

Polk County Public Schools

James E. Stephens Academy



2017-18 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)	2016-17 Title I School	2016-17 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	70%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for James E. Stephens Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 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 wide 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 using our school safety plan. We also follow our school wide discipline plan which is aligned with the districts code of conduct. 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. Schoolwide CHAMPS plans for all outside of classroom activities and routines will be developed. Teachers will receive CHAMPS template for their classroom plans using information gathered from trainings. It is the intent that 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 which is one of our areas of focus this year. As part of our staff we have a School Psychologist, Guidance Counselor, Social Worker, and team of staff members trained to address the social emotional aspects related to educating our students. We also have a team of staff members trained in Nonviolent Crisis Intervention. Additionally, we will be supporting all of our staff members in understanding how to educate/engage students with poverty in mind. Several staff members 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. We will place an emphasis on positive classroom culture and implement strategies related to engaging students with poverty in mind.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. A recently added district wide database entitled UNIFY will be used to collect data and monitor progress on these and all students as well.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

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 Kindergarteners twice a year. We will continue our partnership with Bartow High School's FEA (Future Educators of America).

C. Effective Leadership

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
Breiter, Lee	Instructional Coach
Hubbard, Jennifer	School Counselor
MacEachern, Melissa	Teacher, ESE
Administrative, Team	Instructional Coach
Towles, Alatheia	Assistant Principal
Murvin, Andrea	Instructional Coach

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
Melissa MacEachern	Teacher
Janice Bell	Business/Community
Alathea Towles	Education Support Employee
Katherine Bates	Parent
Ann Jones	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC will be meeting during the Fall to evaluate last year's school improvement plan. During this time, members will be provided the opportunity to share feedback and input.

b. Development of this school improvement plan

The SAC will review the SIP Goals at the second meeting (October). 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. There will be opportunities throughout the year to vote upon use of budget as needed.

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
Breiter, Lee	Instructional Coach
Hubbard, Jennifer	Instructional Coach
Towles, Alatheia	Assistant Principal
Murvin, Andrea	Instructional Coach

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, effective use of Power Hour --
- Literacy Intervention during Triple I, Accelerated Reader, I-Station, STAR Reading, STAR Math
- 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 frequently..

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 new teachers regularly providing support with transition into the career of education. This opportunity will be available to all teachers as well.

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 and receive additional differentiated support.

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

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 beginning with 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Strengths:

ELA learning gains for total population (51%) and bottom quartile population (68%) were significant compared to last year. Our efforts in strengthening best practices during small groups and during the extra hour (Power Hour) has proven to be effective.

Math Learning Gains were good as well. Learning gains for total population were 55% and bottom quartile 45%; an increase from last year.

Needs:

While Stephens Elementary experienced some growth (+5) in ELA and Math proficiency (+5), it was minimal. ELA proficiency was 35%, Math proficiency was 45% and Science 23%. We have set targets at 50% in both ELA and Math. Additionally, we are using resources to support core instruction paired with an increase of data analysis. Science proficiency decreased by over 20 percentage points this year. We have set targets at 40% to address this area. Additionally, we have made adjustments in our schedule and have been able to hire a full time teacher for the course(s). Coaching supports will still be in place in all core subjects.

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.

We have identified gaps between those scoring proficient among the total population and those in our subgroups. In ELA, among the Students With Disabilities subgroup, there was a 21 point gap; English Language Learners a 20 point gap. In Math, among the Students with Disabilities there, was a 25 point gap; English Language Learners a 16 point gap. This could be contributed to a need for an increased focus on data and using it to address the individual needs of those students as well as all. We have a new resource

(Performance Matters) that will assist us in accomplishing this task. We will also strategically place students and provide supports to assist students during class using push in schedules. We will use strategies such as test taking, teaching content vocabulary and increasing focus on foundational skills. We will continue to use our MTSS process with fidelity.

We have also identified that there are a number of students within 5 points of the next achievement level in both ELA and Math. Our goal is again is to use data to target areas of need so that students will increase their proficiency level by at least 1 level by the spring of 2018.

Science proficiency was possibly compromised by a shortened schedule and lack of a full time teacher. Students now have a full hour for science and a full time teacher with supports in place from the district and school based coach. We will incorporate science texts into Power Hour.

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. This will increase student achievement.
- 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. This will increase student achievement. 1a

G098878

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Instructional planning and delivery (unfamiliarity 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
- District 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 8/21/2017 to 5/18/2018

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

G098879

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	
One or More Suspensions	
2+ Behavior Referrals	

Targeted Barriers to Achieving the Goal 3

- Inconsistent levels of high engagement within the classroom.

