

The School District of Lee County

James Stephens Elementary School



2016-17 Schoolwide Improvement Plan

James Stephens Elementary School

1333 MARSH AVE, Fort Myers, FL 33905

<http://jsa.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	F	D

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for James Stephens Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

(*Note- This statement is rolled over from 15-16 school year. The JSIA Mission/Vision will be re-visited at Mid-Year to determine if new faculty and stakeholders believe this still best describes our school's desired outcome through "Visioning" process)

b. Provide the school's vision statement.

Focused on the Future: One Student at a Time!

(*Note- This statement is rolled over from 15-16 school year. The JSIA Mission/Vision will be re-visited at Mid-Year to determine if new faculty and stakeholders believe this still best describes our school's desired outcome through "Visioning" process)

2. School Environment

a. 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.

b. 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 and to see that they get on the right bus. 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, as students transition from the bus ramp, parent pick-up area, and front/back gate entrances. During transitions, teachers walk their students to their next classroom rotation. The receiving teacher will meet the students at the door and greet the new students entering. The expectation is that each student feels welcomed and safe as they enter each classroom on campus.

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

As a school, there is a school-wide discipline protocol all teachers are made aware of, and are expected to follow. The discipline handbook, outlines behaviors a teacher needs to control, as well as behaviors an administrator needs to intervene. This information is documented in castle to progress monitor student behaviors. During pre-school, the entire faculty was trained on the Kagan's "Win/Win" Discipline to help meet the needs of our student population. These strategies are researched based and proven to show the impact creating positive relationships has on the working environment in your classroom. In addition, JSIA has a full time behavioral specialist that supports and works with teachers and ways to address certain behavior situations. Grade level teams meet weekly to collaborate on best practices being used when dealing with behavioral concerns/issues. The administration joins grade level meetings to review the expectations and answer any clarifying questions. 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.

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

At JSIA, we recognize the fact that students have social-emotional needs that must be fulfilled. Our itinerant social worker is able to work with the students and families who have strong social-emotional needs and can work with existing social service agencies for coordination to best support our families. Our full-time guidance counselor is able to work with students each day to help meet the diverse needs of our student population. 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. We also have a full-time behavior specialist that helps work with our most challenging students as well as building teacher capacity to engineer our classrooms to best support our students' behavioral needs.

3. Early Warning Systems

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

a. 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 and information specialist closely monitor attendance, as well as, talk with students and parents when a student begins to miss several days of school. Our information specialist updates us daily on the attendance count of our school population. 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 information is communicated to the necessary faculty and staff members to help address any specific needs the student might have. Any new students to JSIA without a score will be give the STAR assessment to get a baseline of the students current academic level.

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. Students are placed strategically based on their prior years FSA scores. At each grade level, administration and teacher leaders target the lowest 25%. Classroom teachers use intervention time and targeted small group instruction to help facilitate a learning environment that caters to the students academic needs. This list is shared with all teachers, so all teachers can assist in helping the students, as well as, posted on each teachers lesson plans that are submitted through castle or google drive.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	2	1	3	3	1	2	0	0	0	0	0	0	0	12
One or more suspensions	0	3	1	0	4	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	22	21	0	0	0	0	0	0	0	51

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	1	3	5	5	0	0	0	0	0	0	0	15

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

JSIA operates on an extended school day to provide extended planning time and intervention blocks for all students. Each student in 4th and 5th grade have a 45 minute intervention period for both ELA and math that is built into our extended day. During this intervention time, students will receive either remedial or enriched standards based instruction focused on helping fill the proficiency gaps of each individual student. Through ongoing formative assessments, students have the opportunity to master these rigorous academic standards. Focused push-in support is provided for key grade levels and subject areas to help facilitate the delivery of instruction during these intervention periods.

Due to our extended day, teachers have a ample amount of time to work in PLC's to determine which students need remediation and which students are eligible for enrichment. Based on last year FSA

data and baseline data from STAR, teachers collaborate and discuss groups of students to target during their intervention block. All decisions are data driven.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307885>.

