Polk County Public Schools

James E. Stephens Elementary School

2015-16 School Improvement Plan

James E. Stephens Elementary School

1350 MAPLE AVE N, Bartow, FL 33830

http://schools.polk-fl.net/stephens

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	C

Preliminary 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 Polk 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 with a grade of F within the prior two years. 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.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide high quality education in a supportive environment that will develop life long learners.

Provide the school's vision statement

To provide a supportive environment where stakeholders will perform to their fullest potential and leave with the necessary tools to become productive, caring and responsible citizens.

School Environment

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

James E. Stephens Elementary holds various parent involvement activities throughout the school year where staff members, parents, and students interact with one another. James E. Stephens Elementary is a neighborhood school with a small population allowing staff members an opportunity to learn about students and their backgrounds. We create opportunities to participate in a number of activities that celebrate various cultures and promote family involvement.

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

James E. Stephens Elementary is a Positive Behavior Support school. Students and staff members are trained in and follow a set of core school expectations. Staff members promote a risk-free environment for all stakeholders by reinforcing positive behavior instead of focusing on negatives. James E. Stephens Elementary staff members and students participate in safety drills in collaboration with the District Safe Schools Department. Additionally, there is a team of staff members specifically certified in Nonviolent Crisis Intervention.

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

As a Positive Behavior Supports school, staff members at James E. Stephens Elementary receive training throughout the year on strategies for minimizing distractions to keep students engaged during instructional time. Among these strategies we utilize school-wide expectations including classroom rules, effective consequences, behavior tracking forms, and protocol aligned to the District Code of Conduct.

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

James E. Stephens Elementary has various services in place to meet the social-emotional needs of all students. As part of our staff we have a School Psychologist, Guidance Counselor, Social Worker, and team of staff members trained in Nonviolent Crisis Intervention. We also have several staff members who volunteer to mentor students participating in the school's Check In, Check Out behavior intervention.

James E. Stephens Elementary partners with various community organizations to assist our families with school supplies, holiday gifts, clothing and food.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

N/A

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	2	1	0	1	0	7
One or more suspensions	1	1	2	1	4	1	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	5	23	28

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	4	1	9	13	29

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

Students identified by the early warning intervention system will be discussed by the PSLT and interventions will be put into place to include: Mentoring, Triple I interventions, Attendance Contracts and tutoring.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

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

Description

It is expected that there will be at least a three percentage point increase this school year.

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

James E. Stephens Elementary has a partnership with the United Way Reading Pals program which benefits Kindergarten students. Reading Pals provide children exposure to quality literature. The United Way Reading Pals program donates books to Kindergarteners twice a year. We also partner with AmeriCorps which benefits Kindergarten through Third Grade students by tutoring them in Reading.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
HALL, CHANDRA	Principal
Leadership, Team	Assistant Principal
Breiter, Lee	Instructional Coach
Palmer, Heather	Instructional Coach
Whitener, Lori	Instructional Coach
Quirk, Elizabeth	Assistant Principal

Duties

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

The administration provides a common vision for the use of data-based decision–making by modeling and monitoring the Problem Solving Process at all levels. Administrators ensure the fidelity of instructional practices and strategies. Administrators provide and participate in professional learning to support the success of the school. Additionally, administrators utilize various strategies to effectively communicate with stakeholders.
The School Psychologist participates in the collection, interpretation, and analysis of data that aides in the development of academic and behavioral intervention plans.
School-Based Coaches provide instructional support and professional development to teachers in core subjects. Instructional coaches facilitate the teachers' disaggregation of student data and collaborate with teachers to assist with planning and instruction.

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

The School Based Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the Eight Step Problem Solving Process during weekly meetings.
The MTSS Behavior Team meets monthly to analyze school-wide behavior data and monitor the fidelity of the Positive Behavior Support plan.
The MTSS Academic Team meets regularly to analyze school-wide academic data, intervention implementation, as well as Tier 2 and Tier 3 data for individual students.

These three teams work together to identify students meeting or exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be completed throughout the year utilizing available data sources to assist teachers in developing evidence based intervention strategies for high risk students.

Title I-Part A funds school-wide services to James E. Stephens Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic needs. This program can provide after-school instructional programs, supplemental instructional materials, instructional coaches, technology for students, professional development for staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C - Migrant: Migrant students enrolled at James E. Stephens Elementary will be assisted by the school and by the District Migrant Education Program (MEP) as needed. Students will be prioritized by the MEP for supplemental services based on need and migrant status.

