James Stephens International Academy

2015-16 School Improvement Plan

James Stephens International Academy

1333 MARSH AVE, Fort Myers, FL 33905

http://jsa.leeschools.net/

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	Yes	80%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

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

*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 Lee 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
Priority	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of James Stephens International Academy is to collaboratively research, design and provide an interrelated and transdisciplinary curriculum that is rigorous and relevant for all students. We will provide an environment of trust, respect, and dedication with cultural understanding which will build a foundation for success for educational excellence.

Provide the school's vision statement

Focused on the Future: One Student at a Time!

School Environment

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

For the first week of school, all teachers are instructed to get to know their students. The administration and staff at JSIA feels building strong relationships is essential. It is our belief students will not perform if their is no relationship between teacher and student.
Additionally, our parent involvement specialist provides a training to our teachers at the beginning of the school year related to our community. During this training, the parent involvement specialist explains to our teachers the importance of building relationships with the parents in addition to building relationships with the students. The parent involvement specialist has lived in our school community her entire life, and has established many strong relationships with the community members. She assists with the teachers in helping establish the necessary relationships.

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

The majority of our students utilize district provided busing as their primary means of transportation to and from school. At the beginning of the school year, a meeting is held between the administration and school bus drivers to go over general expectations. During this meeting, it is stressed to the bus drivers that they are the first and last face the majority of our students see during the school day. The expectation of all teachers and staff at JSIA is to greet students with a smile and to show that we care about our students. We have staff members who are on our bus ramps in the morning and afternoon to greet students. For the students who are dropped off by their parents, we have staff members who greet the students and assist the students getting out of the car. In the afternoon, we have staff members who assist the students getting into the car.
Once students arrive to campus, they are directed to our cafeteria where they are served breakfast. There is adult supervision at all times, once students enter campus. During class changes, teachers stand at their doors and greet the new students entering between class change.

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 school, there is a school-wide discipline protocol chart that all teachers are made aware of, and are expected to follow. The follow-chart outlines behaviors a teacher needs to control, as well as

behaviors an administrator needs to intervene. During the first week of school, the administration holds grade level meetings with the upper grades to go over the expectations. Additionally, administrators at JSIA perform numerous walk-through's a day. The walk-through's are unannounced, and it is the belief of the administration and staff that the students stay more focused on task during class time, since the students are unaware of the next walk-through.

The administration after conducting walk-through's will then sit down with those teachers who received a "focus area" to address the reason for why they received the focus area. A plan is developed during this meeting to assist the teacher, and is followed-up by administration.

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

At JSIA, we recognize the fact that students have social-emotional needs that must be fulfilled. The district provides JSIA with a social worker 1 day a week. JSIA has budgeted with Title I funds the allocation of an additional full-time social worker. Our full-time social worker is able to work with the students and families who have strong social-emotional needs. Additionally, JSIA has allocated 1.6 guidance counselors. Our full-time guidance counselor is able to work with our middle school students, and our part-time (.6) works with our elementary students three days a week. All social workers and guidance counselors are highly qualified. Teachers are able to request the assistance of our social workers and/or guidance counselors as they see fit. Additionally, our social workers and guidance counselors make themselves known to the students, so students can seek them out if they need additional assistance.

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

At JSIA we believe in providing the highest quality education to all students. We have multiple systems in place to help warn us of students who may be in need of additional instruction. Our school social worker closely monitors attendance, and talks with students and parents when a student begins to miss several days of school. In many instances, the social worker will perform a home visit to determine the cause for why students are missing excessive amounts of school. The social worker is capable of providing and referring the families to appropriate resources to help the student attend school.

Our guidance counselor carefully monitors student grades and transcripts. As students enroll at our school and are not on track from promotion with the proper amount of earned credits, the guidance counselor will schedule the student into our credit recovery program, E2020. The teachers we have overseeing the E2020 understand the program, and work to ensure the students take the program seriously and are able to recover the necessary credits.

There is a leadership team in place who is responsible for issuing suspensions to any student on campus. File folders, as well as electronic data entered, helps the leadership team monitor the amount of suspensions being issued to a student.The implementation of the Castle program allows for teachers to see discipline and parent contact school wide.

All schedules are created based on student need. A student who scored less than proficient in reading and/or math, based on the state assessment, is placed into remediation classes the following year. Additionally, teachers work to determine who the lowest 33% of our students are in the areas of reading and math. This list is shared with all teachers, so all teachers can assist in helping the students.