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
- Engaging Students With Poverty In Mind by Eric Jensen
- CHAMPS and PBIS

Plan to Monitor Progress Toward G2. 8

We will conduct climate surveys and analyze journey reports.

Person Responsible

Team Leadership

Schedule

Semiannually, from 9/29/2017 to 5/18/2018

Evidence of Completion

Data from both climate surveys and Journey Data tied to EPC

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. This will increase student achievement. **1**

 G098878

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

 B266179

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

 S282099

Strategy Rationale

Without this knowledge you cannot deliver and plan instruction needed.

Action Step 1 **5**

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

Person Responsible

Team Leadership

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Sign in sheets, standards-based lesson plans, collaborative planning agenda/minutes

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 8/21/2017 to 5/18/2018

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 8/21/2017 to 5/18/2018

Evidence of Completion

Agenda, minutes and sign in sheets collected and filed with PD documentation in Assistant Principal's office.

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

Lesson plans will be checked by administrators and coaches; pre-planning tool will be referenced during planning.

Person Responsible

Team Administrative

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

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

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 8/28/2017 to 5/18/2018

Evidence of Completion

Anecdotal notes, 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 8/28/2017 to 5/18/2018

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

 S282100

Strategy Rationale

To ensure quality standards based 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 8/3/2017

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 8/4/2017

Evidence of Completion

Sign in sheets and Lesson Planning Protocol document

Action Step 3 5

In PLCs, Instructional Coaches will facilitate and model collaborative planning. Will revisit as needed using tiered support.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/14/2017 to 12/15/2017

Evidence of Completion

Sign in sheets, completed lesson plans, agenda/minutes

Action Step 4 5

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

Person Responsible

Coaches Instructional

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Coaches log

Action Step 5 5

PLCs will be facilitated by Instructional Coaches to provide teachers with information regarding the use of effective instructional strategies that will engage students. This will include but is not limited to accountable talk, collaborative structures, questioning and summarizing.

Person Responsible

Coaches Instructional

Schedule

Weekly, from 8/29/2017 to 10/31/2017

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

On 5/28/2018

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 8/21/2017 to 5/18/2018

Evidence of Completion

Anecdotal notes, meeting minutes, checklists, Journey reports

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

S282101

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 also project/display/analyze data during meetings.

Person Responsible

Team Leadership

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

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 8/21/2017 to 5/18/2018

Evidence of Completion

Small Group Plans, MTSS decisions, interventions, notes/minutes

Action Step 3 5

The Leadership Team will analyze data on a consistent basis using UNIFY and data sheets.

Person Responsible

Team Leadership

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Meeting minutes, agendas, data sets and UNIFY reports

Action Step 4 5

Data sheets will be completed by teachers to document classroom data.

Person Responsible

Team Leadership

Schedule

On 5/18/2018

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 8/21/2017 to 5/18/2018

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 to identify types of data available, how to retrieve data (to include platform) and how to utilize each for decision making.

Person Responsible

Team Administrative

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

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 8/21/2017 to 5/18/2018

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 as well as targeted interventions and spiraling of standards.

Person Responsible

Team Administrative

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Lesson plans

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

S282102

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 8/21/2017 to 5/18/2018

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 8/21/2017 to 5/15/2018

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 8/21/2017 to 5/18/2018

Evidence of Completion

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

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

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

Person Responsible

Team Administrative

Schedule

Weekly, from 8/21/2017 to 5/22/2018


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

 G098879

G2.B1 Inconsistent levels of high engagement within the classroom. 2

 B266182

G2.B1.S1 PLCs tied to book study. 4

 S282106

Strategy Rationale

Build capacity among staff to enhance student engagement.

Action Step 1 5

Leadership will read the book and pull specific strategies/key points to share with staff.