2. Description

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

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

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. We host a large number of embedded community partnerships within the school: The largest group of volunteer grandmothers in Lee County (pushed into primary classrooms) through a special partnership with the Piper Center. We also have a local fraternity and sorority that volunteer time with their members in the form of retired teachers who work with our students. We also have forged a developing relationship with FGCU in order to bridge University-level teacher preparation in a diverse turn-around leadership environment. Lastly, 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Savage, Kenneth	Principal
Booker, Stephanie	Assistant Principal
Cook, Megan	Instructional Coach
Cohen, Kristin	Instructional Coach
Lebo, Misty	Administrative Support
Kirkessner, Angila	Paraprofessional
Urbank, Clemencia	Instructional Technology

b. Duties

1. 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, anecdotes) 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

Teacher Leaders

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes 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.

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

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kenneth Savage	Principal
Regina Duresky	Teacher
Laurie Pecore	Teacher
Sandra Neal	Parent
Cherie Williams	Parent
R. Cleaveau	Parent
Sandra Hall	Parent
Silvia Huggins	Parent
Jami Medina	Parent
Maria Camacho	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
McGill, Bridget	Teacher, K-12
Chistianson, Elizabeth	Teacher, K-12
Cohen, Kristin	Instructional Coach

b. Duties

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

The major initiatives of the LLT this year are to support all teachers in the areas of:

- Identification of students in the lowest 25% and monitor progress
- Analyze progress made according to Elementary STAR Reading: Percentile Rank and Achievement Levels (Level 1 - 5) buckets
- Identification of all students and their point range to positively move to the next Percentile Rank/

Achievement Level

- Support classroom teachers, grade levels and/or subject areas with data walls/folders in PLC's
- Utilize research-based materials and instruction
- Implement a system for teachers to triangulate data from our 3 points of data from technology including: STAR tests, SuccessMaker and iReady.
- Promote the Accelerated Reading program through incentives such as planned celebrations, awards, goals and recognitions.
- Enhance the utilization of Media Center into a high circulation, deeply integrated support system for core literacy instruction in the form of high volume reading for students

D. Public and Collaborative Teaching

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

1. 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 grade level/department meet in PLC's or to receive PD .Teachers work as departments and grade levels to analyze student data, and to implement best instructional practices to meet the needs of all learners. In addition, Teacher Leaders are strategically placed in different grade levels to be facilitators and instructional leaders during department and PLC meetings. At each grade level/department meeting Teacher Leaders focus their conversation on looking at the standards, analyzing the data, and coaching other teachers on effectively providing classroom instruction. Grade level meetings provide opportunities for teachers to discuss issues arising within an entire grade level and focus on cross curricular standard based instruction. Additionally, administration is available and walking around to answer questions which may come up during the grade level, department and PLC meetings.

2. 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 available to all teachers to assist in the retention of staff members at the school. Additionally, the school based administrators do regular walk-through's and observations of teachers and offer assistance to any teacher in need. Peer teachers are assigned to all new teachers to help aid them in their development. Additionally, we have several teacher leaders (K - 5) and instructional coaches to go into the classrooms to help model effective teaching strategies.

Through the TIF Grant, the school is assigned Teacher Leaders. The teacher leaders help model lessons, plan with teachers, and provide coaching to teachers. Through this experience, teachers are provided with an instructional coach/mentor they can communicate with on best practices to guide classroom management and facilitate instruction. By strategically placing teacher leaders in different grade levels we are fostering an atmosphere focused on the development and retention of all teachers.

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

JSIA provides a unique planning opportunity like none ever seen before in Lee County. With our extended school day, teachers are provided an ample amount of common planning time to focus on core academic instruction. School leaders have strategically set up the master schedule to pair teachers based on individual strengths. During the planning time, teacher leaders meet as a team to plan activities and discuss activities that will meet the needs of each individual student.