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	6	7	8	
Attendance below 90 percent	0	0	0	0	0	0	15	12	18	45
One or more suspensions	3	1	2	12	8	14	46	46	52	184
Course failure in ELA or Math	0	0	0	0	0	0	8	10	12	30
Level 1 on statewide assessment	0	0	0	9	10	10	19	23	29	100

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

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Students exhibiting two or more indicators	3	1	4	7	7	10	32

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

We are utilizing a 30 minutes intervention time slot, built into our school day. The 30 minutes is called WIN in middle school and elementary school. During this intervention time, students will receive either remedial or enriched instruction based on the standards taught from the week before. As students master standards, the students can participate in an enriching activity. As students demonstrate less than proficiency, they are required to participate in the remedial instruction of the standards. Teachers work in PLC's to determine which students need remediation and which students are eligible for enrichment. All decisions are data driven.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/183445.

Description
A PIP has been uploaded for this school or district - see the link above.

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

JSIA utilizes our parent involvement specialist to secure and utilize resources that support the school and student achievement. Our parent involvement specialist is a local community members, who has strong relationships with many families and businesses within the area. Any time the school needs a resource or additional support, our parent involvement specialist is able to use her well-established connections to gain the resources needed for our school.
Additionally, JSIA hosts open-houses and other community events to attract local community members

to our school. The goal of these events is to show what JSIA has to offer and to continue to build and grow our base of supportive parents. The parents can show their support by leading committees, participating on our SAC, and/or volunteering their time to help in the classrooms. Several award ceremonies are scheduled this year to award students for various achievements, and families as well as local community members will be invited to participate in the ceremonies.

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
Bowens, Tommy	Principal
Pollitt, Brian	Assistant Principal
Rathbun, Karie	Teacher, K-12
Lane, Byron	Teacher, K-12
Reinke, Rachel	Instructional Coach
Eady, Jarrett	Instructional Coach
Lehman, Stephanie	Teacher, K-12
Booker, Stephanie	Assistant Principal

Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & making eligibility decisions

Principal/ Assistant Principal
• Facilitate implementation of MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/ Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students
in intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consults with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide Staff Trainings
Social Worker
• Attend MTSS Team meetings
• Conduct social/developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP
paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers
The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in
order to identify areas for school improvement. Additionally, the team assists with the evaluation of
the student response to current interventions.

***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 MTSS Problem-Solving team at James Stephens International Academy meets as needed to
analyze school and/or student progress data in order to identify students in need of further support
and monitor the progress of students receiving interventions to ensure that the needs of all students
are being met within a multi-tiered system of student supports. The team uses the five-step problem
solving process as outlined in the district's MTSS Manual.
Title I, Title II and other programs coordinate through the SIP process. Each school completes a
needs assessment before writing goals for the year. School improvement plans are written to ensure
compliance with all state and national regulations. All school improvement plans are reviewed at the
district level for appropriate use of funds and effective use of resources. This district level review

prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skills.

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in

Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling

services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer

school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Blended Head Start/Title I/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening(FLKRS).

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Karen Wood	Principal
Regina Duresky	Teacher
Stephanie Lehman	Teacher
Gail Cummings	Teacher
Laurie Pecore	Teacher
Angela Stephens	Teacher
Sandra Neal	Parent
Cherie Williams	Parent
R. Cleaveau	Parent
Sandra Hall	Parent
Silvia Huggins	Parent
Shannon McCutchen	Parent
Jami Medina	Parent
Marlette Wells	Business/Community
Maria Camacho	Parent
	Student

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

Members of the SAC will be provided with data, outlining the results of our school performance based on state assessments. The school will present to the SAC members the information specific to the data, and an overall summary of the data. SAC members will be able to ask questions and offer suggestions on how to possibly improve for the following year. Those recommendations offered will be taken into consideration when drafting the SIP. The final draft of the SIP will be presented to the SAC for their approval.

Development of this school improvement plan

The SAC is involved in the approval of the school improvement plan. All members of the SAC are able to review and recommend changes, as well as ask questions and receive clarification. The SAC will then vote to approve the plan as written before it is submitted to the school board for final review and approval.

Preparation of the school's annual budget and plan

The district provides the school with the School Improvement allocation budget. During the first scheduled SAC meeting the budget allocated will be presented to the SAC members. SAC members will be able to review the School Improvement Plan and make decisions on how to spend the allocated money for School Improvement.