Person Responsible

Team Leadership

Schedule

Biweekly, from 8/7/2017 to 12/15/2017

Evidence of Completion

sign in sheets, agendas, presentations, reflections

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

Classroom Walk-Throughs with a focus on EPC Domains 2 and 3

Person Responsible

Team Administrative

Schedule

Every 3 Weeks, from 8/21/2017 to 5/25/2018

Evidence of Completion

Journey Reports and CWT data

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

Journey Reports and CWT data

Person Responsible

Team Administrative

Schedule

Biweekly, from 8/21/2017 to 5/18/2018











Evidence of Completion

Journey Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S2.A1 A380659	A lesson planning protocol will be developed to provide clear expectations for collaborative...	Leadership, Team	7/25/2017	Final draft of Lesson Planning Protocol	8/3/2017 one-time
G1.B1.S2.A2 A380660	A PLC will be facilitated by Principal to share Lesson Planning Protocol with teachers (revisit as...	HALL, CHANDRA	8/4/2017	Sign in sheets and Lesson Planning Protocol document	8/4/2017 one-time
G1.B1.S2.A5 A380663	PLCs will be facilitated by Instructional Coaches to provide teachers with information regarding...	Instructional, Coaches	8/29/2017	Sign in sheet, agenda, presentation	10/31/2017 weekly
G2.B1.S1.A1 A380672	Leadership will read the book and pull specific strategies/key points to share with staff.	Leadership, Team	8/7/2017	sign in sheets, agendas, presentations, reflections	12/15/2017 biweekly
G1.B1.S2.A3 A380661	In PLCs, Instructional Coaches will facilitate and model collaborative planning. Will revisit as...	Leadership, Team	8/14/2017	Sign in sheets, completed lesson plans, agenda/minutes	12/15/2017 weekly
G1.B1.S4.A2 A380671	Provide professional development on effective instructional strategies (tiered support).	Instructional, Coaches	8/21/2017	Agendas, sign in sheets, follow up activities/artifacts, non-evaluative observations with feedback from coaches, evaluative observations and feedback from administration.	5/15/2018 biweekly
G1.MA1 M413070	Lesson plans, classroom data sheets, feedback during data chats	Administrative, Team	8/21/2017	Meeting minutes and walk through data, data sets	5/18/2018 weekly
G2.MA1 M413073	We will conduct climate surveys and analyze journey reports.	Leadership, Team	9/29/2017	Data from both climate surveys and Journey Data tied to EPC	5/18/2018 semiannually
G1.B1.S1.MA1 M413060	Journey Reports	Administrative, Team	8/28/2017	EPC documentation by administration via Journey reports and other forms of documentation of feedback.	5/18/2018 biweekly
G1.B1.S1.MA1 M413061	An agenda and sign in sheets will be utilized during collaborative planning sessions.	Leadership, Team	8/21/2017	Agenda, minutes and sign in sheets collected and filed with PD documentation in Assistant Principal's office.	5/18/2018 weekly
G1.B1.S1.MA2 M413062	Lesson plans will be checked by administrators and coaches; pre-planning tool will be referenced...	Administrative, Team	8/28/2017	Teachers will turn in standards-based lesson plans weekly with necessary components using email.	5/18/2018 weekly
G1.B1.S1.MA3 M413063	Formal and informal observations will be conducted by members of the leadership team.	Leadership, Team	8/28/2017	Anecdotal notes, Journey reports (Administrators only), CWT Tally, emails with feedback	5/18/2018 daily
G1.B1.S1.A1 A380657	Teachers will discuss unpacked standards with Administrators and Instructional Coaches during...	Leadership, Team	8/21/2017	Sign in sheets, standards-based lesson plans, collaborative planning agenda/minutes	5/18/2018 weekly
G1.B1.S1.A2 A380658	Instructional Coaches will assist teachers in finding ways to locate resources that will support...	Instructional, Coaches	8/21/2017	Lesson plans and instruction	5/18/2018 weekly
G2.B1.S1.MA1 M413071	Journey Reports and CWT data	Administrative, Team	8/21/2017	Journey Reports	5/18/2018 biweekly
G1.B1.S2.MA1 M413064	Walk through data	Leadership, Team	8/21/2017	Anecdotal notes, meeting minutes, checklists, Journey reports	5/18/2018 daily
G1.B1.S2.A4 A380662	Instructional coaches will provide tiered support and resources to assist teachers with...	Instructional, Coaches	8/21/2017	Coaches log	5/18/2018 weekly
G1.B1.S3.MA1 M413066	Lesson plans will reflect small group planning driven by data as well as targeted interventions and...	Administrative, Team	8/21/2017	Lesson plans	5/18/2018 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.S3.MA1  M413067	Include data analysis as a weekly section of the Leadership Team meeting agenda.	Leadership, Team	8/21/2017	Meeting minutes and agendas	5/18/2018 weekly
G1.B1.S3.A1  A380664	Display data in common planning area also project/display/analyze data during meetings.	Leadership, Team	8/21/2017	Data Wall, Data Platform, Data Sheets/ Notebooks	5/18/2018 biweekly
G1.B1.S3.A2  A380665	During collaborative planning we will frequently reference data to drive our planning and...	Leadership, Team	8/21/2017	Small Group Plans, MTSS decisions, interventions, notes/minutes	5/18/2018 biweekly
G1.B1.S3.A3  A380666	The Leadership Team will analyze data on a consistent basis using UNIFY and data sheets.	Leadership, Team	8/21/2017	Meeting minutes, agendas, data sets and UNIFY reports	5/18/2018 weekly
G1.B1.S3.A4  A380667	Data sheets will be completed by teachers to document classroom data.	Leadership, Team	8/21/2017	Classroom data sheets; individual student data sheets/data notebooks	5/18/2018 one-time
G1.B1.S3.A5  A380668	Teachers will utilize data platform and school-based data to drive instructional plans/activities.	Leadership, Team	8/21/2017	Lesson plans to reflect spiral review of standards, assessment calendars, assessment results	5/18/2018 biweekly
G1.B1.S3.A6  A380669	Teachers will participate in professional development to identify types of data available, how to...	Administrative, Team	8/28/2017	Agendas, presentations, and sign in sheets	5/18/2018 biweekly
G1.B1.S4.MA1  M413069	Instructional coaches will provide updates on progress of the process during leadership; teachers...	Administrative, Team	8/21/2017	Agendas & Sign in sheets, coaching logs, classroom walk throughs, teacher reflection forms	5/18/2018 weekly
G1.B1.S4.A1  A380670	Teachers will receive additional support outside of collaborative planning using the coaching cycle...	Instructional, Coaches	8/21/2017	coaching logs, feedback	5/18/2018 monthly
G1.B1.S4.MA1  M413068	Review coaching logs, calendar invites for support, and discuss updates on supports during...	Administrative, Team	8/21/2017	Coaching logs, leadership minutes, leadership agendas, teacher reflections, PD and planning agendas	5/22/2018 weekly
G2.B1.S1.MA1  M413072	Classroom Walk-Throughs with a focus on EPC Domains 2 and 3	Administrative, Team	8/21/2017	Journey Reports and CWT data	5/25/2018 every-3-weeks
G1.B1.S2.MA1  M413065	Observations and plans will reflect use of collaborative planning process.	Leadership, Team	8/21/2017	Anecdotal notes and Journey reports as well as plans	5/28/2018 one-time