Title 1, Part D: N/A

Title II: Professional development resources are available to James E. Stephens Elementary through Title II funds. In addition, School Technology Services provides technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III: Provides supplemental resources for English Language Learners (ELL) and their teachers in Title 1 schools, as well as professional learning opportunities for school staff.

Title X - Homeless: The Hearth Program, funded through Title X, provides support for identified homeless students. Title 1 provides support for this program, and many activities implemented by the Hearth Program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title 1, Part C.

Supplemental Academic Instruction (SAI): James E. Stephens can access SAI funds as there are made available by the District.

Violence Prevention Programs: Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying and suicide prevention.

Nutrition Programs: James E. Stephens Elementary is part of the Community Eligibility Opportunity grant that provides free breakfast and lunch for all students.

Housing programs: Students with housing needs are referred to the Homeless Student Advocate.

Head Start: A Head Start Program is housed on our campus. Resources are provided to the program to assist in the transition of students from pre-K to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Chandra Hall	Principal
Lee Breiter	Teacher
Consheryl Adams	Parent
Kristen LeFan	Business/Community
Mariluz Vega	Parent
Elizabeth Quirk	Education Support Employee
Cathy Burton	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC will be meeting during the month of October to evaluate last year's school improvement plan.

Development of this school improvement plan

The SAC will review the SIP Goals at the second meeting. Opportunities for recommendations and input will be provided through out the year using problem solving process (data analysis).

Preparation of the school's annual budget and plan

The SAC budget preparation process with consist of a review of the school's budget/plan during the first SAC Meeting. Members will be provided an opportunity to share input at this time.

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

School improvement funds are being handled by the District Office of Polk Schools.

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

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

Continued efforts in recruiting.

Literacy Leadership Team (LLT)

Membership:

Name	Title
HALL, CHANDRA	Principal
Palmer, Heather	Instructional Coach
Breiter, Lee	Instructional Coach
Whitener, Lori	Instructional Coach
Quirk, Elizabeth	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

-Meet and discuss/address issues related to literacy.
-Facilitate professional development related to best practices in reading. (i.e.Reading Wonders, Language --
Literacy Intervention during Triple I, Accelerated Reader)
-Implementation of the progress monitoring of reading data.
-Continued professional development and implementation of Problems Solving Model.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers at James E. Stephens Elementary have multiple opportunities to plan collaboratively and develop collegial relationships. Grade levels have common planning time which provides teachers with the opportunity to collaborate and plan standards based lessons.

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

Use of electronic Recruiting and Hiring System.
Use of district level staff in Human Resource Department to monitor certification and equity compliance.
Development of in house selection committee comprised of members of the school community.
Professional Development opportunities in house and at district level for new teachers TIPS and NEO (new employee orientation programs).

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

When possible, mentors are assigned based on content area and professional expertise. New teachers and teachers new to Stephens will meet with their mentors regularly to ensure smooth transitions.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Core instructional programs and materials are provided by the District. Materials are aligned to Florida Standards.

Instructional Strategies

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

James E. Stephens Elementary will use FSA data, progress monitoring data, and work samples as indicators to determine which students are in need of additional support in the classroom. Additionally, the staff continuously monitors student data (qualitative/quantitative) to ensure that all students' needs are met. Students exhibiting needs meet for small group instruction.

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: Summer Program

Minutes added to school year: 12,000

Stephens was a summer school site this past year. We also provided before and after school tutoring to targeted students.

Strategy Rationale

Students experiencing difficulty meeting standards or in need of additional support will be provided an opportunity to participate in these programs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Administrative, Team, stephenselementary@polk-fl.net

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

3rd grade portfolios, work samples, progress monitoring data, beginning/end of program benchmark

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All incoming Kindergarten students are assessed via a pre-screening tool prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional programs. This screening tool assesses basic skills/school readiness, oral language, and print/letter knowledge. Additionally, classroom teachers administer the state readiness test (FLKRS) and FAIR within the first thirty days of school. Various data will be used to plan daily academic and social-emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Students are also given ongoing assessment three times per year which evaluates their knowledge base and allows the teacher to plan instruction according to students' needs.
The importance of attending school and completing school begins in the Pre-K years in order to assist with Drop Out Prevention. Our school has one Pre- K unit with 10 students. We also have one ESE Pre-K unit.