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

There were no known school improvement funds last year allocated to the school.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Reinke, Rachel	Teacher, K-12
Bowens, Tommy	Principal
Lehman, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are to build the necessary comprehension and other literacy skills so that every child makes learning gains in accordance with the school's Reading SIP Goals. The LLT will use the following strategies to ensure learning gains are achieved:
- Identify students in the lowest 33%
- Analyze data
- Set progress goals with the students and monitor
- Utilize research-based materials and instruction
- Analyze data weekly and monthly to monitor progress
Additionally, for the first nine weeks, all students will receive 30 minutes of reading intervention strategies. This time is know as WIN for middle school students, and SMART for elementary school students. The purpose of this intervention time is to address the need of the school to improve in the area of reading. Members of the LLT will provide the necessary resources to teachers to use during the WIN and SMART time.

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

All grade level and departments have a scheduled common planning throughout the day. Additionally, every Tuesday, all teachers meet with their weekly grade level/department work in PLC's or to receive PD .Teachers work as departments and grade levels to analyze student data, and to come up with the day-to-day instruction required.
Every Wednesday, teachers meet in grades K-2,4-5, and 6-8. This meeting is a chance for teachers to discuss issues arising within an entire grade level and focus on cross curricular ELA standards. Additionally, administration is available and walking around to answer questions which may come up during the grade level meetings.

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

The principal advertises current vacancies on PeopleSoft. Applicants are screened by the District Office to ensure the applicants would be highly qualified and in-field. The principal, will then make the final recommendation to hire only highly qualified and in-field teachers.

Professional Development opportunities are made avaiable to all teachers to assist in the retention of staff members at the school. Additionally, the school based administrators do regular walk-throughs and observations of teachers and offer assistance to any teacher in need. Peer teachers are assigned to all new teachers to help them become effective. Additionally, we have several teacher leaders (K-3, 4-6, 7-8) and instructional coaches to go into the classrooms to help model effective teaching strategies.

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

All new teachers are assigned a peer teacher, and are required to complete the district program "A.P.P.L.E.S" Peer teachers complete observations and provide feedback to help increase their effectivness. Peer teachers model lessons, analyze data, and share what to do with the data after analyzing to drive instruction.
The pairing of the mentoring teachers reflects their experience and their planning in that particular grade level/subject area.

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

At the beginning of the school year, all teachers received training on "standards-based instruction", During this training, teachers learned how to unpack the standards, and then determine appropriate resources to help teach the standards. Additionally, teachers also received training on how to properly assess how well the students mastered the standards, utilizing a combination of formative and summative assessments. Teachers understand the textbook, which is state-adopted, is not necessarily the curriculum. The curriculum is still standards-based. Teachers are expected to teach the standards, and utilize resources made available to them, such as the textbook and CPALMS.org website.
Administration reviews lesson plans on a weekly basis to check for standards alignment. Additionally, during classroom walk-through's, the administrator will be looking for Domain 3, which is related to instruction and focuses on objectives, standards, and essential questions. Any teacher who receives a "focus" in this domain will be provided a conference a needs assistance plan.

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

Teachers have been trained, and are still receiving training, on how to properly analyze data. At JSIA, we recognize that we are data rich, but do not necessarily understand what to do with all the collected data. Teachers will be working in PLC's as well as grade level meetings to review and analyze data. Based on the collected formative and summative data, teachers will be able to determine which students are showing and not showing proficiency in the taught standards. Utilizing this information, teachers will be able to assign specific interventions to help those students who are not showing proficiency. As a school, we have school-wide intervention times built into the schedule. As students demonstrate proficiency in a standard, the students will be able to participate in enrichment activities. Students who showed a non-proficient score on the state assessment in reading last year have been placed into an intensive reading class. The intensive reading classes have been scheduled based on Lexile scores. Therefore teachers are able to work with "like" students on skills specific to their needs.

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: 6,720

There is funding available to Title I schools to initiate a "5th Quarter". This program will target the lowest 33% students as identified by state testing scores from the previous years, in the areas of reading and mathematics. The program will provide an additional 12 hours of instruction a week in the areas of math and reading during the summer to the targeted students. This program is proposed to start in June and run through July (pending enough funding).

