

Polk County Public Schools

James E. Stephens Academy



2016-17 Schoolwide Improvement Plan

James E. Stephens Academy

1350 MAPLE AVE N, Bartow, FL 33830

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

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	68%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	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 Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 E. Stephens Academy

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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

James E. Stephens Elementary is a Positive Behavior Support school. Students and staff members are trained in and follow a set of core school expectations. Staff members promote a risk-free environment for all stakeholders by reinforcing positive behavior instead of focusing on negatives.

We have added CHAMPS to our toolkit as well; a program that supports many of the components of PBS (Positive Behavior Support) with a focus on classroom and schoolwide expectations.

James E. Stephens Elementary staff members and students participate in safety drills in collaboration with the District Safe Schools Department. Additionally, there is a team of staff members specifically certified in Nonviolent Crisis Intervention.

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

CHAMPS training will take place throughout the year as outlined in the plan. Schoolwide CHAMPS plans for dismissal (routine) and lunch (activity) are in place. Teachers will create CHAMPS plans for their classrooms using information gathered from trainings. Equally, CHAMPS plans will minimize

distractions and help reinforce daily routines and expectations, ultimately ensuring smooth transitions throughout the day.

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.

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

James E. Stephens Elementary partners with various community organizations to assist our families with school supplies, holiday gifts, clothing and food. We also partner with the community for the purposes of providing mentors to students.

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.

N/A

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	6	7	8	5	5	0	0	0	0	0	0	0	33
One or more suspensions	1	6	2	5	6	9	0	0	0	0	0	0	0	29
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	14	16	24	0	0	0	0	0	0	0	54
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	16	13	0	0	0	0	0	0	0	0	29

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

Students identified by the early warning intervention system will be discussed by the PSLT and interventions will be put into place to include: Mentoring, Triple I interventions, Attendance Contracts (incentives) and tutoring. Other safety nets may include targeted interventions during Power Hour (extended day for ELA) and Math Triple I.

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/319800>.

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.

James E. Stephens Elementary has a partnership with the United Way Reading Pals program which benefits Kindergarten students. Reading Pals provide children exposure to quality literature. The United Way Reading Pals program donates books to Kindergarten students twice a year.

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
HALL, CHANDRA	Principal
Quirk, Elizabeth	Assistant Principal
Breiter, Lee	Instructional Coach
Palmer, Heather	Instructional Coach
Hubbard, Jennifer	School Counselor
MacEachern, Melissa	Teacher, ESE

b. Duties

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

The administration provides a common vision for the use of data-based decision-making by modeling and monitoring the Problem Solving Process at all levels. Administrators ensure the fidelity of instructional practices and strategies. Administrators provide and participate in professional learning to support the success of the school. Additionally, administrators utilize various strategies to effectively communicate with stakeholders decisions that are made and evaluation results.

The School Psychologist participates in the collection, interpretation, and analysis of data that aides in the development of academic and behavioral intervention plans.

School-Based Coaches provide instructional support and professional development to teachers in core subjects. Instructional coaches facilitate the teachers' disaggregation of student data and collaborate with teachers to assist with planning and instruction. Additionally, coaches actively serve on the PSLT where data driven decisions are made and strategic plans are developed that will support the overall success of the school.

The Guidance Counselor serves as our LEA for various meetings related to providing students with Exceptional Student Education (ESE) services (to include MTSS). The Counselor serves as a liaison between the school and various agencies to support the social emotional and academic aspects of students. Additionally, the counselor actively serves on the PSLT where data driven decisions are made and strategic plans are developed that will support the overall success of the school.

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 School Based Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the Eight Step Problem Solving Process during weekly meetings.

The MTSS Behavior Team meets monthly to analyze school-wide behavior data and monitor the fidelity of the Positive Behavior Support plan as well as the CHAMPS plan. Attendance data is also analyzed, social worker support is available and used as well.

The MTSS Academic Team meets regularly to analyze school-wide academic data, intervention implementation, as well as Tier 2 and Tier 3 data for individual students.

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

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

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

Title 1, Part D: N/A

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

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

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

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

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

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

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

Head Start: N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chandra Hall	Principal
Lee Breiter	Teacher
Carrie Starnes	Parent
Elizabeth Quirk	Education Support Employee
Melissa MacEachern	Teacher
Janice Bell	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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.

Continued efforts in recruiting.