Any new teacher to Lee County is assigned a peer teacher, and are required to complete the district program "A.P.P.L.E.S". Through this program, the pairing of the mentoring teachers reflects their experience and their planning in that particular grade level/subject area. Peer teachers complete non-evaluative observations and provide feedback to new teachers to help them reflect on their teaching practices.

Teacher Leaders are assigned a minimum of one additional teacher to implement ongoing coaching cycles to engage in reflective practice. This gradual development is designed to build lasting capacity and transform teacher practice based on identified areas of need. This coaching program was implemented at the principal's prior school and this resulted in some of the highest gains in the District in terms of student learning outcomes in those grade levels that received this coaching support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

During pre-school week, all grade level teams received training on how to break down the standards. This pre-school professional development allowed each team member the opportunity to familiarize themselves with the essential components of the standard. During this training, teachers learned how to unpack the standards, and then determine appropriate resources to help teach the standards. This year, we are using "standards-based instruction", to facilitate and guide our teaching and learning in the classrooms. Additionally, teacher leaders at each grade level work to create common formative and summative assessments to progress monitor student learning. Teachers understand the textbook is a tool, which is state-adopted, but is not necessarily the curriculum and the only way we can facilitate instruction; the curriculum is still standards-based. Teachers are expected to teach the standards, and utilize resources made available to them, such as successmaker, iready, 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 at the components of Domain 3, to help monitor the objectives, standards, and essential questions being taught. Any teacher who receives a "focus" in this domain will be provided a conference a needs assistance plan.

b. Instructional Strategies

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

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 standards taught. Utilizing this information, teachers will be able to strategically assign students to specific interventions to help those students who are not showing proficiency on a given standard. 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 at JSIA each are placed in an intensive block period for ELA and math. During these intensive blocks, students work to master standards they are not proficient in yet. Teachers strategically group students based on their current level of proficiency and progress monitor their growth through frequent formative checks. Through this strategic placement, teachers are able to target their standards-based instruction to meet the individual needs of each learner.

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

Strategy: Extended School Day

Minutes added to school year: 21,600

All students will receive an additional 10 hours of instruction a week in the areas of math and literacy. This includes individualized adaptive tutoring as well as teacher-led small group intervention.

Strategy Rationale

This program will help improve student mastery of non-proficient standards, with a heavy focus on the literacy standards and math standards. With this type of program in place, the goal is to see a significant increase in ELA and math learning gains.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Savage, Kenneth, kennethas@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 10 hours a week in the extended day program. The data dashboard will help to determine student growth over time.

Strategy: Extended School Year

Minutes added to school year: 16,200

5th Quarter - Extended school year delivered in the summer to lowest 33% (ELA/Math tutoring)

Strategy Rationale

Students who are substantially below proficient require significant support in order to reach grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Booker, Stephanie, stephanieb@leeschools.net

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

Data Dashboard will be used to track learning gains

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

Data monitoring continues for students who transition to middle school. Our longitudinal impact will be assessed to determine our alignment with successful middle school preparation. This is a longer-term goal beyond the 16-17 school year.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

See Upload for detailed analysis

B. Problem Analysis Summary

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

See Upload for detailed analysis

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All students will reflect at least a year's worth of growth in the subject areas of math and literacy.
- G2.** To ensure that each student at JSIA is provided a safe and healthy school learning environment that promotes a sense of belonging, wellness, safety and security to support them in becoming lifelong learners.

Strategic Goals Detail

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

G1. All students will reflect at least a year's worth of growth in the subject areas of math and literacy. 1a

G081348

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	89.0
ELA/Reading Lowest 25% Gains	89.0
Math Gains	89.0
Math Lowest 25% Gains	89.0

Targeted Barriers to Achieving the Goal 3

- Majority of students' incoming level of proficiency is substantially below grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Leaders in targeted grade levels
- Extended school day for targeted instruction
- Star360 data
- Iready progress monitoring
- Common planning for all grade levels

Plan to Monitor Progress Toward G1. 8

JSIA will monitor STAR360 data for ongoing student growth and achievement

Person Responsible

Kenneth Savage

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Star360 data reports

G2. To ensure that each student at JSIA is provided a safe and healthy school learning environment that promotes a sense of belonging, wellness, safety and security to support them in becoming lifelong learners.

