



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

James E. Stephens Elementary School

1350 MAPLE AVE N

Bartow, FL 33830

863-534-7455

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
66%

Alternative/ESE Center
No

Charter School
No

Minority Rate
67%

School Grades History

2013-14
D

2012-13
D

2011-12
C

2010-11
C

2009-10
D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

James E. Stephens Elem. School

Principal

Chandra Hall

School Advisory Council chair

Consheryl Adams

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Chandra Hall	Principal
Chabre Timmons	Assistant Principal
Lee Breiter	Title I Support Facilitator
Heather Palmer	ESE Teacher
Casey Jones	School Psychologist
Carolyn Bryant	Reading Coach
Susan Phillips	Guidance

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Chandra Hall -Principal
 Chabre Timmons - Assistant Principal
 Lee Breiter- Staff
 Lilly Navarez - Staff
 Diane Garthwaite - Staff
 Mary Rogers - Community
 Annie Radomski - Staff
 Consheryl Adams - Parent
 Larry Lawrence - Parent
 Teresa Miller - Staff

Victoria Lykins - Parent
 Emeilia Perez - Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will actively participate in decision making related to the school community during quarterly meetings using the problem solving process (data analysis). They will vote on expenditure of funds as well as review and approve plans related to school improvement and parent involvement.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Chandra Hall		
Principal	Years as Administrator: 9	Years at Current School: 0
Credentials	Bachelors in Exceptional Student Education Behavior Disorders K-12 Masters in Educational Leadership K-12 Principal Certification K-12	
Performance Record	2012-13 Countywide ESE - NO SCHOOL GRADE. School Improvement Rating Assigned - Math: Improving by 15%, Reading: Declining by 5%, Overall Declining 2007-12 Countywide ESE - NO SCHOOL GRADE. As of 2009, AYP designation is assigned based on student growth and percent tested for ESE Center Schools. Not enough in each cell to calculate. 2003-2007 Scott Lake Elementary - A+ School and met AYP each year. Proficiency targets met. Lowest 25% and African American subgroups made significant gains as a result of mini grant written and implemented by Hall in order to target low performing students in the area of math.	

Chabre Timmons		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Master of Education- Educational Leadership; Bachelor of Business Administration	
Performance Record	SY 2012-13 Grade D, Reading Mastery 44%, Math Mastery 50%, Writing Mastery 41% and Science 26% SY 2011-12: Grade: C, Reading Mastery 38%, Math Mastery 47%, Writing Mastery 83%, Science Mastery 45% SY 2010-11: Grade: C, Reading mastery 66%, Math mastery 68%, Writing mastery 74%, Science mastery 45%. AYP: 85% of criteria was met; White and economically disadvantaged met AYP in Reading; for math only the Black subgroup made AYP.	

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Carolyn Bryant		
Part-time / District-based	Years as Coach: 5	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Bachelor Degree in Elementary Education (1-6) Master Degree in Educational Leadership ESOL and Reading Endorsed 19 years experience; 16 years classroom and 3 as a coach.	
Performance Record	2008-10 Instructional Coach Sikes Elementary: School Grade A+ 2011-12 Instructional Coach Carlton Palmore Elementary: School Grade B	
Lori Music		
Part-time / School-based	Years as Coach: 4	Years at Current School: 0
Areas	Mathematics	
Credentials	BS Organizational Management Master's Educational Leadership Certifications: Educational Leadership K-12 Middle Grades Integrated Curriculum 5-9 ESOL Endorsed	
Performance Record	2011-2012: Grade: C; Reading Mastery 33%, 68% of the students made learning gains and 75% of the bottom quartile made learning gains in Reading. Math mastery 40%, 59% of the students made learning gains and 46% of the bottom quartile made learning gains in Math. Writing mastery (3.0 or higher) 79%. Science mastery 42%. No AYP data due to waiver. 2010-2011: Grade: B Reading Mastery: 63%, 61% of the students made a year's worth of Reading Progress and 67% of struggling students made a year's worth of progress in reading. Math mastery: 64%, 57% of the students made a year's worth of progress in math and 70% of struggling math students made a year's worth of gains. Writing mastery: 83%, Science Mastery: 46%. AYP: 92%, Economically Disadvantaged students did not make AYP in Reading or Math. 2009-2010: Grade: C Reading Mastery: 61%, Math mastery: 61%, Writing mastery: 83%, Science Mastery: 39%. AYP: 79%, White, Black, and Economically Disadvantaged did not make AYP in reading or math. 2008-2009: Grade: B Reading Mastery: 73%, Math mastery: 73%, Writing mastery: 81%, Science Mastery: 34%. AYP: 97%, All sub groups made AYP in math. Black did not make AYP in reading	

Classroom Teachers**# of classroom teachers**

29

receiving effective rating or higher

29, 100%

Highly Qualified Teachers

93%

certified in-field

27, 93%

ESOL endorsed

25, 86%

reading endorsed

20, 69%

with advanced degrees

11, 38%

National Board Certified

1, 3%

first-year teachers

4, 14%

with 1-5 years of experience

7, 24%

with 6-14 years of experience

10, 34%

with 15 or more years of experience

8, 28%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Use of electronic Recruiting and Hiring System.