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
HALL, CHANDRA	Principal
Palmer, Heather	Instructional Coach
Breiter, Lee	Instructional Coach
Hubbard, Jennifer	Instructional Coach
Quirk, Elizabeth	Assistant Principal

b. Duties

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

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

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.

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

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

Use of electronic Recruiting and Hiring System.

Use of district level staff in Human Resource Department to monitor certification and equity compliance.

Development of in house selection committee comprised of members of the school community. Professional Development opportunities in house and at district level for new teachers TIPS and NEO (new employee orientation programs).

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

When possible, mentors are assigned based on content area and professional expertise. New teachers and teachers new to Stephens will meet with their mentors regularly to ensure smooth transitions. Administration will also meet with teachers regularly providing support with transition into the career of education.

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.

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

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.

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

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: 1,080

Stephens has been identified as a bottom 300 school. With this designation, we have added an additional hour of reading to our day. During this time (Power Hour) students are engaged in activities that cover each of the components of reading. Extended learning opportunities will be made available during the second grading period.

Strategy Rationale

Students experiencing difficulty meeting standards or in need of additional support will be provided an opportunity to participate in these programs. Equally, students that are excelling will be offered acceleration during these times.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Administrative, Team, stephenselementary@polk-fl.net

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

Work samples, progress monitoring data

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.

All incoming Kindergarten students are assessed via a pre-screening tool prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional programs. This screening tool assesses basic skills/school readiness, oral language, and print/letter knowledge. Additionally, classroom teachers administer the state readiness test (FLKRS) to Kindergarten and FAIR (Grades 3-5) within the first thirty days of school. Various data will be used to plan daily academic and social-emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Students are also given ongoing assessment three times per year which evaluates their knowledge base and allows the teacher to plan instruction according to students' needs.

The importance of attending school and completing school begins in the Pre-K years in order to assist with Drop-Out Prevention. Our school has one ESE Pre-K unit. We have also referred students to REAL Academy to assist with proper grade level placements. COMPASS Charter is another program designed to assist students with proper grade level placements.

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.

N/A

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

NA

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** James E. Stephens Elementary will implement a system to support planning and delivery of standards-based instruction to include effective instructional strategies with ongoing monitoring and feedback.
- G2.** James E. Stephens Elementary will foster a culture of high expectations and accountability for all stakeholders.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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. James E. Stephens Elementary will implement a system to support planning and delivery of standards-based instruction to include effective instructional strategies with ongoing monitoring and feedback. 1a

G085079

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	72.0
Attendance Below 90%	85.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Lesson plans, classroom data sheets, feedback during data chats

Person Responsible

Team Administrative

Schedule

Weekly, from 9/8/2016 to 6/1/2017

Evidence of Completion

Meeting minutes and walk through data, data sets

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

G085080

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	
5Es Score: Collective Responsibility	
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal 3

- Low expectations and ownership among stakeholders.
- Fixed mindsets and inconsistent reflection and ownership of data data to promote continuous improvement.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Team Administrative

Schedule

Semiannually, from 9/30/2016 to 6/10/2017

Evidence of Completion

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

Action Plan for Improvement



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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

G085079

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

B226309

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

S238742

Strategy Rationale

Without this knowledge you cannot deliver and plan instruction needed.

Action Step 1 5

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

Person Responsible

Team Leadership

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Coaches Instructional

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans and instruction

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

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

Person Responsible

Team Leadership

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

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

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

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

Person Responsible

Team Administrative

Schedule

Weekly, from 9/8/2016 to 6/9/2017

Evidence of Completion

Teachers will turn in standards-based lesson plans weekly with necessary components using email. Pre-planning checklists will be attached to sign in sheets and submitted.

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

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

Person Responsible

Team Leadership

Schedule

Daily, from 8/25/2016 to 6/9/2017

Evidence of Completion

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

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

Journey Reports

Person Responsible

Team Administrative


Schedule

Biweekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

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

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

 S238743

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Team Leadership

Schedule

On 8/10/2016

Evidence of Completion

Final draft of Lesson Planning Protocol

Action Step 2 5

A PLC will be facilitated by Principal to share Lesson Planning Protocol with teachers (revisit as needed).

Person Responsible

CHANDRA HALL

Schedule

On 8/15/2016

Evidence of Completion

Sign in sheets and Lesson Planning Protocol document

Action Step 3 5

In PLCs, Instructional Coaches will facilitate and model how to transfer pre-planning information onto the lesson plan template (will revisit as needed - tiered support).