1a

G081349

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	75.0
School Climate Survey - Student	75.0
School Climate Survey - Parent	75.0

Targeted Barriers to Achieving the Goal 3

- Reduced personnel on campus during the morning and afternoon arrival/dismissal process due to extended-day program
- Student's arriving late to school (attendance and tardies)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Clarification of Strategic Goal Targets (since there is no available space to qualify the metrics) - 75% of respondents rate "agree" or higher on safety-related SMART goals targeting on-campus safety (Likert Scale Ratings).

Plan to Monitor Progress Toward G2. 8

Utilizing the observation data check, the school leadership team will be able to monitor the safety and security of all students on the campus of JSIA.

Person Responsible

Megan Cook

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

- walkabouts around campus - strategic placement at all entry and exit points - school map with names of people responsible - Observation data collection chart

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. All students will reflect at least a year's worth of growth in the subject areas of math and literacy. **1**

 G081348

G1.B1 Majority of students' incoming level of proficiency is substantially below grade level **2**

 B214891

G1.B1.S1 Highly Qualified Staff in place from the advent of the school year **4**

 S227092

Strategy Rationale

10 Instructional vacancies in 15-16 school year.

Action Step 1 **5**

Principal will hire only effective or highly effective certified teachers

Person Responsible

Kenneth Savage

Schedule

On 8/10/2016

Evidence of Completion

Evaluation instrumentation yields performance data

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

Submit Report showing 100% highly qualified staff

Person Responsible

Misty Lebo

Schedule

Quarterly, from 10/31/2016 to 6/1/2017

Evidence of Completion

Quarterly reports documenting HQ staff without vacancies

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

Report with Manager Ratings and Student Growth Ratings - 95% or higher of teachers with Effective or Highly Effective Ratings

Person Responsible

Misty Lebo

Schedule

On 7/1/2017

Evidence of Completion

Evaluation System Reporting will confirm quality of teachers

G1.B1.S2 Extended Instructional Blocks, Increased time for intervention, and Extended Day provides additional time for targeted instruction. 4

 S227093

Strategy Rationale

With a variety of deficits in prerequisite skills, students need additional time to close gaps and build stamina.

Action Step 1 5

Principal will strategically create a master schedule that meets the schools needs

Person Responsible

Kenneth Savage

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Copies of master schedule, e-mail communication

Action Step 2 5

Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction

Person Responsible

Kenneth Savage

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Calendar for meeting dates, agendas sent to Administration, formative and summative data analysis

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

School leaders will regularly attend grade level, department, and PLC meetings

Person Responsible

Kenneth Savage

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administration logging their attendance

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

The principal will communicate with faculty about master schedule adjustments and improvements

Person Responsible

Kenneth Savage

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

e-mails to faculty, calendar meeting dates with faculty members

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

School leaders will conduct classroom-walkthroughs to observe classroom instruction

Person Responsible

Kenneth Savage

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administration walk-through data

G1.B1.S3 Robust Data System for enhanced progress monitoring to more accurately predict individual student learning gains 4

S227094

Strategy Rationale

Current systems for progress monitoring offered within the District fall far short of reliability/validity to accurately predict learning gains.

Action Step 1 5

Create a student and teacher progress monitoring virtual dashboard

Person Responsible

Kenneth Savage

Schedule

On 12/5/2016

Evidence of Completion

Should be able to display the dashboard for broad organizational use.