College and Career Readiness

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

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

NA

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.   James E. Stephens Elementary will implement a system to support planning and delivery of standards-based instruction to include effective instructional strategies with ongoing monitoring and feedback.

G2.   James E. Stephens Elementary will foster a culture of high expectations and accountability for all stakeholders.

Strategic Goals Detail

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

G1. James E. Stephens Elementary will implement a system to support planning and delivery of standards-based instruction to include effective instructional strategies with ongoing monitoring and feedback. `1a`

🔑 G073296

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal `2`

- School-Based Instructional Coaches (Reading, Math, Science)
- Regional-Based Instructional Coach (Science, Reading, Math)
- Resources aligned to Florida Standards
- Test Item Specs
- James E. Stephens Core Principles
- Learning Maps aligned to Florida Standards
- Facilitated collaborative planning and James E. Stephens Collaborative Planning Protocol
- FSA Sample Test
- Administrators

Targeted Barriers to Achieving the Goal `3`

- Instructional planning and delivery (unfamiliar with standards and lack of content knowledge, collaborative planning, instructional framework and instructional strategies)

Plan to Monitor Progress Toward G1. `8`

Lesson plans, classroom data sheets, feedback during data chats

Person Responsible
Team Administrative

Schedule
Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion
Meeting minutes and walk through data, data sets

G2. James E. Stephens Elementary will foster a culture of high expectations and accountability for all stakeholders. `1a`

🔍 G073297

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal `2`

- Book: Teach Like a Champion by Doug Lemov
- James E. Stephens Elementary Core Principles document
- Book: Equity Audits in the Classroom by Kathryn McKenzie
- Rita Pierson videos

Targeted Barriers to Achieving the Goal `3`

- Low expectations and ownership among stakeholders
- Lack of understanding of cultural differences and fixed mindsets

Plan to Monitor Progress Toward G2. `8`

Administrators will conduct climate surveys of the staff and analyze EPC 4a

Person Responsible
Team Administrative

Schedule
Semiannually, from 9/30/2015 to 6/10/2016

Evidence of Completion
Data from both climate surveys and Journey Data tied to EPC 4a.

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. James E. Stephens Elementary will implement a system to support planning and delivery of standards-based instruction to include effective instructional strategies with ongoing monitoring and feedback. `1`

🔍 G073296

G1.B1 Instructional planning and delivery (unfamiliar with standards and lack of content knowledge, collaborative planning, instructional framework and instructional strategies) `2`

🔍 B191528

G1.B1.S1 Build capacity regarding content knowledge and standards `4`

🔍 S202999

Strategy Rationale

Without this knowledge you cannot deliver and plan instruction needed.

Action Step 1 `5`

Teachers will unpack standards with Administrators and Instructional Coaches during collaborative planning sessions using revised pre-planning form as outlined in collaborative planning agenda.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Sign in sheets, pre-planning checklist, standards-based lesson plans, collaborative planning agenda

Action Step 2 `5`

Instructional Coaches will assist teachers in finding ways to locate resources that will support them in developing a deeper understanding of the content.

Person Responsible

Coaches Instructional

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Lesson plans and instruction

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

An agenda and sign in sheets will be utilized during collaborative planning sessions.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Agenda and sign in sheets collected and filed with PD documentation in Assistant Principal's office. Pre-planning checklists will be attached following discussion.

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

Lesson plans will be checked by administrators weekly; pre-planning checklists will be discussed during planning.

Person Responsible

Team Administrative

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Teachers will turn in standards-based lesson plans weekly with necessary components using One Note.

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

Formal and informal observations will be conducted by members of the Leadership Team.

Person Responsible

Team Leadership

Schedule

Daily, from 8/25/2015 to 6/10/2016

Evidence of Completion

Anecdotal notes, check sheets, Journey reports (Administrators only), CWT Tally

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

Journey Reports

Person Responsible

Team Administrative

Schedule

Biweekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

EPC documentation by administration via Journey reports and other forms of documentation of feedback.

G1.B1.S2 Communicate and support clear expectations for instructional planning and delivery. `4`

🔧 S203000

Strategy Rationale

To ensure quality instruction across all content areas and grade levels which will impact student achievement.

Action Step 1 `5`

A lesson planning protocol will be developed to provide clear expectations for collaborative planning.

