

Polk County Public Schools

James E. Stephens Academy



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	18
Budget to Support Goals	19

James E. Stephens Academy

1350 MAPLE AVE N, Bartow, FL 33830

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

Demographics

Principal: Nadia Lewis

Start Date for this Principal: 7/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: C (46%) 2016-17: C (46%) 2015-16: D (38%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Purpose and Outline of the SIP	4
School Information	7
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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

School Board Approval

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SIP Authority

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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	Job Duties and Responsibilities
Bracey, James	Principal	
Breiter, Lee	Instructional Coach	
Hubbard, Jennifer	School Counselor	
MacEachern, Melissa	Teacher, ESE	
Administrative, Team	Instructional Coach	
Towles, Alatheia	Assistant Principal	
Bishop, Amanda	Psychologist	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	74	78	70	68	64	0	0	0	0	0	0	0	417
Attendance below 90 percent	18	24	15	16	15	6	0	0	0	0	0	0	0	94
One or more suspensions	6	5	13	19	9	8	8	0	0	0	0	0	0	68
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	39	40	38	0	0	0	0	0	0	0	117

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	3	24	15	10	0	0	0	0	0	0	0	57

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	7	9	5	14	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	2	6	6	0	0	0	0	0	0	0	14

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	51%	57%	35%	51%	55%
ELA Learning Gains	36%	51%	58%	51%	53%	57%
ELA Lowest 25th Percentile	24%	49%	53%	68%	50%	52%
Math Achievement	33%	57%	63%	45%	58%	61%
Math Learning Gains	40%	56%	62%	55%	57%	61%
Math Lowest 25th Percentile	37%	47%	51%	45%	49%	51%
Science Achievement	24%	47%	53%	23%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	63 (0)	74 (0)	78 (0)	70 (0)	68 (0)	64 (0)	417 (0)
Attendance below 90 percent	18 (0)	24 (2)	15 (6)	16 (7)	15 (8)	6 (5)	94 (28)
One or more suspensions	6 (0)	5 (0)	13 (0)	19 (0)	9 (0)	8 (0)	60 (0)
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)	39 (0)	40 (0)	38 (0)	117 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	52%	-22%	58%	-28%
	2018	25%	51%	-26%	57%	-32%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	31%	48%	-17%	58%	-27%
	2018	31%	48%	-17%	56%	-25%
Same Grade Comparison		0%				
Cohort Comparison		6%				
05	2019	24%	47%	-23%	56%	-32%
	2018	27%	50%	-23%	55%	-28%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	56%	-26%	62%	-32%
	2018	32%	56%	-24%	62%	-30%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	25%	56%	-31%	64%	-39%
	2018	45%	57%	-12%	62%	-17%
Same Grade Comparison		-20%				
Cohort Comparison		-7%				
05	2019	39%	51%	-12%	60%	-21%
	2018	35%	56%	-21%	61%	-26%
Same Grade Comparison		4%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	25%	45%	-20%	53%	-28%
	2018	36%	51%	-15%	55%	-19%
Same Grade Comparison		-11%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	7	18	12	2	24	22					
ELL	14	27		14	18						
BLK	18	29	17	26	40	30	17				
HSP	41	42		33	28		42				
WHT	41	48		44	52		26				
FRL	26	36	27	27	36	41	17				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance in 2018-2019 is ELA Learning Gains among the Lowest 25% of students. This is unusual as Stephens Elementary has shown its highest performance in this component over the prior two year. Contributing to this year's low performance was a the enrollment of a large population of under-performing students who were rezoned due the closing of their neighborhood school. Teachers struggled to meet the social and academic needs of these students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline is also ELA Learning Gains among the lowest 25%. Contributing factors are the same as listed in section a.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

State data for components is not available as of this writing. This section will be updated when state average data is published.

Which data component showed the most improvement? What new actions did your school take in this area?

There is no component in which the school improved. The fourth grade cohort improved its Math Achievement by 6% over their third grade average. This is due to increased push-in supports from an instructional coach.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