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

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Developed a new teacher professional learning community comprised of teacher leaders charged with acclimating new teachers to the district/school initiatives during monthly meetings. Additional support is provided to ensure smooth transition into the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 Team will also meet bi-weekly to engage in the following activities related to academics, behavior and attendance:

- Analyze school-wide, grade level, and individual teacher data to problem solve as well as suggest necessary interventions on a systemic level.
- Identify students meeting or exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available. The data sources will include but are not limited to: Language Literacy Intervention Benchmark Assessment, Discovery, and FAIR Results. District data bases such as Early Warning System and IDEAS will also be used.
- Assist referring teachers in developing evidence based intervention strategies for high risk students through frequent collaboration. This will facilitate the process of building consensus, increasing infrastructure, monitoring and adjusting decisions related to the implementation of each strategy.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

-Administration provides a common vision for the use of data-based decision-making, models the Problem Solving Process, monitors implementation of the process at all levels; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support implementation; and communicates with stakeholders regarding school-based MTSS plans and activities.

-The School Psychologist participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation of data-based decision making activities.

- The Guidance Counselor is the chair of the team and provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
- Teachers provide information about core instruction; participate in student data collection; deliver Tier 2 instruction/intervention; collaborate with colleagues to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

- The MTSS Leadership Team met with the principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.
- Data sources include: Discovery (3-5), FAIR (K-5), and prior year FCAT as well as LLI Benchmark results. FAIR, Discovery, and LLI Benchmarking will be used for progress monitoring 2- 3 time per year.
- Attendance data will be monitored using the Early Warning System.
- Discipline data will be monitored using problem solving process as we are a Positive Behavior Support System School.
- District and State teams will assist the administration in monitoring the fidelity of the MTSS and SIP. Each system will be revisited as needed to make necessary adjustments as we work to improve achievement at our school.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered during the first months of school (August/September) for academics. Data sources and management systems used to access and analyze this data include:

- Discovery (3-5) processed through the Progress Monitoring and Reporting Network (PMRN).
- FAIR (K-5) managed through FCRR.
- FCAT scores from previous year managed through IDEAS (3-5).
- Literacy Learning Intervention Benchmark results and Voyager Math managed through an inhouse data base.

Progress Monitoring data from several of these sources is gathered mid-year and toward the end of the year.

- Discovery data is processed twice more through the PMRN.
- Kindergarten and First Grade data is gathered using in house assessment and FAIR
- Tier 2 intervention progress monitoring data is gathered through the use of LLI and Voyager Math assessments as well as extended reading passages at least every other week.

Other Progress Monitoring data is collected as needed for classroom or student progress by the ESE Inclusion Teachers using various assessment tools such as: probes, Quick Reads, Fluency checks, Literacy Learning Intervention data, ERDA, and Fox in a Box.

Data for attendance and behavior is gathered as well as managed using the Early Warning System and IDEAS.

All data is discussed and analyzed by the MTSS Leadership Team and classroom teachers three times per year to determine Tier 2 intervention needs for all students at our school.

Students with multiple, on-going interventions are referred to the Guidance Counselor and Teachers for monitoring and counseling. Teachers complete forms that are used to document of services/interventions provided, the MTSS team will review/update these forms as needed when discussing additional services for students.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The staff will receive Professional Development on MTSS process during the first months of school by members of the MTSS leadership team. Teachers will also be provided professional development on Positive Behavior Support. Parents and stakeholders will receive information on each process during PTO, Parent Involvement and SAC meetings. .

On-going professional growth activities will be provided during PLCs/common planning. The MTSS team will conduct an overview mid year as well as evaluate additional staff Professional Learning needs PSLT meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 60

Targeted students will receive before and after school tutoring based on individual needs as indicated by various data sources to include FCAT 2.0, FAIR, Discovery and teacher input. Students in need of enrichment will be served in addition to those needing acceleration.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected will include pre/post tests, assessment results, grades and feedback from teachers. Spring FCAT results will be used to determine the overall effectiveness. Students targeted for making required DSS gains will be monitored as well as those who might be able to make an even higher gain.

Who is responsible for monitoring implementation of this strategy?