Person Responsible

Team Leadership

Schedule

On 8/18/2015

Evidence of Completion

Final draft of Lesson Planning Protocol

Action Step 2 `5`

A PLC will be facilitated by Principal to share Lesson Planning Protocol with teachers.

Person Responsible

CHANDRA HALL

Schedule

On 8/26/2015

Evidence of Completion

Sign in sheets and Lesson Planning Protocol document

Action Step 3 `5`

In PLCs, Instructional Coaches will facilitate and model how to transfer pre-planning information onto the lesson plan template.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/31/2015 to 9/25/2015

Evidence of Completion

Sign in sheets and completed lesson plan

Action Step 4 `5`

Teachers and leadership team will continue the collaborative planning model.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Sign in sheets from planning session and lesson plans

Action Step 5 `5`

The Leadership Team will develop a protocol for their own participation during collaborative planning sessions.

Person Responsible

Team Leadership

Schedule

On 8/18/2015

Evidence of Completion

Protocol Document

Action Step 6 `5`

Instructional coaches will provide support and resources to assist teachers with instructional delivery.

Person Responsible

Coaches Instructional

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Coaches log

Action Step 7 `5`

A PLC will be facilitated by Instructional Coaches to provide teachers with information regarding the use of Accountable Talk in their whole-group instruction and within their collaborative structures.

Person Responsible

Team Leadership

Schedule

On 9/22/2015

Evidence of Completion

Sign in sheet, agenda, presentation

Action Step 8 `5`

A PLC will be facilitated by the math coach regarding the 5E Model to include an activity.

Person Responsible

Lori Whitener

Schedule

On 10/6/2015

Evidence of Completion

sign in sheet, agenda, presentation (plans and instruction will reflect)

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

Observations and plans will reflect

Person Responsible

Team Leadership

Schedule

Daily, from 8/31/2015 to 6/10/2016

Evidence of Completion

Anecdotal notes and Journey reports as well as plans

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

Walk through data

Person Responsible

Team Leadership

Schedule

Daily, from 8/25/2015 to 6/10/2016

Evidence of Completion

Anecdotal notes, meeting minutes, checklists, Journey reports

G1.B1.S3 Build capacity regarding data analysis and data-driven decision making. `4`

Strategy Rationale

🔍 S203001

To empower teachers to make data-driven decisions and monitor effectiveness of their instruction.

Action Step 1 `5`

Display data in common planning area or project/display during meetings.

Person Responsible

Team Leadership

Schedule

Biweekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Data Wall, Data Platform

Action Step 2 `5`

During collaborative planning we will frequently reference data to drive our planning and instruction.

Person Responsible

Team Leadership

Schedule

Biweekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Small Group Plans

Action Step 3 `5`

The Leadership Team will analyze data on a consistent basis.

Person Responsible

Team Leadership

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Meeting minutes

Action Step 4 5

The Leadership Team will develop classroom data sheets that will be completed by teachers to document classroom data.

Person Responsible

Team Leadership

Schedule

On 9/23/2015

Evidence of Completion

Classroom data sheet

Action Step 5 5

Teachers will utilize data platform and school-based data to drive instructional plans/activities.

Person Responsible

Team Leadership

Schedule

Biweekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

lesson plans to reflect spiral review of standards, assessment calendars, assessment results

Action Step 6 5

Teachers will participate in professional development during the month of November on types of data available, how to retrieve data (to include platform) and how to utilize each for decision making.

Person Responsible

Team Leadership

Schedule

Weekly, from 11/3/2015 to 11/18/2015

Evidence of Completion

Agendas, presentations, and sign in sheets

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

Include data analysis as a weekly section of the Leadership Team meeting agenda.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/26/2015 to 6/10/2016

Evidence of Completion

Meeting minutes and agendas

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

Lesson plans will reflect small group planning driven by data.

Person Responsible

Team Administrative

Schedule

Monthly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Lesson plans

G1.B1.S4 Build capacity by providing assistance using the coaching cycle as applicable. [4]

S203002

Strategy Rationale

To provide teachers the support via co-teaching, modeling and feedback.

Action Step 1 [5]

Teachers will receive additional support outside of collaborative planning using the coaching cycle.

Person Responsible

Coaches Instructional

Schedule

Monthly, from 8/25/2015 to 6/10/2016

Evidence of Completion

coaching logs, feedback

Action Step 2 [5]

Provide professional development on effective instructional strategies.