V. Professional Development Opportunities

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

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 discuss unpacked standards with Administrators and Instructional Coaches during collaborative planning sessions using revised pre-planning tool as outlined in collaborative planning agenda.				\$3,981.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		1751 - James E. Stephens Academy	Title, I Part A		\$3,981.00
			Notes: Notes Planning and PD outside of the normal planning sessions. This will take place throughout the year and during summer. Teachers will engage in using data to strategically plan for student learning.			
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.				\$113,401.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		1751 - James E. Stephens Academy	Title, I Part A	2.0	\$113,401.00
			Notes: Instructional Coaches Literacy Coach is District Funded Math/Science Coach School Funded			
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 collaborative planning. Will revisit as needed using tiered support.				\$0.00
6	G1.B1.S2.A4	Instructional coaches will provide tiered support and resources to assist teachers with instructional delivery.				\$53,941.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1751 - James E. Stephens Academy	Title, I Part A	1.0	\$24,293.00
			Notes: Salary for basic para (just for 1)			
	5100	519-Technology-Related Supplies	1751 - James E. Stephens Academy	Title, I Part A	1.0	\$5,360.00
			Notes: supplies, headsets, ink for istation and tier interventions			
	5100	644-Computer Hardware Non-Capitalized	1751 - James E. Stephens Academy	Title, I Part A	1.0	\$21,900.00
			Notes: 30 laptops			
	5100	644-Computer Hardware Non-Capitalized	1751 - James E. Stephens Academy	Title, I Part A	1.0	\$2,388.00

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			Notes: laptop cart			
7	G1.B1.S2.A5	PLCs will be facilitated by Instructional Coaches to provide teachers with information regarding the use of effective instructional strategies that will engage students. This will include but is not limited to accountable talk, collaborative structures, questioning and summarizing.				\$0.00
8	G1.B1.S3.A1	Display data in common planning area also project/display/analyze data during meetings.				\$0.00
9	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
10	G1.B1.S3.A3	The Leadership Team will analyze data on a consistent basis using UNIFY and data sheets.				\$0.00
11	G1.B1.S3.A4	Data sheets will be completed by teachers to document classroom data.				\$0.00
12	G1.B1.S3.A5	Teachers will utilize data platform and school-based data to drive instructional plans/activities.				\$3,981.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1751 - James E. Stephens Academy	Title, I Part A		\$3,981.60
			Notes: Notes Teachers will engage in analyzing and using data to strategically plan for student learning. This will take place throughout the year and during summer.			
13	G1.B1.S3.A6	Teachers will participate in professional development to identify types of data available, how to retrieve data (to include platform) and how to utilize each for decision making.				\$0.00
14	G1.B1.S4.A1	Teachers will receive additional support outside of collaborative planning using the coaching cycle (tiered support).				\$0.00
15	G1.B1.S4.A2	Provide professional development on effective instructional strategies (tiered support).				\$0.00
16	G2.B1.S1.A1	Leadership will read the book and pull specific strategies/key points to share with staff.				\$0.00
Total:						\$175,304.60