student Code of Conduct to all parents.
 - Invite all parents to an annual Title 1 parent planning meeting
 - Survey all parents regarding services which would be beneficial to them
 - Ensure parent materials are available in alternate languages for ESOL students
 - Inform parents of students not meeting promotion requirements through the report card, AIP and parent conferences
- Parent information items will be made available in alternate languages

Evaluation One hundred percent of parents will participate in a conference or parent involvement activity

Research-based Programs Skills for School Success

Professional Development Team-level meetings to review strategies for effective use and implementation of the Skills for School Success Parent Communicaton calendar.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development			0
Other	Home school liaison (.25) Parent involvement materials and after school or Saturdayconferences or workshops Parent Folders Home Reader Program Parent Resource Room Student Binders	Title 1	5000
Total:			\$5,000.00

Goal:	Return on Investment
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Needs Assessment

Goal:	School Safety and Discipline Strategies
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Needs Assessment

Objective Strategies	<p>Continue to Implement Project Achieve to decrease student discipline rates</p> <ul style="list-style-type: none"> • School safety committee will meet monthly to review all safety concerns. • All new staff members will receive training on student and staff safety and safety drills. • Monthly safety drills will be conducted for fire; additional drills for extreme weather, bomb and unwanted visitors will be conducted. • School-wide discipline plan and classroom discipline plans will be monitored by the school behavioral resource teacher. • Continued implementation of the Project Achieve and Alachua Schools Build Character (ABC) Education program. • Inservice all new staff members on safety procedures • Continue to revise the School-level Crisis Plan • Update and distribute the emergency contact tree • Ensure radios are in working order for emergency team members • Investigate implementation of Peaceful Playground curriculum
Evaluation	School climate survey will show that 90% or more of respondents believe the school has a safe environment
Research-based Programs	Project Achieve Social Skills
Professional Development	<p>Review all staff members on crisis plan and evacuation plans</p> <p>Review social skills curriculum and weekly skills with all instructional staff</p>

Goal:	Technology
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Needs Assessment Less than 50% of instructional staff members are equipped with Smartboard technology.

Objective Strategies Increase student and teacher access to multiple forms of technology.

- The school will continue to find and use resources to add intervention software for reading and math; and increase the number of Smartboards to classroom teachers.
- The technology committee will meet monthly to review school needs and training plan.
- The technology committee members will meet with teacher teams to provide tech support.
- Both introductory and advanced training will be made available to all teachers in use of equipment and software programs for student interventions.
- Teachers will implement the software programs of Accelerated Reader, Soliloquy, Classworks, Academy of Reading, Waterford Reading, and Read Naturally.
- All teachers will have access to internet technology and the computer lab for student interventions
- The school will increase the purchase of Smartboards by at least 10% each year.
- Technology Committee will continue to review on-line planning tools and grade books for teachers.

-Instructional staff members will participate in ETT grant and implement components as required
 -A .5 teacher will be assigned to develop and teach technology skills to magnet students

Evaluation All teachers will show increased use of technology in classrooms. One hundred percent of students will have access to technology

Research-based Programs Software programs used for sstudent interventions include:
 Earobics
 Compass
 Waterford Reading Systems
 Accelerated Reader
 Academy of Reading
 Factmaster

Professional Development Training on Powerpoint and EXCEL
 Training on district based attendance, grading and lesson planning tools

ETT training
Smartboard training
Digital Educator training
Attend state conference on technology

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)			0
Technology	Computers SMART Boards Brainpop OnCourse	Title 1 District ADV SRP Technology	10000
Professional Development	SmartBoard Training Software Training Technology Training	District School Technology Budget Title 1 Advanced Placement	5000
Other			0
Total:			\$15,000.00

Goal:	Student Health and Fitness
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Needs Assessment

Objective Improve students' overall fitness and health and implement State requirements for physical activity

Strategies

- • The school will continue to provide training in CPR and first aid
- Students will be able to participate in a before school jogging program.
- Students will receive PE related activities for no less than 150 minutes per week.
- All students will be screened for vision and hearing by the school nurse
- All student health records will be reviewed and teachers made aware of health concerns
- The school clinic and nurse will help parents to access health care, including insurance programs available to students
- The school's Wellness Committee will establish and monitor wellness activities and implement the District's wellness policy

Investigate the establishment of a Peaceful Playgrounds on campus

Evaluation At least 50% of students will participate in morning jogging program.

Research-based Programs

Professional Development

- Orient staff to State requirements for P.E. and physical activity
- Review the with use of Peaceful Playgrounds concept with staff
- Overview Wellness activities with all staff

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The Stephen Foster Elementary School Advisory Council (SAC) is the sole body responsible for final decision making related to the implementation of Sections 1001.42(16) and 1008.345, FS. (school improvement)

Stephen Foster's School Advisory Council consists of ten members. Members are nominated and/or volunteer for service on the SAC and are then voted upon by the constituency they represent. The committee includes three parents, three community members, three instructional staff and one non-instructional member.

Although the principal and assistant principal are not voting members of the SAC, they are active members who attend all meetings and give updates of the school throughout the year. The committee meets from four to six times per year and assists in the implementation of the School Improvement Plan. The SAC contributes to the development of the School Improvement Plan by reviewing and adding to the plan during its development. The SAC approves the final version of the School Improvement Plan prior to final adoption by the school.