Person Responsible

Coaches Instructional

Schedule

Every 3 Weeks, from 9/22/2015 to 6/10/2016

Evidence of Completion

Agendas, sign in sheets, follow up activities/artifacts, non-evaluative observations with feedback from coaches, evaluative observations and feedback from administration.

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

Instructional coaches will provide updates on progress of the process during leadership; teachers will also provide updates during data chats & feedback sessions.

Person Responsible

Team Administrative

Schedule

On 6/5/2015

Evidence of Completion

Agendas & Sign in sheets, coaching logs, classroom walk throughs, teacher reflection forms

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

Review coaching logs, calendar invites for support, and discuss supports during leadership team meetings.

Person Responsible

Team Administrative

Schedule

Weekly, from 8/29/2016 to 8/29/2016

Evidence of Completion

Coaching logs, leadership minutes, leadership agendas, teacher reflections, PD and planning agendas

G2. James E. Stephens Elementary will foster a culture of high expectations and accountability for all stakeholders. 1

G073297

G2.B1 Low expectations and ownership among stakeholders 2

B191531

G2.B1.S1 Implementation of 49 Essential Techniques 4

S203006

Strategy Rationale

Through the book study of "Teach Like a Champion," teachers will implement various strategies throughout the school year that will result in higher expectations for students.

Action Step 1 5

Instructional staff new to Stephens will read and reflect on the 49 Essential Techniques from the book, Teach Like a Champion. Those returning will reference as needed.

Person Responsible

Team Leadership

Schedule

Monthly, from 9/29/2014 to 6/10/2016

Evidence of Completion

Teach Like a Champion Reflection Log and group discussion

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

Group discussion about chapters and reflections written in Reflection Logs

Person Responsible

Team Leadership

Schedule

Biweekly, from 9/11/2015 to 6/10/2016

Evidence of Completion

Reflection Logs, evidence to strategies implemented in classroom (Journey Data)

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<div style="background-color:#c8a04f">**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** `7`</div>

Evidence of implemented techniques will be observed during walk-throughs.

Person Responsible

Team Leadership

Schedule

Daily, from 9/14/2015 to 6/10/2016

Evidence of Completion

Implementation Timeline and Journey feedback

<div style="background-color:#dce6f1">**G2.B1.S2** Peer Walk-Throughs and Vertical Teams `4`</div>

🔑 S203007

Strategy Rationale

By having teachers walk through the classrooms of their colleagues with Instructional Coaches they will get a better perspective of what takes place in other grades. Vertical teams will allow instructional staff to hold each other accountable for student learning.

<div style="background-color:#e8c87a">**Action Step 1** `5`</div>

Teacher and Instructional coaches will conduct peer walk-throughs of classrooms.

Person Responsible

Coaches Instructional

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Sign in sheets and checklists

Action Step 2 [5]

Vertical teams will be established to analyze student work samples and other activities.

Person Responsible

Team Leadership

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Sign in sheet, agenda and meeting minutes

Action Step 3 [5]

Vertical Teams will conduct peer walk-throughs and analyze student work samples across multiple grade levels and content areas.

Person Responsible

Team Leadership

Schedule

Quarterly, from 1/12/2015 to 6/10/2016

Evidence of Completion

Sign in sheets and checklists

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Teachers will sign in and complete checklists.

Person Responsible

Coaches Instructional

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Sign in sheets and checklists

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

Checklists will be shared at Leadership Team meetings.

Person Responsible

Team Leadership

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Sign in sheets, agendas, meeting minutes

G2.B1.S3 Committees `4`

🔑 S203008

Strategy Rationale

Through participation is various problem solving processes, staff members will feel a sense of ownership in the decision-making process.

Action Step 1 `5`

Instructional staff will be assigned to participate on various committees by administration.

Person Responsible

CHANDRA HALL

Schedule

On 8/31/2015

Evidence of Completion

Email to instructional staff and committee member list

Action Step 2 `5`

Committees will meet and establish group norms and a meeting schedule.

Person Responsible

Team Leadership

Schedule

On 10/30/2015

Evidence of Completion

Meeting minutes and agendas

Action Step 3 `5`

Committee leaders will meet with Leadership Team to share information discussed during committee meetings.

Person Responsible

Team Leadership

Schedule

Quarterly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Leadership Team meeting minutes and agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Meetings will take place monthly (last Wednesday of month).

Person Responsible

Team Leadership

Schedule

Monthly, from 8/31/2015 to 6/10/2016

Evidence of Completion

meeting minutes, agendas, and sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Committee leaders will meet with Leadership Team and share information discussed.