Strategy Rationale

This program will help improve student mastery of non-proficient standards, with a heavy focus on the reading standards and math standards. With this type of program in place, the goal is to see increase in our reading and math scores from our lowest 33% students. This program was in place last year, and those who were involved in the program showed growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bowens, Tommy, tommylb@leeschools.net

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

The data that will be used to monitor effectiveness of this program will be standard-based assessments. The assessments will be issued during the school day in the students regularly scheduled ELA or Math class. The standard-based assessments will be aligned with the standards taught during the extra 3 hours a week in the tutoring program. The data will be collected and analyzed to determine if students are showing proficiency and/or growth in the standards while enrolled in the after-school tutoring program.

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

Our upcoming kindergarten students will be given a pre-assessment to identify areas of need. Teachers will use these results to group the students accordingly, and be sure their academic needs are being addressed and accommodated.
All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.
Screening data will be collected and aggregated at the beginning of the school year. This 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. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools will be re-evaluated mid-year and at the end of the year in order to determine student learning gains and to determine the need for changes to the instruction/intervention programs.

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

Students who are in need of credit recovery are offered the opportunity to participate in our E20/20 program. This program is designed to allow students to complete the necessary academic courses and receive the required credits to advance to the next grade level.

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

All of the 8th grade students at James Stephens International Academy are enrolled in a Career Planning course. This course is offered in conjunction with the American History course.

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

This year we will offer a 10 period block schedule to create opportunities for career and technical electives. The 7th grade will be implementing the pilot of AVID. The long term goal is to have AVID K-8.

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.   Establish a refuge for students in a school culture that promotes a top-notch rigorous education engaging all students in standards-based instruction driven by data analysis.

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. Establish a refuge for students in a school culture that promotes a top-notch rigorous education engaging all students in standards-based instruction driven by data analysis. `1a`

G074109

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	77.0
Math Gains	77.0
Math Lowest 25% Gains	77.0

Resources Available to Support the Goal `2`

- - We have coaches and resource teachers - Scheduled PD every other Wednesday morning - Energized staff ready to learn new skills - Administration is aware of multiple initiatives staff is asked to do - Students are generally reading to learn - Scheduled Grade Level meetings and Scheduled PLC's - Common planning time in grade level/subject/content area - Administrative support - Comp time is available if teachers work outside the contract hours - Coaches have good rapport with teachers - Good technology infrastructure

Targeted Barriers to Achieving the Goal `3`

- Need for quality instruction aligned to standards

- Classroom Management

Plan to Monitor Progress Toward G1. `8`

Utilizing the standard-based post-assessments and district assessments, students across all grade levels will demonstrate growth and/or proficiency when compared to the data results of the standard-based pre-assessments.

Person Responsible
Tommy Bowens

Schedule
Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
- Bell-to-bell instruction - Increased student engagement - Increased teacher modeling of strategies and instruction - Increased student achievement - Less teacher talk, more student talk - Increase student accountable talk - Increase student use of strategies

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. Establish a refuge for students in a school culture that promotes a top-notch rigorous education engaging all students in standards-based instruction driven by data analysis. 1

🔑 G074109

G1.B1 Need for quality instruction aligned to standards 2

🔑 B193485

G1.B1.S1 Teachers will be provided appropraite training through PLC's and inservice on the standards they are required to teach 4

🔑 S205033

Strategy Rationale

Teachers need to be aware of the required standards so in return, they can ensure all students have been exposed to the state curriculum.

Action Step 1 5

Teachers will be provided with a list of the required standards and track standards using castle

Person Responsible

Tommy Bowens

Schedule

On 6/10/2016

Evidence of Completion

State standard packet, Agenda, sign in sheets,castle standards tracking

Action Step 2 `5`

Teachers will be provided with PD on how to use the new textbooks adopted by the School District as a resource.

Person Responsible

Tommy Bowens

Schedule

On 6/10/2016

Evidence of Completion

Agenda, Sign in sheets, Exit Tickets

Action Step 3 `5`

A coaching schedule will be created to support classroom teachers in delivering standards-based instruction based on the state standards.

Person Responsible

Brian Pollitt

Schedule

On 6/10/2016

Evidence of Completion

copy of the coaching schedule, coaches log,

Action Step 4 `5`

Coaches support teachers with utilizing standard tracking data in castle to create standards-based instruction with remediation and enrichment based on the data.