Person Responsible

Team Leadership

Schedule

Weekly, from 8/22/2016 to 9/29/2016

Evidence of Completion

Sign in sheets, completed pre-planning checklist from each teacher attached (effective Feb. 2016) and completed lesson plan

Action Step 4 5

Teachers and leadership team will continue the collaborative planning model (tiered supports as needed).

Person Responsible

Team Leadership

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign in sheets from planning session and lesson plans

Action Step 5 5

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

Person Responsible

Team Leadership

Schedule

On 8/10/2016

Evidence of Completion

Protocol Document and monthly Planning Coverage Calendar (Admin)

Action Step 6 5

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

Person Responsible

Coaches Instructional

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Coaches log

Action Step 7 5

A PLC will be facilitated by Instructional Coaches to provide teachers with information regarding the use of Accountable Talk during whole-group instruction and within their collaborative structures. Collaborative structures PD will take place as well.

Person Responsible

Team Leadership

Schedule

On 9/20/2016

Evidence of Completion

Sign in sheet, agenda, presentation

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

Observations and plans will reflect use of collaborative planning process.

Person Responsible

Team Leadership

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Anecdotal notes and Journey reports as well as plans

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

Walk through data

Person Responsible

Team Leadership


Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Anecdotal notes, meeting minutes, checklists, Journey reports

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

 S238744

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Team Leadership

Schedule

Biweekly, from 8/31/2016 to 6/9/2017

Evidence of Completion

Data Wall, Data Platform, Data Sheets/Notebooks

Action Step 2 5

During collaborative planning we will frequently reference data to drive our planning and instruction using data sheets (student and classroom).

Person Responsible

Team Leadership

Schedule

Biweekly, from 9/28/2016 to 6/9/2017

Evidence of Completion

Small Group Plans

Action Step 3 5

The Leadership Team will analyze data on a consistent basis using Early Warning System, Discipline Reports and Data Sheets/Notebooks.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/10/2016 to 6/10/2017

Evidence of Completion

Meeting minutes, agendas, data sets and EWS reports

Action Step 4 5

The Leadership Team will develop classroom data sheets that will be completed by teachers to document classroom data. Individual student data sheets will be developed and used as well.

Person Responsible

Team Leadership

Schedule

On 8/23/2016

Evidence of Completion

Classroom data sheets; individual student data sheets/data notebooks

Action Step 5 5

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

Person Responsible

Team Leadership

Schedule

Biweekly, from 9/26/2016 to 6/9/2017

Evidence of Completion

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

Action Step 6 5

Teachers will participate in professional development during the months of August and September to identify types of data available, how to retrieve data (to include platform) and how to utilize each for decision making.

Person Responsible

Team Leadership

Schedule

Biweekly, from 8/30/2016 to 6/10/2017

Evidence of Completion

Agendas, presentations, and sign in sheets

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

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

Person Responsible

Team Leadership

Schedule

Weekly, from 8/1/2016 to 6/9/2017

Evidence of Completion

Meeting minutes and agendas

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

Lesson plans will reflect small group planning driven by data (targeted interventions and spiraling of standards as well).

Person Responsible

Team Administrative

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Lesson plans

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

 S238745

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Coaches Instructional

Schedule

Monthly, from 8/25/2016 to 6/7/2017

Evidence of Completion

coaching logs, feedback

Action Step 2 5

Provide professional development on effective instructional strategies (tiered support).

Person Responsible

Coaches Instructional

Schedule

Biweekly, from 8/20/2016 to 6/9/2017

Evidence of Completion

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

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

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

Person Responsible

Team Administrative

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

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

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

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

Person Responsible

Team Administrative

Schedule

Weekly, from 8/29/2016 to 6/28/2017

Evidence of Completion

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

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

 G085080

G2.B1 Low expectations and ownership among stakeholders. 2

 B226312

G2.B1.S1 Implementation of 49 Essential Techniques 4

 S238749

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Team Leadership

Schedule

Monthly, from 8/25/2016 to 6/10/2017

Evidence of Completion

Documentation of Teach Like a Champion referenced during tiered supports

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

Discussion about chapters and reflections, reference to chapters during tiered supports

Person Responsible

Team Leadership

Schedule

Monthly, from 8/25/2016 to 6/10/2017

Evidence of Completion

Documentation of techniques being referenced during tiered support, evidence of strategies implemented in classroom (Journey Data).