Person Responsible

Team Leadership

Schedule

Monthly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Meeting minutes, agendas, sign in sheets

G2.B2 Lack of understanding of cultural differences and fixed mindsets `2`

🔑 B191532

G2.B2.S1 Zone of Self Efficacy Activity `4`

🔑 S203009

Strategy Rationale

This activity will enable instructional staff to evaluate whether or not they are teaching every child equitably. They will also develop an action plan to ensure equity in their instruction.

Action Step 1 `5`

Instructional staff new to Stephens will complete the Classroom Equity Activity and develop an action plan.

Person Responsible

Team Leadership

Schedule

On 9/28/2015

Evidence of Completion

Individual action plans and sign in sheets

Action Step 2 `5`

Instructional Staff will revisit action plan in January and update as needed based on any significant changes.

Person Responsible

Team Leadership

Schedule

On 1/4/2016

Evidence of Completion

Action plans with updates and sign in sheet

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Instructional staff new to Stephens will develop their action plan.

Person Responsible

Team Leadership

Schedule

On 9/28/2015

Evidence of Completion

Action plans will be collected and revisited for updating as needed

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

Walk through observations

Person Responsible

Team Leadership

Schedule

Daily, from 10/5/2015 to 6/10/2016

Evidence of Completion

Evidence of students engaged in equitable learning experiences, lesson plans, improved classroom cultures, increased student learning.

G2.B2.S2 Building Cultural Awareness 4

S203010

Strategy Rationale

Through professional learning opportunities, staff will have collegial conversations about student's cultural differences.

Action Step 1 5

A PLC will take place to share and discuss information from various texts and resources related to enhancing cultural awareness.

Person Responsible

Team Leadership

Schedule

Quarterly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Presentation documents, sign in sheets, agendas and follow up activities

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

Staff will sign in and agendas will be used to ensure implementation.