24% of students had less than 90% attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase Learning Gains in ELA among all student sub-groups
2. Increase Learning Gains in Math among all student sub-groups
3. Increase teacher capacity to promote academic and behavioral success among African-American students.
4. Increase academic performance by ELL students
5. Increase academic performance by ESE students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing Learning Gains in ELA among all students in grades 4-5.
Rationale	ELA proficiency has remained 35% or below the past four years. Current ELA Proficiency is 30%, which is a 1% decrease from 2018. Learning gains in ELA have decreased by 18% since 2017. ELA Learning gains among the Lowest 25% have decreased by 43% since 2017.
State the measurable outcome the school plans to achieve	ELA Learning Gains on FSA for students in grades 4-5 will increase by 10% (from 24% to 34%)
Person responsible for monitoring outcome	James Bracey (james.bracey@polk-fl.net)
Evidence-based Strategy	*LSI Best Practices for planning and instruction
Rationale for Evidence-based Strategy	LSI is Polk County Public Schools' district-adopted instructional planning and delivery initiative. The LSI strategies are founded on the research of Dr. Robert Marzano.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers will participate in on-site PLC and PD on the effective implementation of LSI. 2. Collaborative planning sessions will focus on the alignment of State Standards, Learning Targets, Rigorous Tasks, Cognitive Complexity, and valid assessment. School and district-based Reading/Literacy Coaches will facilitate these sessions and serve as a support to teachers in implementing best practices. 3. Classrooms will be monitored by the administrative team for fidelity of implementation. 4. Small group instruction in ELA will be based on leading data from ongoing assessments and classroom assessments 5. Push-in support facilitation will be provided daily to students with disabilities 6. ELL push-in supports will be provided for ELL students 7. Daily time is scheduled for implementing MTSS for all students. 8. All students will receive an additional 60 minutes of reading instruction daily. Targeted interventions will be implemented in small group rotations. IStation will be used as one of the rotations. 9. District reading coach will provide in-class supports to teachers. 10. Teachers will participate in extended planning/PLC sessions during and after hours. 11. Provide weekly progress notes to parents via Student Agendas and Parent Folders 12. Increase library media collection to promote student engagement and participation in Accelerated Reader program 13. Attention to cultural diversity and relevance in planning student tasks to engage African-American and ELL students. 14. Classroom libraries will be refurbished and stocked with books for student use. Title will be selected to meet ELL needs and cultural diversity needs. 15. Parent events will be held throughout the year to provide data updates, and provide resources to helping learning at home. Families will be provided with dinner on-campus and given school supplies and books to take home. State testing requirements and score explanations will be communicated at these meeting.

16. Reading A-Z will be used in classrooms to provide students with access to leveled non-fiction texts on social studies and science topics.
17. Administrators will attend LSI conference for professional development on high effect-size instructional strategies in ELA instruction.
18. Fifth grade students will engage in a field trip to their zoned middle school to ignite an interest in preparing for secondary academics.
19. Social Studies Weekly, Science Weekly and Social Studies Leveled-Readers will be used to promote non-fiction reading in Power Hour and reading centers.
20. Teachers will participate in a book study on "Grades Don't Matter" for the purpose of positively impacting standards-based assessment and MTSS.
21. To sustain ELA learning and increase proficiency in future years, students in Grades K-3 will receive similar supports as listed above. Additionally, these student will receive phonics instruction to promote reading readiness.
22. After-school tutoring (extended learning) will be provided to targeted students in ELA.

**Person
Responsible**

Team Administrative (stephenselementary@polk-fl.net)

#2	
Title	Reduction of Office Discipline Referrals's (ODR), with a focus on reducing ODR's for our Black Male Sub group.
Rationale	Reduction in ODR's will result in more time in the classroom and time on task for students.
State the measurable outcome the school plans to achieve	Reduce the number of ODR's by 50%, including a 30% reduction in referrals received by the black male subgroup.
Person responsible for monitoring outcome	Team Administrative (stephenselementary@polk-fl.net)
Evidence-based Strategy	Using PBIS consistently and strategically to change behaviors. Additionally, implementing Harmony lessons daily, and small group social skills as intervention.
Rationale for Evidence-based Strategy	In choosing this strategy we encompass two very different strategies for improvement of this data, both which teach the students new behaviors that will improve academic and social abilities.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development on School Wide Expectations for discipline procedures including comprehensive discipline plan to roll out with staff during pre-planning week. 2. Review CHAMPS expectations with students in a rotation roll out with leadership to emphasize common area expectations. Review Quarterly during PE to include stations for Harmony and other PBIS topics based on monthly data reviewed by the PBIS Team beginning October 23rd. 3. Implmentation of Harmony, CHAMPS, Drum BEAT and Mentoring techniques to reduce the need for ODR's school wide. Harmony and CHAMPS will be school wide as a tier one Intervention, and Drum BEAT and Mentoring techniques will be utilized as a tier 2 intervention. 4. CHAMPS training for all staff on-site, facilitated by PD department. 5. PD for staff in PLC by school-based team trained in verbal deescalation skills. 6. Leadership team members will mentor individual students who received 5 or more ODR in 2018. 7. Provide weekly feedback/progress notes to families via Student Agendas and Parent Folders. 8 Leadership team will participate in LSI training to improve classroom learning environments for all students. 9. Parent/family events will include information on social-emotional learning. 10. Teachers will participate in "The Most Powerful Solutions to Eliminating Chronic Disruption" PD to learn strategies for dealing with student behavior.
Person Responsible	Alathea Towles (alathea.towles@polk-fl.net)