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

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

Person Responsible

Team Leadership

Schedule

Daily, from 8/25/2016 to 6/10/2017

Evidence of Completion

Implementation Timeline and Journey feedback

G2.B1.S2 Peer Walk-Throughs and Vertical Teams 4

 S238750

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Team Leadership

Schedule

Quarterly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Sign in sheets and checklists

Action Step 2 5

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

Person Responsible

Team Leadership

Schedule

Quarterly, from 10/3/2016 to 6/10/2017

Evidence of Completion

Sign in sheet, agenda and meeting minutes

Action Step 3 5

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

Person Responsible

Team Leadership

Schedule

Quarterly, from 10/3/2016 to 6/10/2017

Evidence of Completion

Sign in sheets and checklists

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

Teachers will sign in and complete checklists.

Person Responsible

Coaches Instructional

Schedule

Quarterly, from 10/3/2016 to 6/10/2017

Evidence of Completion

Sign in sheets and checklists, calendar

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

Checklists will be shared at Leadership Team meetings.

Person Responsible

Team Leadership


Schedule

Quarterly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Sign in sheets, agendas, meeting minutes

G2.B1.S3 Committees 4

 S238751

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

CHANDRA HALL

Schedule

On 8/31/2016

Evidence of Completion

Email to instructional staff and committee member list

Action Step 2 5

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

Person Responsible

Team Leadership

Schedule

On 9/29/2017

Evidence of Completion

Meeting minutes and agendas

Action Step 3 5

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

Person Responsible

Team Leadership

Schedule

Quarterly, from 8/31/2016 to 6/9/2017

Evidence of Completion

Leadership Team meeting minutes and agendas

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

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

Person Responsible

Team Leadership

Schedule

Monthly, from 8/31/2016 to 6/10/2017

Evidence of Completion

meeting minutes, agendas, and sign in sheets

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

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

Person Responsible

Team Leadership

Schedule

Monthly, from 8/31/2016 to 6/9/2017

Evidence of Completion

Meeting minutes, agendas, sign in sheets

G2.B1.S4 Power Hour for reading support in 6 essential areas (phonics, phonemic awareness, fluency, vocabulary, comprehension, writing). 4

 S238752

Strategy Rationale

By implementing an extra hour of reading, students will receive additional support and remediation in the 6 areas of reading (phonics, phonemic awareness, fluency, vocabulary, comprehension, writing). .

Action Step 1 5

Staff members will be trained on the implementation of Power Hour and use of programs to support (ACHIEVE and SMARTY ANTS).

Person Responsible

Heather Palmer

Schedule

Biweekly, from 8/17/2016 to 9/30/2016

Evidence of Completion

Sign in sheets, agendas, presentations

Action Step 2 5

Students will participate in Power Hour (Three 20 minute rotations) daily using resources provided. Rotations will include: a computer based instruction piece, a small teacher led group and a writing component (each driven by data)

Person Responsible

Team Administrative

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Classroom walk through data, student data (progress monitoring) and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Conduct walk throughs during Power Hour to monitor fidelity.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Classroom Walk Through Data; Progress Monitoring Data

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Lesson Plan Checks

Person Responsible

Team Administrative

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Lesson plans, notes from collaborative planning

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Administration/Leadership Team will review plans and CWT data for fidelity of Power Hour implementation and use of resources.

Person Responsible

Team Leadership


Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Leadership minutes, lesson plan feedback, Journey and CWT data

G2.B1.S5 CHAMPS and PBS 4

 S238753

Strategy Rationale

By implementing a schoolwide plan for behavior expectations/routines, students as well as staff will be held accountable for maintaining school a safe and orderly environment. PBS and CHAMPS are designed to support both the school and individual classroom in these areas.

Action Step 1 5

Staff members will participate in PBS training and implement School wide PBS plan.

Person Responsible

Lee Breiter

Schedule

Semiannually, from 8/15/2016 to 6/9/2017

Evidence of Completion

Sign in sheets, evidence of implementation during CWTs and in common areas.

Action Step 2 5

Staff members will participate in CHAMPS training and implement school wide/classroom plans.

Person Responsible

Elizabeth Quirk

Schedule

Quarterly, from 8/19/2016 to 6/8/2017

Evidence of Completion

Evidence of implementation during CWTs and in common areas.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Fidelity will be monitored via CWTs and observation in common areas.

Person Responsible

Elizabeth Quirk

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Tally sheets, PBS Plans, CHAMPS Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Provide additional training for CHAMPS. Continue collecting CWT data.