Person Responsible

Team Leadership

Schedule

Quarterly, from 9/28/2015 to 6/10/2016

Evidence of Completion

sign in sheets, agendas, follow up activities

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

Observations of student and staff interactions

Person Responsible

Team Leadership

Schedule

Daily, from 10/5/2015 to 6/10/2016

Evidence of Completion

Leadership Team agenda and meeting minutes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will unpack standards with Administrators and Instructional Coaches during collaborative planning sessions using revised pre-planning form as outlined in collaborative planning agenda.	Leadership, Team	8/31/2015	Sign in sheets, pre-planning checklist, standards-based lesson plans, collaborative planning agenda	6/10/2016 weekly
G1.B1.S2.A1	A lesson planning protocol will be developed to provide clear expectations for collaborative planning.	Leadership, Team	8/18/2015	Final draft of Lesson Planning Protocol	8/18/2015 one-time
G1.B1.S3.A1	Display data in common planning area or project/display during meetings.	Leadership, Team	8/31/2015	Data Wall, Data Platform	6/10/2016 biweekly
G1.B1.S4.A1	Teachers will receive additional support outside of collaborative planning using the coaching cycle.	Instructional, Coaches	8/25/2015	coaching logs, feedback	6/10/2016 monthly
G2.B1.S1.A1	Instructional staff new to Stephens will read and reflect on the 49 Essential Techniques from the book, Teach Like a Champion. Those returning will reference as needed.	Leadership, Team	9/29/2014	Teach Like a Champion Reflection Log and group discussion	6/10/2016 monthly
G2.B1.S2.A1	Teacher and Instructional coaches will conduct peer walk-throughs of classrooms.	Instructional, Coaches	9/30/2015	Sign in sheets and checklists	6/10/2016 quarterly
G2.B1.S3.A1	Instructional staff will be assigned to participate on various committees by administration.	HALL, CHANDRA	8/31/2015	Email to instructional staff and committee member list	8/31/2015 one-time
G2.B2.S1.A1	Instructional staff new to Stephens will complete the Classroom Equity Activity and develop an action plan.	Leadership, Team	9/28/2015	Individual action plans and sign in sheets	9/28/2015 one-time
G2.B2.S2.A1	A PLC will take place to share and discuss information from various texts and resources related to enhancing cultural awareness.	Leadership, Team	9/28/2015	Presentation documents, sign in sheets, agendas and follow up activities	6/10/2016 quarterly
G1.B1.S1.A2	Instructional Coaches will assist teachers in finding ways to locate resources that will support them in developing a deeper understanding of the content.	Instructional, Coaches	8/31/2015	Lesson plans and instruction	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2	A PLC will be facilitated by Principal to share Lesson Planning Protocol with teachers.	HALL, CHANDRA	8/26/2015	Sign in sheets and Lesson Planning Protocol document	8/26/2015 one-time
G1.B1.S3.A2	During collaborative planning we will frequently reference data to drive our planning and instruction.	Leadership, Team	9/28/2015	Small Group Plans	6/10/2016 biweekly
G1.B1.S4.A2	Provide professional development on effective instructional strategies.	Instructional, Coaches	9/22/2015	Agendas, sign in sheets, follow up activities/artifacts, non-evaluative observations with feedback from coaches, evaluative observations and feedback from administration.	6/10/2016 every-3-weeks
G2.B1.S2.A2	Vertical teams will be established to analyze student work samples and other activities.	Leadership, Team	9/30/2015	Sign in sheet, agenda and meeting minutes	6/10/2016 quarterly
G2.B1.S3.A2	Committees will meet and establish group norms and a meeting schedule.	Leadership, Team	8/31/2015	Meeting minutes and agendas	10/30/2015 one-time
G2.B2.S1.A2	Instructional Staff will revisit action plan in January and update as needed based on any significant changes.	Leadership, Team	1/4/2016	Action plans with updates and sign in sheet	1/4/2016 one-time
G1.B1.S2.A3	In PLCs, Instructional Coaches will facilitate and model how to transfer pre-planning information onto the lesson plan template.	Leadership, Team	8/31/2015	Sign in sheets and completed lesson plan	9/25/2015 weekly
G1.B1.S3.A3	The Leadership Team will analyze data on a consistent basis.	Leadership, Team	9/14/2015	Meeting minutes	6/10/2016 weekly
G2.B1.S2.A3	Vertical Teams will conduct peer walk-throughs and analyze student work samples across multiple grade levels and content areas.	Leadership, Team	1/12/2015	Sign in sheets and checklists	6/10/2016 quarterly
G2.B1.S3.A3	Committee leaders will meet with Leadership Team to share information discussed during committee meetings.	Leadership, Team	8/31/2015	Leadership Team meeting minutes and agendas	6/10/2016 quarterly
G1.B1.S2.A4	Teachers and leadership team will continue the collaborative planning model.	Leadership, Team	8/31/2015	Sign in sheets from planning session and lesson plans	6/10/2016 weekly
G1.B1.S3.A4	The Leadership Team will develop classroom data sheets that will be completed by teachers to document classroom data.	Leadership, Team	9/23/2015	Classroom data sheet	9/23/2015 one-time
G1.B1.S2.A5	The Leadership Team will develop a protocol for their own participation during collaborative planning sessions.	Leadership, Team	8/18/2015	Protocol Document	8/18/2015 one-time
G1.B1.S3.A5	Teachers will utilize data platform and school-based data to drive instructional plans/activities.	Leadership, Team	9/14/2015	lesson plans to reflect spiral review of standards, assessment calendars, assessment results	6/10/2016 biweekly
G1.B1.S2.A6	Instructional coaches will provide support and resources to assist teachers with instructional delivery.	Instructional, Coaches	8/31/2015	Coaches log	6/10/2016 weekly
G1.B1.S3.A6	Teachers will participate in professional development during the month of November on types of data available, how to retrieve data (to include platform) and how to utilize each for decision making.	Leadership, Team	11/3/2015	Agendas, presentations, and sign in sheets	11/18/2015 weekly
G1.B1.S2.A7	A PLC will be facilitated by Instructional Coaches to provide teachers with information regarding the use of Accountable Talk in their whole-group instruction and within their collaborative structures.	Leadership, Team	9/22/2015	Sign in sheet, agenda, presentation	9/22/2015 one-time