Title I Requirement:

PL 107-110Sec. 1116(a)(3)(B)(ii)

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Harcourt Trophies SRA EARly Interventions FCAT PRactice Materials Great Leaps Mathematics: Harcourt Math Everyday Counts Calendar Math, Gems Great Leaps Math, FCAT Practice Books, Math Dailies Writing: Just Writes! K-5 Science: Fla. Educational Tools FCAT Practice Parental Involvement: Technology:	Reading: Title 1 District Textbook Funds Available: \$13,000.00 Mathematics: Title 1 District Textbook Funds District Grants Available: \$8,500.00 Writing: Title 1 Available: \$500.00 Science: Title 1 Available: \$950.00 Parental Involvement: Available: \$0.00 Technology: Available: \$0.00	\$22,950.00
Technology	Reading: Read Naturally Earobics Academy of Reading Waterford Reading Systems Mathematics: Fact Master, Compass, Waterford Math, Harcourt Math Writing: Science: Brainpop ETT Resources Parental Involvement: Technology: Computers SMART Boards Brainpop OnCourse	Reading: Title 1 Advanced Placement District Grants Available: \$3,600.00 Mathematics: Title 1 LOT Available: \$4,100.00 Writing: Available: \$0.00 Science: District ETT Grant Available: \$16,000.00 Parental Involvement: Available: \$0.00 Technology: Title 1 District ADV SRP Technology Available: \$10,000.00	\$33,700.00

Professional Development	Reading: --Remediation Strategies Lexile Training -- Kagan Instructional Strategies --Effective Reading Strategies Mathematics: Everyday Counts Calendar Math, Harcourt Math, Curriculum Development, Great Leaps Math, GEMS Lexiles Quantiles Writing: District TSA Inservice Writing Curriculum Inservice Science: GEMS Parental Involvement: Technology: SmartBoard Training Software Training Technology Training	Reading: Title 1 CREATE Available: \$8,500.00 Mathematics: Title 1 CREATE District Available: \$2,500.00 Writing: District Title 1 CREATE Available: \$2,500.00 Science: District Available: \$2,000.00 Parental Involvement: Available: \$0.00 Technology: District School Technology Budget Title 1 Advanced Placement Available: \$5,000.00	\$20,500.00
Other		Reading: Title 1 RIF Grant Grants Available: \$6,000.00 Mathematics: Title 1 Grants Available: \$5,500.00 Writing: Title 1 Available: \$1,500.00 Science: Grants District Available: \$50,642.00 Parental Involvement: Title 1 Available: \$5,000.00 Technology: Available: \$0.00	\$68,642.00

	<p>Reading: --After-school reading tutorials --ESY --RIF Development of Home Reader program Leapfrog</p> <p>Mathematics: After-school tutorial sessions Committee Work Manipulatives</p> <p>Writing: Writing Curriculum Development Science: Science Club Digital Scales Science Lab Teacher Summer Science Institute Butterflies, seeds</p> <p>Parental Involvement: Home school liaison (.25) Parent involvement materials and after school or Saturdayconferences or workshops Parent Folders Home Reader Program Parent Resource Room Student Binders</p> <p>Technology:</p>		
		Total:	\$145,792.00

Eight of the nine goals of the school improvement plan were met. The goal of writing was not met by 1%.

Goal 1-Reading

Goal Statement-Reading

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

Results- Eighty-seven percent of students scored at or above a level 3 on FCAT Reading.

Goal 2-Math

Goal Statement-Math

Fifty percent of students will score at/or above the proficiency level of three on the math portion of the FCAT.

Results- Eighty-five of students scored at or above a level 3 on FCAT Math.

Goal 3-Writing

Goal Statement-Writing

The school will meet district/federal criteria in writing.

Results: Eighty-nine percent of students met the criteria in writing. This missed the requirement of 90% by 1%

Goal 4-Science

Goal Statement -Science

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

Results: .The state scale score in science was 302, the district was 312 and Stephen Foster's was 338, far exceeding the goal. Eighty-two percent of Stephen Foster's fifth grade students met or exceeded proficiency in science

Goal 5-Parent Involvement

Goal Statement-Parent Involvement

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

Results-Multiple opportunities were provided to parents throughout the year including conferencing, parent meetings and workshops and parent activity nights.

Goal 6-Safety and Environment

Goal Statement-Safety

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

Results: Climate surveys indicate 97% of staff and 87% of parents believe the school sets high expectations for behavior and academics. Additionally 94% of staff and 87% of parents believe that school is a safe place.

Goal 7-Air Quality

Goal Statement-Air Quality

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

Results: All air quality has been monitored monthly.

Goal 8-Health

Goal Statement- Health

Improve students' overall fitness and health.

Results: Over 50% of student population participated in the morning jogging program.

Goal 9-Technology

Goal Statement-Technology

Increase teacher access to technology for the classroom and inservices.

Results: All teachers have computer and internet access in rooms. The percent of teachers with Smartboards has risen to 40% of instructional staff.

Members**Signature**

- 1) Dr. Darla Boyd , Principal
- 2) Bill Davis , Community Member
- 3) Jim Kuhn , Assistant Principal
- 4) Henry Langston , Community Member
- 5) Liz Stark , Community Member
- 6) Sharon Fletcher , Teacher
- 7) David Javsicas , Teacher
- 8) Jillian Keating , Teacher
- 9) Kimberly McNeill , Parent
- 10) Colleen Strickland , Parent
- 11) Janet Jordan , Parent
- 12) Jared Taber , School Support Personnel