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

Use the dashboard in Monthly Teacher Leadership Meetings

Person Responsible

Kenneth Savage

Schedule

Monthly, from 10/24/2016 to 6/1/2017

Evidence of Completion

Teacher Leadership Meeting minutes will reference the data analysis from the dashboard

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

Analyze alignment of dashboard to FSA high stakes outcomes (Learning Gains / Proficiency Metrics)

Person Responsible

Kenneth Savage

Schedule

On 8/28/2017

Evidence of Completion

Principal will present the analysis to District Leadership & School Faculty

G2. To ensure that each student at JSIA is provided a safe and healthy school learning environment that promotes a sense of belonging, wellness, safety and security to support them in becoming lifelong learners. 1

G081349

G2.B1 Reduced personnel on campus during the morning and afternoon arrival/dismissal process due to extended-day program 2

B214892

G2.B1.S1 Strategically place administrators, teacher leaders, teachers, and support staff in key locations to help with the flow of traffic coming off the bus ramp and parent pick-up during the morning transition period. 4

S227095

Strategy Rationale

Strategic placement of school personnel to help monitor the flow of traffic will help keep our students safe as they transition during the morning and afternoon routines.

Action Step 1 5

School personnel will be assigned to a specific area on the school campus.

Person Responsible

Megan Cook

Schedule

On 5/31/2017

Evidence of Completion

Observation data collection tool

Action Step 2 5

Teachers will be provided with a map of the school and the names of the staff members for each location.

Person Responsible

Megan Cook

Schedule

On 5/31/2017

Evidence of Completion

Map of school with each team member assigned to a designated area.

Action Step 3 5

Teachers will communicate if they can not make their morning assignment.

Person Responsible

Megan Cook

Schedule

On 5/31/2017

Evidence of Completion

E-mail Mr. Drake

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

School Leadership Team will continually monitor their assigned area.

Person Responsible

Megan Cook

Schedule

On 5/31/2017

Evidence of Completion

Observation Data Sheet

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

Teachers will be responsible for being at their assigned location by 7:30 at the latest. The School Leadership Team will monitor the fidelity of each person responsible for their assigned location. Based on feedback from school personnel, we will work to continuously improve our process and procedures.

Person Responsible

Megan Cook

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Observation Data Checklist. To monitor the role/duty of each person responsible for their assigned area.

G2.B1.S2 Teachers will be at their door to greet students and assist with the flow/supervision of traffic.

4

 S227096

Strategy Rationale

Teachers will meet their students at the door with a smile to help promote a positive classroom culture. In addition, teachers will continue to work on building relationships with each child.

Action Step 1 5

Teachers will make it a priority to be at their door and greet students as they enter.

Person Responsible

Megan Cook

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Observation data sheet

Action Step 2 5

Assigned teachers will monitor the flow of traffic during transition time to ensure all students arrive at their location safely.

Person Responsible

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Minutes, agendas, student data, instruction and intervention plans

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

Tracking sheet will include staff in position or not

Person Responsible

Megan Cook

Schedule

Quarterly, from 9/12/2016 to 5/22/2017

Evidence of Completion

Chart is used to capture this information, then the information is compiled quarterly for leadership team review.

Plan to Monitor Effectiveness of Implementation of G2.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

Kenneth Savage

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

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

G2.B1.S3 School Leadership Team conducts a quarterly review of Safety/Security data with a CIM framework to drive continuous improvement of tracked outcomes. 4

S227097

Strategy Rationale

The School Leadership Team will meet quarterly to review any new issues that might have surfaced. In addition, the team will look at past issues and discuss their current status.

Action Step 1 5

The School Leadership Team will communicate quarterly on the data recorded from the observations.

Person Responsible

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Calendar meeting request, notes from meeting, sign-in sheets

Action Step 2 5

The School Leadership Team will analyze the data and work to continuously improve processes and procedures on campus.

Person Responsible

Kenneth Savage

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

hand-outs, sign-in sheets, calendar request, notes

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

The School Leadership Team will use an observation data checklist to monitor duties and responsibilities. Based on quarterly meetings we will continue to improve the process and procedures here at JSIA

Person Responsible

Kenneth Savage

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

observation data, minutes and agendas, e-mail,

Plan to Monitor Effectiveness of Implementation of G2.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

Kenneth Savage

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

G2.B2 Student's arriving late to school (attendance and tardies) 2

B214893

G2.B2.S1 The school will focus on increasing opportunities to engage students in a positive way. 4

S227098

Strategy Rationale

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

Action Step 1 5

Increase opportunities to engage students in a positive way and reinforce desired behaviors.