Person Responsible

Brian Pollitt

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

copy of the coaching schedule, coaches log, Castle data, lesson plans

Action Step 5 `5`

Meet with coaches weekly to discuss support provided and identify additional support needs

Person Responsible

Tommy Bowens

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC Meeting agendas, meeting minutes, collection of student data based on taught standards

Action Step 6 `5`

Administration will attend PLC's to monitor planning process.

Person Responsible

Tommy Bowens

Schedule

Biweekly, from 10/24/2015 to 6/10/2016

Evidence of Completion

PLC Meeting agendas, meeting minutes, collection of student data based on taught standards

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

Administration will do continuous walk-through's, utilizing the classroom walk-though instrument.

Person Responsible

Tommy Bowens

Schedule

On 8/24/2015

Evidence of Completion

Data collected using the walk-through instrument

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

Teachers will be responsible for analyzing data based on recently taught standards during PLC's. Adminstration, in collaboration with coaches, will monitor the fidelity of these meetings. The student data presented by the teachers will show increase from pre-test to post-test if teachers effectively taught using standard-based instruction.

Person Responsible

Tommy Bowens

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student data on the pre- and post- assessments, specifically tied to required standards. The data will show an increase in post-assessment scores when compared to the pre-assessment scores if the teacher effectively taught using standard-based instruction.

G1.B1.S2 Teachers will be provided with PD on what an effective PLC looks like, and the benefits of actively contributing to PLC's.. `4`

🔑 S205034

Strategy Rationale

PLC's are required by the district, and when implemented with fidelity will help align best teaching practices. Student data drives the decisions made during the PLC meetings.

Action Step 1 `5`

Create a master schedule that allows for enough meeting time and planning time to have effective PLC's with all stakeholders.

Person Responsible

Brian Pollitt

Schedule

On 6/10/2016

Evidence of Completion

Copy of the master schedule, sign-in sheets

Action Step 2 `5`

Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda

Person Responsible

Brian Pollitt

Schedule

On 6/10/2016

Evidence of Completion

.Agenda, facilitation guide

Action Step 3 `5`

Inform the faculty of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs

Person Responsible

Brian Pollitt

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign in Sheet, Exit Tickets

Action Step 4 `5`

Ongoing collaboration through PLC's to focus on student data and instructional decisions.

Person Responsible

Brian Pollitt

Schedule

On 6/10/2016

Evidence of Completion

Minutes, agendas, student data, instruction and intervention plans

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

Review of PLC Agenda's and minutes, as well as administrative walk-through's will be the tools used for monitoring for fidelity.

Person Responsible

Tommy Bowens

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC Agendas and Minutes; Classroom walk through data collection; coaching logs; admin/ teacher data chats; Individual teacher PD plans and support plans

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

SBLT Team will collect, chart observation data, utilize the PS process to determine implementation effectiveness. Data will be triangulated with student achievement data monthly. SBLT will closely monitor where coaches need to intensify support and/or if PD needs to be delivered (booster) based on data each month.

Person Responsible

Tommy Bowens

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Minutes from Problem Solving Meetings; Adjustments in Coaching Assignments; Charted Observation Data (monthly) of GR Observation Tool, Standards Based Instruction Observation Tool, DI observation Tool, minutes from PLCs, Student progress monitoring data, coach logs; Schedule of Observations; charted data; admin/teacher data chat logs and plans

G1.B1.S3 Continuous PLC's will be focused on best teaching practices. PLC's will be held weekly with grade level, department level teaming. 4

S205035

Strategy Rationale

Teachers need to be able to have time to have professional conversations with their colleagues to further understand and share best teaching practices.

Action Step 1 5

Teachers will recieve PD on various forms of assessments to use to analyze data

Person Responsible

Brian Pollitt

Schedule

On 6/10/2016

Evidence of Completion

Prezi presentation on assessments, PD Sign-in sheets, handouts

Action Step 2 5

Teachers will receive PD on how to properly analyze data collected through the assessments given to students

Person Responsible

Byron Lane

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Presentation, hand-outs, sign-in sheets

Action Step 3 `5`

Teachers will receive PD on how to develop effective intervention times

Person Responsible

Tommy Bowens

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

hand-outs, sign-in sheets

Action Step 4 `5`

Instructional Coaches will assist teachers in developing high-quality instruction

Person Responsible

Tommy Bowens

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Coaches logs, teacher lesson plans

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

Administration will conduct walk-through's of PLC meeting times, as well as classroom instruction, to collect data on the level of instruction being planned and taught.