The leadership team will be responsible for monitoring. This will include administration, instructional coaches and primary grade level teachers during PLCs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Chandra Hall	Principal
Chabre Timmons	Assistant Principal
Lee Breiter	Title I Facilitator

Name	Title
Sue Stark	Media Specialist
Carolyn Bryant	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

- The Literacy Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if needed.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher is actively involved in progress monitoring process. Teachers are responsible for pulling and analyzing data not only during weekly PLCs with administration, but during team planning meetings (PLCs) as well. The instructional delivery will include a daily iii block used for extended learning during the school day for struggling readers using LLI and extended learning material from the Reading Wonders reading series. Others will receive opportunity for acceleration during this time as well to include, but not limited to Accelerated Reading. Administration and Leadership/LiteracyTeam will monitor implementation and effectiveness.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 state readiness test (FLKRS), the FAIR, and Discovery within the first thirty days of school. 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 a teacher-created, ongoing assessment three times per year, which evaluates their knowledge base and allows the teacher to plan

instruction according to students' needs.

The importance of attending school and completing school begins in the Pre-k years in order to assist with Drop Out Prevention. Our school has one Pre- K unit with 20 students. We also have one ESE Pre-K unit.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	44%	No	58%
American Indian				
Asian				
Black/African American	33%		No	39%
Hispanic	57%		No	61%
White	64%		No	68%
English language learners	33%		No	40%
Students with disabilities	28%		No	36%
Economically disadvantaged	48%		No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	44%	50%
Students scoring at or above Achievement Level 4	26	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	27	17%	25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	28	57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	24	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%		No	60%
American Indian				
Asian				
Black/African American	44%		No	50%
Hispanic	53%		No	58%
White	63%		No	67%
English language learners	48%		No	54%
Students with disabilities	46%		No	51%
Economically disadvantaged	52%		No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	50%	55%
Students scoring at or above Achievement Level 4	27	17%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	68	57%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	58%	67%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	19%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	19%	25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	23	7%	4%
Students who are not proficient in reading by third grade	10	3%	2%
Students who receive two or more behavior referrals	73	22%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	8%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All Students	123	35%	38%

Area 10: Additional Targets**Additional targets for the school**

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers will deliver effective and engaging instruction across all content areas with fidelity in an effort to increase the number of students achieving proficiency on the 2014 FCAT Reading, Math, Writing and Science.

Goals Detail

G1. Teachers will deliver effective and engaging instruction across all content areas with fidelity in an effort to increase the number of students achieving proficiency on the 2014 FCAT Reading, Math, Writing and Science.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches (district/school based)
- Opportunities for Professional Development/Growth (CCC Streaming, job-embedded) related to best practices.
- Instructional Material (Reading Wonders; Supplemental Material i.e. LLI)
- Technology Resources (components of reading series)
- Grade Level and Schoolwide Professional Learning Communities (PLCs)

Targeted Barriers to Achieving the Goal

- New Instructional Material (unfamiliar)
- Common Core Transition
- Need for increased rigor and high expectations during instructional delivery

Plan to Monitor Progress Toward the Goal

Professional development participation and application of new learning.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Observations, lesson plans, student progress

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will deliver effective and engaging instruction across all content areas with fidelity in an effort to increase the number of students achieving proficiency on the 2014 FCAT Reading, Math, Writing and Science.

G1.B1 New Instructional Material (unfamiliar)

G1.B1.S1 Provide professional development activities related to the new reading series and effective research based strategies that will facilitate implementation.

Action Step 1

Participate in professional development activities related to the new reading series and research based strategies that will facilitate implementation.

Person or Persons Responsible

Instructional Staff and Non - Instructional staff involved with delivery of reading instruction/support will receive professional learning from instructional coaches.

Target Dates or Schedule

District training (September) and Professional Development during PLCs (and supports as needed during weekly meetings).

Evidence of Completion

PD sign in and ARROW forms. Results from observations/walk throughs.

Facilitator:

District Reading Contact, District Reading Coach, School Based Reading Coach

Participants:

Instructional and non instructional staff involved with delivery of reading instruction.

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

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

PD records, walk through and observation results, lesson plans, progress monitoring results, student products, grades.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor PLC Meetings designed to provide opportunity for unpacking standards and provide feedback.

Person or Persons Responsible

Administration, instructional coaches,

Target Dates or Schedule

On-going (weekly)

Evidence of Completion

Lesson Plans, Team Meeting agendas and minutes, student results/products/grades.

G1.B1.S2 Provide opportunities to unpack the series and plan collaboratively during common planning (PLCs).

Action Step 1

Unpacking standards during PLCs and common planning.

Person or Persons Responsible

Instructional Staff, Support Staff and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Minutes, Agendas, Classroom Walkthroughs and Observations documenting EPC 1 (understanding of pedagogy).