Person Responsible

Stephanie Booker

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Track CASTLE Warnings to ensure reduction of undesired behaviors

Action Step 2 5

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

Person Responsible

Kenneth Savage

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

Review Monthly Warning total - reduction is desired

Person Responsible

Stephanie Booker

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Minutes of Teacher Leadership Meetings

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

Students will be able to participate in incentive-based events rewarded because of reaching expectations.

Person Responsible

Megan Cook

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A288343	Principal will hire only effective or highly effective certified teachers	Savage, Kenneth	7/1/2016	Evaluation instrumentation yields performance data	8/10/2016 one-time
G1.B1.S3.A1 A288346	Create a student and teacher progress monitoring virtual dashboard	Savage, Kenneth	10/10/2016	Should be able to display the dashboard for broad organizational use.	12/5/2016 one-time
G2.B1.S2.MA1 M288870	Tracking sheet will include staff in position or not	Cook, Megan	9/12/2016	Chart is used to capture this information, then the information is compiled quarterly for leadership team review.	5/22/2017 quarterly
G1.MA1 M288866	JSIA will monitor STAR360 data for ongoing student growth and achievement	Savage, Kenneth	8/10/2016	Star360 data reports	5/31/2017 monthly
G2.MA1 M288875	Utilizing the observation data check, the school leadership team will be able to monitor the safety...	Cook, Megan	8/10/2016	- walkabouts around campus - strategic placement at all entry and exit points - school map with names of people responsible - Observation data collection chart	5/31/2017 daily
G2.B1.S1.MA1 M288867	Teachers will be responsible for being at their assigned location by 7:30 at the latest. The School...	Cook, Megan	8/10/2016	Observation Data Checklist. To monitor the role/duty of each person responsible for their assigned area.	5/31/2017 weekly
G2.B1.S1.MA1 M288868	School Leadership Team will continually monitor their assigned area.	Cook, Megan	8/10/2016	Observation Data Sheet	5/31/2017 one-time
G2.B1.S1.A1 A288347	School personnel will be assigned to a specific area on the school campus.	Cook, Megan	8/10/2016	Observation data collection tool	5/31/2017 one-time
G2.B1.S1.A2 A288348	Teachers will be provided with a map of the school and the names of the staff members for each...	Cook, Megan	8/10/2016	Map of school with each team member assigned to a designated area.	5/31/2017 one-time
G2.B1.S1.A3 A288349	Teachers will communicate if they can not make their morning assignment.	Cook, Megan	8/10/2016	E-mail Mr. Drake	5/31/2017 one-time
G2.B2.S1.MA1 M288873	Students will be able to participate in incentive-based events rewarded because of reaching...	Cook, Megan	8/10/2016	school calendar with events, e-mails, data, agendas	5/31/2017 monthly
G2.B2.S1.MA1 M288874	Review Monthly Warning total - reduction is desired	Booker, Stephanie	8/10/2016	Minutes of Teacher Leadership Meetings	5/31/2017 monthly
G2.B2.S1.A1 A288354	Increase opportunities to engage students in a positive way and reinforce desired behaviors.	Booker, Stephanie	8/10/2016	Track CASTLE Warnings to ensure reduction of undesired behaviors	5/31/2017 monthly