Person Responsible

Elizabeth Quirk

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

CWT data, Training Sign in Sheets, evidence of Feedback/Support (emails, etc).

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Provide refresher for PBS throughout the year. Continue collecting data.

Person Responsible

Lee Breiter

Schedule





















Semiannually, from 8/22/2016 to 6/8/2017

Evidence of Completion













PBS punch cards, PBS data, CWT data

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.S2.A1 A309168	A lesson planning protocol will be developed to provide clear expectations for collaborative...	Leadership, Team	8/10/2016	Final draft of Lesson Planning Protocol	8/10/2016 one-time
G1.B1.S2.A5 A309172	The Leadership Team will develop a protocol for their own participation during collaborative...	Leadership, Team	8/10/2016	Protocol Document and monthly Planning Coverage Calendar (Admin)	8/10/2016 one-time
G1.B1.S2.A2 A309169	A PLC will be facilitated by Principal to share Lesson Planning Protocol with teachers (revisit as...	HALL, CHANDRA	8/15/2016	Sign in sheets and Lesson Planning Protocol document	8/15/2016 one-time
G1.B1.S3.A4 A309178	The Leadership Team will develop classroom data sheets that will be completed by teachers to...	Leadership, Team	8/23/2016	Classroom data sheets; individual student data sheets/data notebooks	8/23/2016 one-time
G2.B1.S3.A1 A309187	Instructional staff will be assigned to participate on various committees by administration.	HALL, CHANDRA	8/31/2016	Email to instructional staff and committee member list	8/31/2016 one-time
G1.B1.S2.A7 A309174	A PLC will be facilitated by Instructional Coaches to provide teachers with information regarding...	Leadership, Team	9/8/2016	Sign in sheet, agenda, presentation	9/20/2016 one-time
G1.B1.S2.A3 A309170	In PLCs, Instructional Coaches will facilitate and model how to transfer pre-planning information...	Leadership, Team	8/22/2016	Sign in sheets, completed pre-planning checklist from each teacher attached (effective Feb. 2016) and completed lesson plan	9/29/2016 weekly
G2.B1.S4.A1 A309190	Staff members will be trained on the implementation of Power Hour and use of programs to support...	Palmer, Heather	8/17/2016	Sign in sheets, agendas, presentations	9/30/2016 biweekly
G1.MA1 M315990	Lesson plans, classroom data sheets, feedback during data chats	Administrative, Team	9/8/2016	Meeting minutes and walk through data, data sets	6/1/2017 weekly
G1.B1.S1.MA1 M315980	Journey Reports	Administrative, Team	8/29/2016	EPC documentation by administration via Journey reports and other forms of documentation of feedback.	6/1/2017 biweekly
G1.B1.S4.MA1 M315989	Instructional coaches will provide updates on progress of the process during leadership; teachers...	Administrative, Team	8/22/2016	Agendas & Sign in sheets, coaching logs, classroom walk throughs, teacher reflection forms	6/5/2017 weekly
G1.B1.S4.A1 A309181	Teachers will receive additional support outside of collaborative planning using the coaching cycle...	Instructional, Coaches	8/25/2016	coaching logs, feedback	6/7/2017 monthly
G2.B1.S5.MA3 M316001	Provide refresher for PBS throughout the year. Continue collecting data.	Breiter, Lee	8/22/2016	PBS punch cards, PBS data, CWT data	6/8/2017 semiannually
G2.B1.S5.MA1 M316002	Fidelity will be monitored via CWTs and observation in common areas.	Quirk, Elizabeth	8/22/2016	Tally sheets, PBS Plans, CHAMPS Plans	6/8/2017 daily
G2.B1.S5.A2 A309193	Staff members will participate in CHAMPS training and implement school wide/classroom plans.	Quirk, Elizabeth	8/19/2016	Evidence of implementation during CWTs and in common areas.	6/8/2017 quarterly
G1.B1.S1.MA1 M315981	An agenda and sign in sheets will be utilized during collaborative planning sessions.	Leadership, Team	8/22/2016	Agenda and sign in sheets collected and filed with PD documentation in Assistant Principal's office. Pre-planning checklists will be attached following discussion.	6/9/2017 weekly
