Polk County Public Schools

James E. Stephens Academy

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

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, Alathea	Assistant Principal
Murvin, Andrea	Instructional Coach
Bishop, Amanda	Psychologist

Duties

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 all systems related to effective instructional practices and strategies that will result in the overall success of the school. Administrators will also provide and participate in professional learning to support the success of the school. Additionally, administrators will utilize various strategies to effectively communicate with stakeholders strategic plans and decisions that are made paired with related 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. They psychologist also 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.

School-Based Coaches provide instructional support and professional development to teachers in core subjects. Instructional coaches facilitate the 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 a support to our school based LEA. The counselor also serves as contact for MTSS meetings and facilitates the process. The Counselor serves as a liaison between the school and various agencies to support the social emotional and academic aspects of students; this may include providing social skills support for 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.

The LEA serves as the contact for our ESE department and schedules various meetings related to providing students with Exceptional Student Education (ESE) services. Additionally, the LEA 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.

Early Warning Systems

Year 2017-18

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	0	2	6	7	8	5	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	0	16	13	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	1	15	0	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/10/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA performed the lowest. Yes, it is a trend over the past 3 years proficiency ratings were 30, 35, and 31 percent. Growth is occurring at a higher percentage rate in both overall gains and bottom quartile.

However, they each dropped 7 percentage points from the previous year.
ELL and ESE proficiency is low in ELA; 13 % and 4% respectively.

Which data component showed the greatest decline from prior year?

ELA learning gains and bottom quartiles gains declined by 7 percentage points from the prior year.

Which data component had the biggest gap when compared to the state average?

ELA had the biggest gap compared to the state at 25. Following was math at 20 and Science at 17.

ELA overall (25 pt. gap), ELA Learning Gains (11 pt. gap), ELA Bottom Quartile (13 pt. gap), Math overall (20 pt. gap), Math Learning Gains (6 pt. gap), Math Bottom Quartile (7 pt. gap), and Science (17 pt. gap).

Which data component showed the most improvement? Is this a trend?

Math (bottom quartile +9 percentage points) and Science (+15 percentage points). Yes, this is a trend in Math. The science trend is not as consistent. Science proficiency over the past 3 years has been 41, 23 and 38 respectively.

Describe the actions or changes that led to the improvement in this area.

Heavy focus on science curriculum over the past 3 years and the use of 5 E in both Science and Math over time led to improvements. Instructional changes occurred; coaching support increased and the use of science focused material during power hour have contributed to improvements over time.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	50%	56%	30%	48%	52%
ELA Learning Gains	44%	51%	55%	32%	49%	52%
ELA Lowest 25th Percentile	61%	45%	48%	27%	42%	46%
Math Achievement	41%	58%	62%	40%	54%	58%
Math Learning Gains	53%	56%	59%	54%	52%	58%
Math Lowest 25th Percentile	54%	44%	47%	43%	41%	46%
Science Achievement	38%	53%	55%	41%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	2 (6)	6 (7)	7 (8)	8 (5)	5 (5)	28 (33)
One or more suspensions	0 (1)	0 (6)	0 (2)	0 (5)	0 (6)	0 (9)	0 (29)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (14)	0 (16)	0 (24)	0 (54)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	25%	51%	-26%	57%	-32%
	2017	32%	53%	-21%	58%	-26%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	31%	48%	-17%	56%	-25%
	2017	33%	51%	-18%	56%	-23%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
05	2018	27%	50%	-23%	55%	-28%
	2017	36%	44%	-8%	53%	-17%
Same Grade Comparison		-9%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	32%	56%	-24%	62%	-30%
	2017	52%	58%	-6%	62%	-10%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2018	45%	57%	-12%	62%	-17%
	2017	40%	60%	-20%	64%	-24%
Same Grade Comparison		5%				
Cohort Comparison		-7%				
05	2018	35%	56%	-21%	61%	-26%
	2017	33%	47%	-14%	57%	-24%
Same Grade Comparison		2%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	51%	-15%	55%	-19%
	2017					
Cohort Comparison						