G2.B2.S1.A2 A288355	Increase opportunities to engage teachers in a positive way and support teachers with all their...	Savage, Kenneth	8/10/2016		5/31/2017 monthly
G1.B1.S2.MA1 M288861	School leaders will conduct classroom-walkthroughs to observe classroom instruction	Savage, Kenneth	8/10/2016	Administration walk-through data	5/31/2017 biweekly
G1.B1.S2.MA1 M288862	School leaders will regularly attend grade level, department, and PLC meetings	Savage, Kenneth	8/10/2016	Administration logging their attendance	5/31/2017 weekly
G1.B1.S2.MA2 M288863	The principal will communicate with faculty about master schedule adjustments and improvements	Savage, Kenneth	8/10/2016	e-mails to faculty, calendar meeting dates with faculty members	5/31/2017 monthly
G1.B1.S2.A1 A288344	Principal will strategically create a master schedule that meets the schools needs	Savage, Kenneth	8/10/2016	Copies of master schedule, e-mail communication	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A2 A288345	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom...	Savage, Kenneth	8/10/2016	Calendar for meeting dates, agendas sent to Administration, formative and summative data analysis	5/31/2017 daily
G2.B1.S2.MA1 M288869	SBLT Team will collect, chart observation data, utilize the PS process to determine implementation...	Savage, Kenneth	8/10/2016	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	5/31/2017 biweekly
G2.B1.S2.A1 A288350	Teachers will make it a priority to be at their door and greet students as they enter.	Cook, Megan	8/10/2016	Observation data sheet	5/31/2017 weekly
G2.B1.S2.A2 A288351	Assigned teachers will monitor the flow of traffic during transition time to ensure all students...		8/10/2016	Minutes, agendas, student data, instruction and intervention plans	5/31/2017 daily
G2.B1.S3.MA1 M288871	Student data will be observed and collected to monitor for the effectiveness of the best teaching...	Savage, Kenneth	8/10/2016	collected student data, intervention groups created during PLC's based on student data	5/31/2017 biweekly
G2.B1.S3.MA1 M288872	The School Leadership Team will use an observation data checklist to monitor duties and...	Savage, Kenneth	8/10/2016	observation data, minutes and agendas, e-mail,	5/31/2017 weekly
G2.B1.S3.A1 A288352	The School Leadership Team will communicate quarterly on the data recorded from the observations.		8/10/2016	Calendar meeting request, notes from meeting, sign-in sheets	5/31/2017 quarterly
G2.B1.S3.A2 A288353	The School Leadership Team will analyze the data and work to continuously improve processes and...	Savage, Kenneth	8/10/2016	hand-outs, sign-in sheets, calendar request, notes	5/31/2017 monthly
G1.B1.S1.MA1 M288860	Submit Report showing 100% highly qualified staff	Lebo, Misty	10/31/2016	Quarterly reports documenting HQ staff without vacancies	6/1/2017 quarterly
G1.B1.S3.MA1 M288865	Use the dashboard in Monthly Teacher Leadership Meetings	Savage, Kenneth	10/24/2016	Teacher Leadership Meeting minutes will reference the data analysis from the dashboard	6/1/2017 monthly
G1.B1.S1.MA1 M288859	Report with Manager Ratings and Student Growth Ratings - 95% or higher of teachers with Effective...	Lebo, Misty	7/1/2017	Evaluation System Reporting will confirm quality of teachers	7/1/2017 one-time
G1.B1.S3.MA1 M288864	Analyze alignment of dashboard to FSA high stakes outcomes (Learning Gains / Proficiency Metrics)	Savage, Kenneth	7/31/2017	Principal will present the analysis to District Leadership & School Faculty	8/28/2017 one-time