G1.B1.S1.MA2 M315982	Lesson plans will be checked by administrators and coaches; pre-planning checklists will be...	Administrative, Team	9/8/2016	Teachers will turn in standards-based lesson plans weekly with necessary components using email. Pre-planning checklists will be attached to sign in sheets and submitted.	6/9/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA3  M315983	Formal and informal observations will be conducted by members of the Leadership Team.	Leadership, Team	8/25/2016	Anecdotal notes, check sheets, Journey reports (Administrators only), CWT Tally, emails with feedback	6/9/2017 daily
G1.B1.S1.A1  A309166	Teachers will unpack standards with Administrators and Instructional Coaches during collaborative...	Leadership, Team	8/22/2016	Sign in sheets, pre-planning checklist, standards-based lesson plans, collaborative planning agenda	6/9/2017 weekly
G1.B1.S1.A2  A309167	Instructional Coaches will assist teachers in finding ways to locate resources that will support...	Instructional, Coaches	8/22/2016	Lesson plans and instruction	6/9/2017 weekly
G1.B1.S2.MA1  M315984	Walk through data	Leadership, Team	8/22/2016	Anecdotal notes, meeting minutes, checklists, Journey reports	6/9/2017 daily
G1.B1.S2.MA1  M315985	Observations and plans will reflect use of collaborative planning process.	Leadership, Team	8/22/2016	Anecdotal notes and Journey reports as well as plans	6/9/2017 daily
G1.B1.S2.A4  A309171	Teachers and leadership team will continue the collaborative planning model (tiered supports as...	Leadership, Team	8/22/2016	Sign in sheets from planning session and lesson plans	6/9/2017 weekly
G1.B1.S2.A6  A309173	Instructional coaches will provide tiered support and resources to assist teachers with...	Instructional, Coaches	8/22/2016	Coaches log	6/9/2017 weekly
G2.B1.S2.MA1  M315993	Checklists will be shared at Leadership Team meetings.	Leadership, Team	10/3/2016	Sign in sheets, agendas, meeting minutes	6/9/2017 quarterly
G2.B1.S2.A1  A309184	Teacher and Instructional coaches will conduct peer walk-throughs of classrooms.	Leadership, Team	10/3/2016	Sign in sheets and checklists	6/9/2017 quarterly
G1.B1.S3.MA1  M315986	Lesson plans will reflect small group planning driven by data (targeted interventions and spiraling...	Administrative, Team	8/29/2016	Lesson plans	6/9/2017 monthly
G1.B1.S3.MA1  M315987	Include data analysis as a weekly section of the Leadership Team meeting agenda.	Leadership, Team	8/1/2016	Meeting minutes and agendas	6/9/2017 weekly
G1.B1.S3.A1  A309175	Display data in common planning area or project/display/analyze during meetings.	Leadership, Team	8/31/2016	Data Wall, Data Platform, Data Sheets/ Notebooks	6/9/2017 biweekly
G1.B1.S3.A2  A309176	During collaborative planning we will frequently reference data to drive our planning and...	Leadership, Team	9/28/2016	Small Group Plans	6/9/2017 biweekly
G1.B1.S3.A5  A309179	Teachers will utilize data platform and school-based data to drive instructional plans/activities.	Leadership, Team	9/26/2016	Lesson plans to reflect spiral review of standards, assessment calendars, assessment results	6/9/2017 biweekly
G2.B1.S3.MA1  M315995	Committee leaders will meet with Leadership Team and share information discussed.	Leadership, Team	8/31/2016	Meeting minutes, agendas, sign in sheets	6/9/2017 monthly
G2.B1.S3.A3  A309189	Committee leaders will meet with Leadership Team to share information discussed during committee...	Leadership, Team	8/31/2016	Leadership Team meeting minutes and agendas	6/9/2017 quarterly
G1.B1.S4.A2  A309182	Provide professional development on effective instructional strategies (tiered support).	Instructional, Coaches	8/20/2016	Agendas, sign in sheets, follow up activities/artifacts, non-evaluative observations with feedback from coaches, evaluative observations and feedback from administration.	6/9/2017 biweekly