#3	
Title	Increase Learning Gains in Math among all students in grades 4-5
Rationale	Math proficiency has decreased 14% over the past 5 years. Learning gains in math decreased by 13% in 2019. Math learning gains among the lowest 25% of students decreased by 17% in 2019.
State the measurable outcome the school plans to achieve	Increase math learning gains on FSA among students in grades 4 and 5 by 10%, from 37% to 47%
Person responsible for monitoring outcome	James Bracey (james.bracey@polk-fl.net)
Evidence-based Strategy	*LSI Best Practices for planning and instruction
Rationale for Evidence-based Strategy	LSI is Polk County Public Schools' district-adopted instructional planning and delivery initiative. The LSI strategies are founded on the research of Dr. Robert Marzano.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers will participate in on-site PLC and PD on the effective implementation of LSI 2. Collaborative planning sessions will focus on the alignment of State Standards, Learning Targets, Rigorous Tasks, Cognitive Complexity, and valid assessment. School and district-based Math Coaches will facilitate these sessions and serve as a support to teachers in implementing best practices. 3. Classrooms will be monitored by the administrative team for fidelity of implementation. 4. Small group instruction in math will be based on leading data from ongoing assessments and classroom assessments 5. Push-in support facilitation will be provided daily to students with disabilities 6. ELL push-in supports will be provided for ELL students 7. Daily time is scheduled for implementing MTSS for all students. 8. District math coach will provide in-class supports to teachers. 9. Teachers will participate in extended planning/PLC's during and after hours. 10. Increase use of manipulatives to provide concrete connections in math. 11. Provide weekly progress notes to parents via Student Agendas and Parent Folders 12. After-school tutoring (extended learning) will be provided for targeted students in math.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In effort to increase achievement levels in graded K-3, intensive early interventions will be implemented in grades to promote reading readiness. Push in supports for ESE students will occur daily. Americorps

will provide 1 full-time and 3 part-time staff to provide one-on-one pull-out reading services to struggling students in grades K-3. Teachers in all grade levels will implement LSI strategies. Three full-time building substitutes will be used to provide additional push-in supports. New teachers will participate in a New Teacher PLC facilitated by the assistant principal. UniSig funds will be used to provide after-hours pay for collaborative planning, PLC, and professional development.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Parents and stakeholders will be invited and encouraged to participate and attend meetings of our SAC and Volunteer Board. Workshops and other activities to promote family engagement are scheduled throughout the year (see PFEP).

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.

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 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.

Outgoing 5th grade students will be visited on our campus by Middle School guidance counselors to discuss elective options. We will take 5th grade students on a field trip to Bartow Middle School to see the campus and meet the administrators.

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.

ESE support facilitation teachers are selected based upon qualifications. Through a standard interview process, ESE teachers are assigned to grade levels. Student schedules are reviewed by administration to match all students with the teacher with whom they will be most successful. The academic leadership team will meet monthly to review school-wide data trends and issues. UniSig funds will be allocated to the purchase of CHAMPS resources for all teachers. Title I funds have been allocated to support reading in social studies and science content areas.

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

Stephens Elementary promotes high school graduation expectations by the posting of the grade-level cohorts graduation year. Teachers and administrators are encouraged to promote the colleges they attended by hanging banners, pennants, and displaying diplomas. We will participate in the Great American Teach In to expose our students to a variety of career fields.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increasing Learning Gains in ELA among all students in grades 4-5.				\$210,169.80
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1751 - James E. Stephens Academy	UniSIG		\$64,240.00
			<i>Notes: Recruitment and Retention stipends</i>			
	5100	150-Aides	1751 - James E. Stephens Academy	UniSIG		\$6,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	5100	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$5,373.36
			<i>Notes: Recruitment and Retention stipends</i>			
	5100	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$133.46
			<i>Notes: Recruitment and Retention stipends</i>			
	5200	120-Classroom Teachers	1751 - James E. Stephens Academy	UniSIG		\$33,200.00
			<i>Notes: Recruitment and Retention stipends</i>			
	5200	150-Aides	1751 - James E. Stephens Academy	UniSIG		\$2,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	5200	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$2,692.80
			<i>Notes: Recruitment and Retention stipends</i>			
	5200	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$66.88
			<i>Notes: Recruitment and Retention stipends</i>			
	5500	120-Classroom Teachers	1751 - James E. Stephens Academy	UniSIG		\$4,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	5500	150-Aides	1751 - James E. Stephens Academy	UniSIG		\$1,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	5500	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$382.50
			<i>Notes: Recruitment and Retention stipends</i>			
	5500	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$9.50
			<i>Notes: Recruitment and Retention stipends</i>			