V. Professional Development Opportunities

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

G1. All students will reflect at least a year's worth of growth in the subject areas of math and literacy.

G1.B1 Majority of students' incoming level of proficiency is substantially below grade level

G1.B1.S2 Extended Instructional Blocks, Increased time for intervention, and Extended Day provides additional time for targeted instruction.

PD Opportunity 1

Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction

Facilitator

Teacher Leaders

Participants

Core Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

G1.B1.S3 Robust Data System for enhanced progress monitoring to more accurately predict individual student learning gains

PD Opportunity 1

Create a student and teacher progress monitoring virtual dashboard

Facilitator

Principal

Participants

Teachers and Leadership

Schedule

On 12/5/2016

G2. To ensure that each student at JSIA is provided a safe and healthy school learning environment that promotes a sense of belonging, wellness, safety and security to support them in becoming lifelong learners.

G2.B1 Reduced personnel on campus during the morning and afternoon arrival/dismissal process due to extended-day program

G2.B1.S3 School Leadership Team conducts a quarterly review of Safety/Security data with a CIM framework to drive continuous improvement of tracked outcomes.

PD Opportunity 1

The School Leadership Team will communicate quarterly on the data recorded from the observations.

Facilitator

Assistant Principal

Participants

Teaching staff and administrators

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

PD Opportunity 2

The School Leadership Team will analyze the data and work to continuously improve processes and procedures on campus.

Facilitator

Principal

Participants

Teachers and administration

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G2.B2 Student's arriving late to school (attendance and tardies)

G2.B2.S1 The school will focus on increasing opportunities to engage students in a positive way.

PD Opportunity 1

Increase opportunities to engage students in a positive way and reinforce desired behaviors.

Facilitator

Teachers who exhibit best practices that can be shared

Participants

Teachers of Staff

Schedule

Monthly, from 8/10/2016 to 5/31/2017

PD Opportunity 2

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

Facilitator

NISL

Participants

JSIA Administrators

Schedule

Monthly, from 8/10/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Principal will hire only effective or highly effective certified teachers				\$3,122,670.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	0592 - James Stephens Elementary School	General Fund	45.0	\$2,930,670.00
			<i>Notes: DRA Non-SAI</i>			
		100-Salaries	0592 - James Stephens Elementary School	School Improvement Funds	2.0	\$130,000.00
			<i>Notes: SAI</i>			
		100-Salaries	0592 - James Stephens Elementary School	Title I, Part A	1.0	\$62,000.00
			<i>Notes: Title I</i>			

2	G1.B1.S2.A1	Principal will strategically create a master schedule that meets the schools needs				\$0.00
3	G1.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction				\$325,630.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	0592 - James Stephens Elementary School	Other Federal	5.0	\$325,630.00
			<i>Notes: In order to facilitate common planning and large blocks of planning time - additional teacher units are necessary to offset the per-pupil class-size driven funding formula</i>			
4	G1.B1.S3.A1	Create a student and teacher progress monitoring virtual dashboard				\$0.00
5	G2.B1.S1.A1	School personnel will be assigned to a specific area on the school campus.				\$0.00
6	G2.B1.S1.A2	Teachers will be provided with a map of the school and the names of the staff members for each location.				\$0.00
7	G2.B1.S1.A3	Teachers will communicate if they can not make their morning assignment.				\$0.00
8	G2.B1.S2.A1	Teachers will make it a priority to be at their door and greet students as they enter.				\$0.00
9	G2.B1.S2.A2	Assigned teachers will monitor the flow of traffic during transition time to ensure all students arrive at their location safely.				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	0592 - James Stephens Elementary School		1.0	\$65,000.00
			<i>Notes: Creating Safety duties for teachers that does not have direct instructional ties is cost prohibitive but an investment in safety-related priorities for the extended day.</i>			
10	G2.B1.S3.A1	The School Leadership Team will communicate quarterly on the data recorded from the observations.				\$0.00
11	G2.B1.S3.A2	The School Leadership Team will analyze the data and work to continuously improve processes and procedures on campus.				\$22,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		690-Computer Software	0592 - James Stephens Elementary School	General Fund		\$22,000.00
			<i>Notes: SuccessMaker & iReady</i>			
12	G2.B2.S1.A1	Increase opportunities to engage students in a positive way and reinforce desired behaviors.				\$0.00
13	G2.B2.S1.A2	Increase opportunities to engage teachers in a positive way and support teachers with all their needs.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	0592 - James Stephens Elementary School	General Fund		\$60,000.00

Lee - 0592 - James Stephens Elementary School - 2016-17 SIP
James Stephens Elementary School

	<i>Notes: Materials for Teachers and Students</i>		
			Total: \$3,595,300.00