G2.B1.S4.MA1  M315997	Administration/Leadership Team will review plans and CWT data for fidelity of Power Hour...	Leadership, Team	8/29/2016	Leadership minutes, lesson plan feedback, Journey and CWT data	6/9/2017 weekly
G2.B1.S4.MA1  M315998	Conduct walk throughs during Power Hour to monitor fidelity.	Leadership, Team	8/22/2016	Classroom Walk Through Data; Progress Monitoring Data	6/9/2017 weekly
G2.B1.S4.MA2  M315999	Lesson Plan Checks	Administrative, Team	8/29/2016	Lesson plans, notes from collaborative planning	6/9/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S4.A2  A309191	Students will participate in Power Hour (Three 20 minute rotations) daily using resources...	Administrative, Team	8/22/2016	Classroom walk through data, student data (progress monitoring) and lesson plans	6/9/2017 daily
G2.B1.S5.MA1  M316000	Provide additional training for CHAMPS. Continue collecting CWT data.	Quirk, Elizabeth	8/22/2016	CWT data, Training Sign in Sheets, evidence of Feedback/Support (emails, etc).	6/9/2017 quarterly
G2.B1.S5.A1  A309192	Staff members will participate in PBS training and implement School wide PBS plan.	Breiter, Lee	8/15/2016	Sign in sheets, evidence of implementation during CWTs and in common areas.	6/9/2017 semiannually
G2.MA1  M316007	Administrators will conduct climate surveys of the staff and analyze EPC 4a.	Administrative, Team	9/30/2016	Data from both climate surveys and Journey Data tied to EPC 4a.	6/10/2017 semiannually
G2.B1.S1.MA1  M315991	Evidence of implemented techniques will be observed during walk-throughs.	Leadership, Team	8/25/2016	Implementation Timeline and Journey feedback	6/10/2017 daily
G2.B1.S1.MA1  M315992	Discussion about chapters and reflections, reference to chapters during tiered supports	Leadership, Team	8/25/2016	Documentation of techniques being referenced during tiered support, evidence of strategies implemented in classroom (Journey Data).	6/10/2017 monthly
G2.B1.S1.A1  A309183	Instructional staff new to Stephens will read and reflect on various 49 Essential Techniques from...	Leadership, Team	8/25/2016	Documentation of Teach Like a Champion referenced during tiered supports	6/10/2017 monthly
G2.B1.S2.MA1  M315994	Teachers will sign in and complete checklists.	Instructional, Coaches	10/3/2016	Sign in sheets and checklists, calendar	6/10/2017 quarterly
G2.B1.S2.A2  A309185	Vertical teams will be established to analyze student work samples and other activities.	Leadership, Team	10/3/2016	Sign in sheet, agenda and meeting minutes	6/10/2017 quarterly
G2.B1.S2.A3  A309186	Vertical Teams will conduct peer walk-throughs and analyze student work samples across multiple...	Leadership, Team	10/3/2016	Sign in sheets and checklists	6/10/2017 quarterly
G1.B1.S3.A3  A309177	The Leadership Team will analyze data on a consistent basis using Early Warning System, Discipline...	Leadership, Team	8/10/2016	Meeting minutes, agendas, data sets and EWS reports	6/10/2017 weekly
G1.B1.S3.A6  A309180	Teachers will participate in professional development during the months of August and September to...	Leadership, Team	8/30/2016	Agendas, presentations, and sign in sheets	6/10/2017 biweekly
G2.B1.S3.MA1  M315996	Meetings will take place monthly (last Wednesday of month).	Leadership, Team	8/31/2016	meeting minutes, agendas, and sign in sheets	6/10/2017 monthly
G1.B1.S4.MA1  M315988	Review coaching logs, calendar invites/ emails for support, and discuss supports during leadership...	Administrative, Team	8/29/2016	Coaching logs, leadership minutes, leadership agendas, teacher reflections, PD and planning agendas	6/28/2017 weekly
G2.B1.S3.A2  A309188	Committees will meet and establish group norms and a meeting schedule.	Leadership, Team	8/31/2016	Meeting minutes and agendas	9/29/2017 one-time