Person Responsible

Tommy Bowens

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

walk-through data, minutes and agendas, e-mail, student data based on assessments

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

Student data will be observed and collected to monitor for the effectiveness of the best teaching practices decided during PLC's. Student data will be assessed to determine the overall learning gains being made toward becoming proficient on specific standards.

Person Responsible

Tommy Bowens

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

collected student data, intervention groups created during PLC's based on student data

G1.B2 Classroom Management `2`

🔑 B193486

G1.B2.S1 The school will focus on implementing a school wide culture of positive behavior. `4`

🔑 S205036

Strategy Rationale

Students can not learn effectively in classrooms where there is constant disruptions. Implementing a PBS model will help reduce the amount of classroom disruptions, resulting in an increase in student learning engagement.

Action Step 1 `5`

Training's on PBS to help teachers understand what PBS is, and to enforce the expectations of the school.

Person Responsible

Tommy Bowens

Schedule

Semiannually, from 8/24/2015 to 6/10/2016

Evidence of Completion

discipline data, agenda, e-mails, posters

Action Step 2 `5`

Conducting walk-through's to determine possible additional resources needed for PBS.

Person Responsible

Tommy Bowens

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom Walk-Through data

Action Step 3 `5`

Communicating to the students the vision and idea of PBS

Person Responsible

Tommy Bowens

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Conversations with students, analysis of student discipline referrals

Action Step 4 `5`

Increase opportunities to engage teachers in a positive way and support teachers with all their needs.

Person Responsible

Tommy Bowens

Schedule

Monthly, from 8/24/2015 to 6/24/2016

Evidence of Completion

Notes of encouragement, teacher activities, weekly newsletter,spirit days, sunshine fund

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

Classroom walk through's will be used to help monitor the PBS plan

Person Responsible

Tommy Bowens

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

walk through data, e-mail

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

Students will be able to participate in school wide events rewarded because of modeled PBS expectations.