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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.S2.A8	A PLC will be facilitated by the math coach regarding the 5E Model to include an activity.	Whitener, Lori	10/6/2015	sign in sheet, agenda, presentation (plans and instruction will reflect)	10/6/2015 one-time
G1.MA1	Lesson plans, classroom data sheets, feedback during data chats	Administrative, Team	9/8/2015	Meeting minutes and walk through data, data sets	6/10/2016 weekly
G1.B1.S1.MA1	Journey Reports	Administrative, Team	9/8/2015	EPC documentation by administration via Journey reports and other forms of documentation of feedback.	6/10/2016 biweekly
G1.B1.S1.MA1	An agenda and sign in sheets will be utilized during collaborative planning sessions.	Leadership, Team	8/31/2015	Agenda and sign in sheets collected and filed with PD documentation in Assistant Principal's office. Pre-planning checklists will be attached following discussion.	6/10/2016 weekly
G1.B1.S1.MA2	Lesson plans will be checked by administrators weekly; pre-planning checklists will be discussed during planning.	Administrative, Team	9/8/2015	Teachers will turn in standards-based lesson plans weekly with necessary components using One Note.	6/10/2016 weekly
G1.B1.S1.MA3	Formal and informal observations will be conducted by members of the Leadership Team.	Leadership, Team	8/25/2015	Anecdotal notes, check sheets, Journey reports (Administrators only), CWT Tally	6/10/2016 daily
G1.B1.S2.MA1	Walk through data	Leadership, Team	8/25/2015	Anecdotal notes, meeting minutes, checklists, Journey reports	6/10/2016 daily
G1.B1.S2.MA1	Observations and plans will reflect	Leadership, Team	8/31/2015	Anecdotal notes and Journey reports as well as plans	6/10/2016 daily
G1.B1.S3.MA1	Lesson plans will reflect small group planning driven by data.	Administrative, Team	9/28/2015	Lesson plans	6/10/2016 monthly
G1.B1.S3.MA1	Include data analysis as a weekly section of the Leadership Team meeting agenda.	Leadership, Team	8/26/2015	Meeting minutes and agendas	6/10/2016 weekly
G1.B1.S4.MA1	Review coaching logs, calendar invites for support, and discuss supports during leadership team meetings.	Administrative, Team	8/29/2016	Coaching logs, leadership minutes, leadership agendas, teacher reflections, PD and planning agendas	8/29/2016 weekly
G1.B1.S4.MA1	Instructional coaches will provide updates on progress of the process during leadership; teachers will also provide updates during data chats & feedback sessions.	Administrative, Team	1/14/2015	Agendas & Sign in sheets, coaching logs, classroom walk throughs, teacher reflection forms	6/5/2015 one-time
G2.MA1	Administrators will conduct climate surveys of the staff and analyze EPC 4a	Administrative, Team	9/30/2015	Data from both climate surveys and Journey Data tied to EPC 4a.	6/10/2016 semiannually
G2.B1.S1.MA1	Evidence of implemented techniques will be observed during walk-throughs.	Leadership, Team	9/14/2015	Implementation Timeline and Journey feedback	6/10/2016 daily
G2.B1.S1.MA1	Group discussion about chapters and reflections written in Reflection Logs	Leadership, Team	9/11/2015	Reflection Logs, evidence to strategies implemented in classroom (Journey Data)	6/10/2016 biweekly
G2.B2.S1.MA1	Walk through observations	Leadership, Team	10/5/2015	Evidence of students engaged in equitable learning experiences, lesson plans, improved classroom cultures, increased student learning.	6/10/2016 daily
G2.B2.S1.MA1	Instructional staff new to Stephens will develop their action plan.	Leadership, Team	9/28/2015	Action plans will be collected and revisited for updating as needed	9/28/2015 one-time
G2.B1.S2.MA1	Checklists will be shared at Leadership Team meetings.	Leadership, Team	9/30/2015	Sign in sheets, agendas, meeting minutes	6/10/2016 quarterly
G2.B1.S2.MA1	Teachers will sign in and complete checklists.	Instructional, Coaches	9/30/2015	Sign in sheets and checklists	6/10/2016 quarterly
G2.B2.S2.MA1	Observations of student and staff interactions	Leadership, Team	10/5/2015	Leadership Team agenda and meeting minutes	6/10/2016 daily
G2.B2.S2.MA1	Staff will sign in and agendas will be used to ensure implementation.	Leadership, Team	9/28/2015	sign in sheets, agendas, follow up activities	6/10/2016 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.B1.S3.MA1	Committee leaders will meet with Leadership Team and share information discussed.	Leadership, Team	8/31/2015	Meeting minutes, agendas, sign in sheets	6/10/2016 monthly
G2.B1.S3.MA1	Meetings will take place monthly (last Wednesday of month).	Leadership, Team	8/31/2015	meeting minutes, agendas, and sign in sheets	6/10/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

Technical Assistance Items

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