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

Participation in team meetings/PLCs dedicated to unpacking standards.

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, walk through/observation results, team meeting notes/agendas

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Common Core Transition

G1.B2.S1 Provide opportunity for unpacking standards at each PLC and/or grade level team meetings.

Action Step 1

Professional Learning Community activities related to unpacking Common Core Standards.

Person or Persons Responsible

Instructional Staff and Leadership Team.

Target Dates or Schedule

On-going

Evidence of Completion

Completion of ARROW. Implementation as documented during walkthroughs, meeting notes and agendas, lesson plans, student products/results.

Facilitator:

Leadership Team (administration, school based and district coaches)

Participants:

Instructional Staff and Leadership Team

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

Professional Learning Community activities related to unpacking standards and implementation of best practices.

Person or Persons Responsible

Leadership Team (Administration, Coaches and District Personnel)

Target Dates or Schedule

On-Going

Evidence of Completion

Observations, meeting notes and agendas, lesson plans and student products/results.

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S2 Provide opportunity for PD related to effective research based strategies designed to provide rigor and support CCSS implementation.

Action Step 1

Teachers will participate in PD activities related to strategies designed to increase rigor.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

During PLCs

Evidence of Completion

Application as demonstrated during observations, documentation in lesson plans, feedback, achievement results

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Professional development activities related to strategies designed to increase rigor and support CCSS.

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

PD records, lesson plans, observation results

Plan to Monitor Effectiveness of G1.B2.S2

Professional development activities related to strategies designed to provide rigor and support CCSS.

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

During PLCs

Evidence of Completion

Lesson plans, observations, achievement results, student products/grades

G1.B3 Need for increased rigor and high expectations during instructional delivery

G1.B3.S1 Provide professional development opportunities related strategies designed to increase rigor during instructional deliver. (i.e. student engagement, higher order thinking, UNRAVEL).

Action Step 1

Teachers will participate in professional development activities related to strategies designed to increase rigor (i.e. student engagement and higher order thinking strategies, UNRAVEL - Larry Bell)

Person or Persons Responsible

Instructional staff.

Target Dates or Schedule

During PLCs.

Evidence of Completion

PLC sign in sheets, agendas, walk through documentation, student achievement results

Facilitator:

Leadership Team to include administrators and instructional coaches

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

PD records, walk through and observation results, lesson plans, progress monitoring results, student products/grades.

Plan to Monitor Effectiveness of G1.B3.S1

Model classroom visitations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Observation, feedback and surveys, collegial conversation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A funds school-wide services to Stephens Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program provides after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the 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 Stephens Elementary will be assisted by the school and by the District Migrant Education Program (MEP). 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 Stephens 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):

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, etc.

Nutrition Programs: N/A

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

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

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will deliver effective and engaging instruction across all content areas with fidelity in an effort to increase the number of students achieving proficiency on the 2014 FCAT Reading, Math, Writing and Science.

G1.B1 New Instructional Material (unfamiliar)

G1.B1.S1 Provide professional development activities related to the new reading series and effective research based strategies that will facilitate implementation.

PD Opportunity 1

Participate in professional development activities related to the new reading series and research based strategies that will facilitate implementation.

Facilitator

District Reading Contact, District Reading Coach, School Based Reading Coach

Participants

Instructional and non instructional staff involved with delivery of reading instruction.

Target Dates or Schedule

District training (September) and Professional Development during PLCs (and supports as needed during weekly meetings).

Evidence of Completion

PD sign in and ARROW forms. Results from observations/walk throughs.

G1.B2 Common Core Transition

G1.B2.S1 Provide opportunity for unpacking standards at each PLC and/or grade level team meetings.

PD Opportunity 1

Professional Learning Community activities related to unpacking Common Core Standards.

Facilitator

Leadership Team (administration, school based and district coaches)

Participants

Instructional Staff and Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Completion of ARROW. Implementation as documented during walkthroughs, meeting notes and agendas, lesson plans, student products/results.

G1.B3 Need for increased rigor and high expectations during instructional delivery

G1.B3.S1 Provide professional development opportunities related strategies designed to increase rigor during instructional deliver. (i.e. student engagement, higher order thinking, UNRAVEL).

PD Opportunity 1

Teachers will participate in professional development activities related to strategies designed to increase rigor (i.e. student engagement and higher order thinking strategies, UNRAVEL - Larry Bell)

Facilitator

Leadership Team to include administrators and instructional coaches

Participants

Instructional staff

Target Dates or Schedule

During PLCs.

Evidence of Completion

PLC sign in sheets, agendas, walk through documentation, student achievement results

Appendix 2: Budget to Support School Improvement Goals