Person Responsible

Tommy Bowens

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

school calendar with events, e-mails, data, agendas

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 be provided with a list of the required standards and track standards using castle	Bowens, Tommy	8/24/2015	State standard packet, Agenda, sign in sheets,castle standards tracking	6/10/2016 one-time
G1.B1.S2.A1	Create a master schedule that allows for enough meeting time and planning time to have effective PLC's with all stakeholders.	Pollitt, Brian	8/24/2015	Copy of the master schedule, sign-in sheets	6/10/2016 one-time
G1.B1.S3.A1	Teachers will recieve PD on various forms of assessments to use to analyze data	Pollitt, Brian	8/24/2015	Prezi presentation on assessments, PD Sign-in sheets, handouts	6/10/2016 one-time
G1.B2.S1.A1	Training's on PBS to help teachers understand what PBS is, and to enforce the expectations of the school.	Bowens, Tommy	8/24/2015	discipline data, agenda, e-mails, posters	6/10/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Teachers will be provided with PD on how to use the new textbooks adopted by the School District as a resource.	Bowens, Tommy	8/24/2015	Agenda, Sign in sheets, Exit Tickets	6/10/2016 one-time
G1.B1.S2.A2	Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda	Pollitt, Brian	8/24/2015	.Agenda, facilitation guide	6/10/2016 one-time
G1.B1.S3.A2	Teachers will receive PD on how to properly analyze data collected through the assessments given to students	Lane, Byron	8/24/2015	Presentation, hand-outs, sign-in sheets	6/10/2016 monthly
G1.B2.S1.A2	Conducting walk-through's to determine possible additional resources needed for PBS.	Bowens, Tommy	8/24/2015	Classroom Walk-Through data	6/10/2016 daily
G1.B1.S1.A3	A coaching schedule will be created to support classroom teachers in delivering standards-based instruction based on the state standards.	Pollitt, Brian	8/24/2015	copy of the coaching schedule, coaches log,	6/10/2016 one-time
G1.B1.S2.A3	Inform the faculty of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs	Pollitt, Brian	8/24/2015	Sign in Sheet, Exit Tickets	6/10/2016 biweekly
G1.B1.S3.A3	Teachers will receive PD on how to develop effective intervention times	Bowens, Tommy	8/24/2015	hand-outs, sign-in sheets	6/10/2016 monthly
G1.B2.S1.A3	Communicating to the students the vision and idea of PBS	Bowens, Tommy	8/24/2015	Conversations with students, analysis of student discipline referrals	6/10/2016 daily
G1.B1.S1.A4	Coaches support teachers with utilizing standard tracking data in castle to create standards-based instruction with remediation and enrichment based on the data.	Pollitt, Brian	8/24/2015	copy of the coaching schedule, coaches log, Castle data, lesson plans	6/10/2016 weekly
G1.B1.S2.A4	Ongoing collaboration through PLC's to focus on student data and instructional decisions.	Pollitt, Brian	8/24/2015	Minutes, agendas, student data, instruction and intervention plans	6/10/2016 one-time
G1.B1.S3.A4	Instructional Coaches will assist teachers in developing high-quality instruction	Bowens, Tommy	8/24/2015	Coaches logs, teacher lesson plans	6/10/2016 daily
G1.B2.S1.A4	Increase opportunities to engage teachers in a positive way and support teachers with all their needs.	Bowens, Tommy	8/24/2015	Notes of encouragement, teacher activities, weekly newsletter,spirit days, sunshine fund	6/24/2016 monthly
G1.B1.S1.A5	Meet with coaches weekly to discuss support provided and identify additional support needs	Bowens, Tommy	8/24/2015	PLC Meeting agendas, meeting minutes, collection of student data based on taught standards	6/10/2016 biweekly
G1.B1.S1.A6	Administration will attend PLC's to monitor planning process.	Bowens, Tommy	10/24/2015	PLC Meeting agendas, meeting minutes, collection of student data based on taught standards	6/10/2016 biweekly
G1.MA1	Utilizing the standard-based post-assessments and district assessments, students across all grade levels will demonstrate growth and/or proficiency when compared to the data results of the standard-based pre-assessments.	Bowens, Tommy	8/24/2015	- Bell-to-bell instruction - Increased student engagement - Increased teacher modeling of strategies and instruction - Increased student achievement - Less teacher talk, more student talk - Increase student accountable talk - Increase student use of strategies	6/10/2016 biweekly
G1.B1.S1.MA1	Teachers will be responsible for analyzing data based on recently taught standards during PLC's. Adminstration, in collaboration with coaches, will monitor the fidelity of these meetings. The student data presented by the teachers will show increase from pre-test to post-test if teachers effectively taught using standard-based instruction.	Bowens, Tommy	8/24/2015	Student data on the pre- and post-assessments, specifically tied to required standards. The data will show an increase in post-assessment scores when compared to the pre-assessment scores if the teacher effectively taught using standard-based instruction.	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will do continuous walk-through's, utilizing the classroom walk-though instrument.	Bowens, Tommy	8/24/2015	Data collected using the walk-through instrument	8/24/2015 one-time
G1.B2.S1.MA1	Students will be able to participate in school wide events rewarded because of modeled PBS expectations.	Bowens, Tommy	8/24/2015	school calendar with events, e-mails, data, agendas	6/10/2016 monthly
G1.B2.S1.MA1	Classroom walk through's will be used to help monitor the PBS plan	Bowens, Tommy	8/24/2015	walk through data, e-mail	6/10/2016 daily
G1.B1.S2.MA1	SBLT Team will collect, chart observation data, utilize the PS process to determine implementation effectiveness. Data will be triangulated with student achievement data monthly. SBLT will closely monitor where coaches need to intensify support and/or if PD needs to be delivered (booster) based on data each month.	Bowens, Tommy	8/24/2015	Minutes from Problem Solving Meetings; Adjustments in Coaching Assignments; Charted Observation Data (monthly) of GR Observation Tool, Standards Based Instruction Observation Tool, DI observation Tool, minutes from PLCs, Student progress monitoring data, coach logs; Schedule of Observations; charted data; admin/teacher data chat logs and plans	6/10/2016 biweekly
G1.B1.S2.MA1	Review of PLC Agenda's and minutes, as well as administrative walk-through's will be the tools used for monitoring for fidelity.	Bowens, Tommy	8/24/2015	PLC Agendas and Minutes; Classroom walk through data collection; coaching logs; admin/teacher data chats; Individual teacher PD plans and support plans	6/10/2016 biweekly
G1.B1.S3.MA1	Student data will be observed and collected to monitor for the effectiveness of the best teaching practices decided during PLC's. Student data will be assessed to determine the overall learning gains being made toward becoming proficient on specific standards.	Bowens, Tommy	8/24/2015	collected student data, intervention groups created during PLC's based on student data	6/10/2016 biweekly
G1.B1.S3.MA1	Administration will conduct walk-through's of PLC meeting times, as well as classroom instruction, to collect data on the level of instruction being planned and taught.	Bowens, Tommy	8/24/2015	walk-through data, minutes and agendas, e-mail, student data based on assessments	6/10/2016 biweekly

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.