V. Professional Development Opportunities

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

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

G2.B1 Low expectations and ownership among stakeholders.

G2.B1.S4 Power Hour for reading support in 6 essential areas (phonics, phonemic awareness, fluency, vocabulary, comprehension, writing).

PD Opportunity 1

Staff members will be trained on the implementation of Power Hour and use of programs to support (ACHIEVE and SMARTY ANTS).

Facilitator

Kathryn Kelton and Torsha Cunningham

Participants

Instructional Staff and Administration

Schedule

Biweekly, from 8/17/2016 to 9/30/2016

G2.B1.S5 CHAMPS and PBS

PD Opportunity 1

Staff members will participate in PBS training and implement School wide PBS plan.

Facilitator

Lee Breiter

Participants

All Staff

Schedule

Semiannually, from 8/15/2016 to 6/9/2017

PD Opportunity 2

Staff members will participate in CHAMPS training and implement school wide/classroom plans.

Facilitator

Melissa MacEachern

Participants

All staff

Schedule

Quarterly, from 8/19/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will unpack standards with Administrators and Instructional Coaches during collaborative planning sessions using revised pre-planning form as outlined in collaborative planning agenda.	\$0.00
2	G1.B1.S1.A2	Instructional Coaches will assist teachers in finding ways to locate resources that will support them in developing a deeper understanding of the content.	\$0.00
3	G1.B1.S2.A1	A lesson planning protocol will be developed to provide clear expectations for collaborative planning.	\$0.00
4	G1.B1.S2.A2	A PLC will be facilitated by Principal to share Lesson Planning Protocol with teachers (revisit as needed).	\$0.00
5	G1.B1.S2.A3	In PLCs, Instructional Coaches will facilitate and model how to transfer pre-planning information onto the lesson plan template (will revisit as needed - tiered support).	\$0.00
6	G1.B1.S2.A4	Teachers and leadership team will continue the collaborative planning model (tiered supports as needed).	\$0.00
7	G1.B1.S2.A5	The Leadership Team will develop a protocol for their own participation during collaborative planning sessions.	\$0.00
8	G1.B1.S2.A6	Instructional coaches will provide tiered support and resources to assist teachers with instructional delivery.	\$0.00
9	G1.B1.S2.A7	A PLC will be facilitated by Instructional Coaches to provide teachers with information regarding the use of Accountable Talk during whole-group instruction and within their collaborative structures. Collaborative structures PD will take place as well.	\$0.00
10	G1.B1.S3.A1	Display data in common planning area or project/display/analyze during meetings.	\$0.00
11	G1.B1.S3.A2	During collaborative planning we will frequently reference data to drive our planning and instruction using data sheets (student and classroom).	\$0.00
12	G1.B1.S3.A3	The Leadership Team will analyze data on a consistent basis using Early Warning System, Discipline Reports and Data Sheets/Notebooks.	\$0.00
13	G1.B1.S3.A4	The Leadership Team will develop classroom data sheets that will be completed by teachers to document classroom data. Individual student data sheets will be developed and used as well.	\$0.00
14	G1.B1.S3.A5	Teachers will utilize data platform and school-based data to drive instructional plans/activities.	\$0.00
15	G1.B1.S3.A6	Teachers will participate in professional development during the months of August and September to identify types of data available, how to retrieve data (to include platform) and how to utilize each for decision making.	\$0.00
16	G1.B1.S4.A1	Teachers will receive additional support outside of collaborative planning using the coaching cycle (tiered support).	\$0.00
17	G1.B1.S4.A2	Provide professional development on effective instructional strategies (tiered support).	\$0.00

18	G2.B1.S1.A1	Instructional staff new to Stephens will read and reflect on various 49 Essential Techniques from the book, Teach Like a Champion. Administration and coaches will reference as needed during tiered supports. Those returning will reference as needed.	\$0.00
19	G2.B1.S2.A1	Teacher and Instructional coaches will conduct peer walk-throughs of classrooms.	\$0.00
20	G2.B1.S2.A2	Vertical teams will be established to analyze student work samples and other activities.	\$0.00
21	G2.B1.S2.A3	Vertical Teams will conduct peer walk-throughs and analyze student work samples across multiple grade levels and content areas.	\$0.00
22	G2.B1.S3.A1	Instructional staff will be assigned to participate on various committees by administration.	\$0.00
23	G2.B1.S3.A2	Committees will meet and establish group norms and a meeting schedule.	\$0.00
24	G2.B1.S3.A3	Committee leaders will meet with Leadership Team to share information discussed during committee meetings.	\$0.00
25	G2.B1.S4.A1	Staff members will be trained on the implementation of Power Hour and use of programs to support (ACHIEVE and SMARTY ANTS).	\$0.00
26	G2.B1.S4.A2	Students will participate in Power Hour (Three 20 minute rotations) daily using resources provided. Rotations will include: a computer based instruction piece, a small teacher led group and a writing component (each driven by data)	\$0.00
27	G2.B1.S5.A1	Staff members will participate in PBS training and implement School wide PBS plan.	\$0.00
28	G2.B1.S5.A2	Staff members will participate in CHAMPS training and implement school wide/classroom plans.	\$0.00
Total:			\$0.00