	6200	130-Other Certified Instructional Personnel	1751 - James E. Stephens Academy	UniSIG		\$4,000.00
			Notes: Recruitment and Retention stipends			
	6200	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$306.00
			Notes: Recruitment and Retention stipends			
	6200	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$7.60
			Notes: Recruitment and Retention stipends			
	6400	130-Other Certified Instructional Personnel	1751 - James E. Stephens Academy	UniSIG		\$8,000.00
			Notes: Recruitment and Retention stipends			
	6400	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$612.00
			Notes: Recruitment and Retention stipends			
	6400	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$15.20
			Notes: Recruitment and Retention stipends			
	7300	110-Administrators	1751 - James E. Stephens Academy	UniSIG		\$8,000.00
			Notes: Recruitment and Retention stipends			
	7300	160-Other Support Personnel	1751 - James E. Stephens Academy	UniSIG		\$3,000.00
			Notes: Recruitment and Retention stipends			
	7300	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$841.50
			Notes: Recruitment and Retention stipends			
	7300	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$20.90
			Notes: Recruitment and Retention stipends			
	6120	130-Other Certified Instructional Personnel	1751 - James E. Stephens Academy	UniSIG		\$4,000.00
			Notes: Recruitment and Retention stipends			
	6120	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$306.00
			Notes: Recruitment and Retention stipends			
	6120	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$7.60
			Notes: Recruitment and Retention stipends			
	5100	510-Supplies	1751 - James E. Stephens Academy	UniSIG		\$2,640.00
			Notes: Wiley Blevins Phonics kits			

	6400	510-Supplies	1751 - James E. Stephens Academy	UniSIG		\$1,782.00
			<i>Notes: staff development books</i>			
	6400	510-Supplies	1751 - James E. Stephens Academy	UniSIG		\$980.00
			<i>Notes: staff development books- Grades Don't Matter</i>			
	5100	510-Supplies	1751 - James E. Stephens Academy	UniSIG		\$22,000.00
			<i>Notes: classroom libraries</i>			
	6200	610-Library Books	1751 - James E. Stephens Academy	UniSIG		\$10,008.24
			<i>Notes: media books</i>			
	5100	510-Supplies	1751 - James E. Stephens Academy	UniSIG		\$6,000.00
			<i>Notes: Social Studies leveled readers</i>			
	6300	120-Classroom Teachers	1751 - James E. Stephens Academy	UniSIG		\$9,000.00
			<i>Notes: Stipends for classroom teachers participating in curriculum planning after contact hours.</i>			
	6300	130-Other Certified Instructional Personnel	1751 - James E. Stephens Academy	UniSIG		\$2,000.00
			<i>Notes: Stipends for Other Certified Personnel participating in curriculum planning after contact hours- Guidance Counselor, Network Manager, Coach, and Interventionists</i>			
	6300	210-Retirement	1751 - James E. Stephens Academy	UniSIG		\$1,233.66
	6300	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$1,114.22
	6300	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$27.67
	5900	120-Classroom Teachers	1751 - James E. Stephens Academy	UniSIG		\$700.00
			<i>Notes: Provide stipends to Teachers to provide supplemental instruction after school, before school, or Saturday tutoring.</i>			
	5900	130-Other Certified Instructional Personnel	1751 - James E. Stephens Academy	UniSIG		\$200.00
			<i>Notes: Provide stipends to Other Certified Personnel (Guidance Counselor, Network Manager, Coach, Interventionist) to provide supplemental instruction after school, before school, or Saturday tutoring.</i>			
	5900	150-Aides	1751 - James E. Stephens Academy	UniSIG		\$148.82
			<i>Notes: Provide stipends to paraprofessionals to provide supplemental instruction after school, before school, or Saturday tutoring.</i>			
	5900	210-Retirement	1751 - James E. Stephens Academy	UniSIG		\$116.79
	5900	220-Social Security	1751 - James E. Stephens Academy	UniSIG		\$105.48

	5900	240-Workers Compensation	1751 - James E. Stephens Academy	UniSIG		\$2.62
	6300	140-Substitute Teachers	1751 - James E. Stephens Academy	UniSIG		\$3,565.00
			Notes: Stipends for Provisional Substitute Teachers participating in curriculum planning after contact hours- (Working on certification)			
	5900	140-Substitute Teachers	1751 - James E. Stephens Academy	UniSIG		\$330.00
			Notes: Provide stipends to Provisional Substitute Teachers to provide supplemental instruction after school, before school, or Saturday tutoring.			
2	III.A.	Areas of Focus: Reduction of Office Discipline Referrals's (ODR), with a focus on reducing ODR's for our Black Male Sub group.				\$0.00
3	III.A.	Areas of Focus: Increase Learning Gains in Math among all students in grades 4-5				\$0.00
					Total:	\$216,915.88