G1. Establish a refuge for students in a school culture that promotes a top-notch rigorous education engaging all students in standards-based instruction driven by data analysis.

G1.B1 Need for quality instruction aligned to standards

G1.B1.S1 Teachers will be provided appropraite training through PLC's and inservice on the standards they are required to teach

PD Opportunity 1

Teachers will be provided with PD on how to use the new textbooks adopted by the School District as a resource.

Facilitator

Various staff members at JSIA

Participants

Teachers

Schedule

On 6/10/2016

G1.B1.S2 Teachers will be provided with PD on what an effective PLC looks like, and the benefits of actively contributing to PLC's..

PD Opportunity 1

Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda

Facilitator

Principal

Participants

Staff

Schedule

On 6/10/2016

PD Opportunity 2

Inform the faculty of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs

Facilitator

Coaches, TIF Teachers, Admin

Participants

Staff

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

PD Opportunity 3

Ongoing collaboration through PLC's to focus on student data and instructional decisions.

Facilitator

Coaches, TIF Teachers, Admin

Participants

Staff

Schedule

On 6/10/2016

G1.B1.S3 Continuous PLC's will be focused on best teaching practices. PLC's will be held weekly with grade level, department level teaming.

PD Opportunity 1

Teachers will recieve PD on various forms of assessments to use to analyze data

Facilitator

Assistant Principal

Participants

Teaching staff and administrators

Schedule

On 6/10/2016

PD Opportunity 2

Teachers will receive PD on how to properly analyze data collected through the assessments given to students

Facilitator

TIF Teachers

Participants

Teachers and administration

Schedule

Monthly, from 8/24/2015 to 6/10/2016

PD Opportunity 3

Teachers will receive PD on how to develop effective intervention times

Facilitator

Princpal

Participants

Teachers and administration

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G1.B2 Classroom Management

G1.B2.S1 The school will focus on implementing a school wide culture of positive behavior.

PD Opportunity 1

Training's on PBS to help teachers understand what PBS is, and to enforce the expectations of the school.

Facilitator

Principal

Participants

Entire School Staff

Schedule

Semiannually, from 8/24/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be provided with a list of the required standards and track standards using castle	$0.00
2	G1.B1.S1.A2	Teachers will be provided with PD on how to use the new textbooks adopted by the School District as a resource.	$0.00
3	G1.B1.S1.A3	A coaching schedule will be created to support classroom teachers in delivering standards-based instruction based on the state standards.	$0.00
4	G1.B1.S1.A4	Coaches support teachers with utilizing standard tracking data in castle to create standards-based instruction with remediation and enrichment based on the data.	$0.00
5	G1.B1.S1.A5	Meet with coaches weekly to discuss support provided and identify additional support needs	$0.00
6	G1.B1.S1.A6	Administration will attend PLC's to monitor planning process.	$0.00
7	G1.B1.S2.A1	Create a master schedule that allows for enough meeting time and planning time to have effective PLC's with all stakeholders.	$0.00
8	G1.B1.S2.A2	Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda	$0.00
9	G1.B1.S2.A3	Inform the faculty of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs	$0.00
10	G1.B1.S2.A4	Ongoing collaboration through PLC's to focus on student data and instructional decisions.	$0.00
11	G1.B1.S3.A1	Teachers will recieve PD on various forms of assessments to use to analyze data	$0.00
12	G1.B1.S3.A2	Teachers will receive PD on how to properly analyze data collected through the assessments given to students	$0.00
13	G1.B1.S3.A3	Teachers will receive PD on how to develop effective intervention times	$0.00
14	G1.B1.S3.A4	Instructional Coaches will assist teachers in developing high-quality instruction	$0.00
15	G1.B2.S1.A1	Training's on PBS to help teachers understand what PBS is, and to enforce the expectations of the school.	$0.00
16	G1.B2.S1.A2	Conducting walk-through's to determine possible additional resources needed for PBS.	$0.00
17	G1.B2.S1.A3	Communicating to the students the vision and idea of PBS	$0.00
18	G1.B2.S1.A4	Increase opportunities to engage teachers in a positive way and support teachers with all their needs.	$0.00
		Total:	$0.00