Subgroup Data

	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	47	65	16	57	53	18				
ELL	14	55		36	64						
BLK	21	45	64	26	39	38	17				
HSP	31	53	64	43	63		40				
WHT	46	34		59	59		57				
FRL	30	48	64	38	51	54	41				
	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	41		22	36						
ELL	24	55		44	73						
BLK	25	50		23	42	40	8				
HSP	40	67		61	76		41				
WHT	42	30		51	40						
FRL	35	54	83	45	56	45	17				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Proficiency
Rationale	Core ELA instruction needs work while we continue to push small group interventions. We continue to show growth (learning gains/bottom quartile averaging 45% or above). However, proficiency has remained 35% or below over the past three years. Current ELA Proficiency is 31% (decreased 4 pts. from last year).
Intended Outcome	45% of students in grades 3-5 will be proficient in ELA by Spring 2019 as indicated on FSA. 50% of students in grades K-2 will be at grade level in ELA by Spring 2019 as indicated on STAR
Point Person	Team Administrative (stephenselementary@polk-fl.net)

Action Step	
Description	We will improve core instruction on our campus through providing standards based rigorous instruction to students K-5. Instructional Coaches will guide teachers in planning standards based rigorous tasks using real time data weekly. Instructional coaches and administration will guide teachers in data analysis activities. This will occur during planning and ongoing MTSS meetings where we will examine data and adjust instruction to include all stakeholders (including paras, students,and parents). Current ELL and ESE student data will be examined as well. The use of effective research based strategies/resources to include but not limited to LSI and IStation will support planning and delivery of instruction (whole/small group). We will increase focus on test taking strategies and reading across all subjects, implement Power Hour using passages to allow practice with content skills and enhance classroom libraries as well as allow time for reading during the day. Ongoing coaching support, monitoring and actionable feedback will be provided throughout this time. Evaluating the effectiveness of implementation and practices will occur frequently during PSLT meetings using the problem solving process to include next steps.
Person Responsible	Team Leadership (stephensleadership@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Use of STAR data reports that shows progress toward proficiency will be used to monitor effectiveness. Weekly assessments will also be used along with diagnostics and intervention material (work samples). PSLT team meeting minutes noting follow up, evaluation of effectiveness and next steps will be used as well. Equally, classroom walk through data and feedback documentation will be used.
Person Responsible	Team Leadership (stephensleadership@polk-fl.net)

Activity #2	
Title	ELA acheivement gaps among subgroups
Rationale	ESE and ELL proficiency has decreased since last by at least 5 points in both. ELL proficiency in ELA is 0%. ESE proficiency is 4%. Over time there have been double digit gaps for both. Growth patterns for this population has shown that students are making gains; many close to proficiency.
Intended Outcome	Decrease the achievement gaps among ESE and ELL student population by 15 points while maintaining growth patterns.
Point Person	Team Leadership (stephensleadership@polk-fl.net)

Action Step	
Description	We will use push in support and targeted tasks aligned with IEP goals to help increase proficiency and continue growth among ESE students. More focus will be given during MTSS and planning to include data analysis among all stakeholders (push in support included). We will identify ESE students in 3-5 that will contribute to this outcome this year while continuing to push K-2 students for the purpose of decreasing this gap over time.

We will use push in support and targeted tasks to help increase proficiency and continue growth among ELL students. More focus will be given during MTSS and planning to include data analysis among all stakeholders (push in support included). We will identify ELL students in 3-5 that will contribute to this outcome this year while continuing to push K-2 students for the purpose of decreasing this gap over time.

Push in support activities will be documented and examined during MTSS.
Implement Power Hour using data driven decisions to pull resources for students.
Coaches and administration will monitor instruction during CWTs and planning to ensure that strategies, resources and accommodations are being used. |
| **Person Responsible** | Team Leadership (stephensleadership@polk-fl.net) |

Plan to Monitor Effectiveness	
Description	Use of STAR data reports that shows progress toward proficiency and growth.
Weekly assessments will also be used along with diagnostics and intervention material (work samples).
Push in documentation will be required and examined to determine if adjustments are needed.
Classroom walk through data and feedback documentation will be used to determine effectiveness as well as next steps.
PSLT team meeting minutes noting follow up, evaluation of effectiveness and next steps will be used to adjust practices.
Person Responsible	Team Leadership (stephensleadership@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

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.

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.

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/PSLT Behavior Team meets regularly. During meetings teams 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.

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.

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 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: 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.

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