2013-2014 SCHOOL IMPROVEMENT PLAN

James Stephens International Academy

1333 MARSH AVE

Fort Myers, FL 33905

239-337-1333

http://jsa.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	96%

Alternative/ESE Center	Charter School	Minority Rate
No	No	94%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	D	D	C	C

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 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
James Stephens International Academy

Principal
Alice Elizabeth Barfield

School Advisory Council chair
Marlette Glasper-Wells

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

Name	Title
Brandy Green	Teacher Leader K-3
Dr. Derrick Donnell	Science Coach
Rachel Reinke	Teacher Leader 4-6
Cindy Yelvington	Teacher
Jeanne Petronio	Reading Coach
Anika Carter	Assistant Principal
Brian Pollitt	Assistant Principal
Byron Lane	Teacher Leader 4-6
Jarrett Eady	Teacher Leader 7-8
Alicia Bell	ESE Resource

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal
and an appropriately balanced number of teachers, education support employees, parents, and other
business and community citizens who are representative of the ethnic, racial, and economic community
served by the school.

Involvement of the SAC in the development of the SIP

The SAC is involved in the approval of the school improvement plan. All members of the SAC are able to review and recommend changes, as well as ask questions and receive clarification. The SAC will then vote to approve the plan as written before it is submitted to the school board for final review and approval.

Activities of the SAC for the upcoming school year

The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, will approve the use of the school improvement funds, and will offer guidance in other activities and issues as it relates to James Stephens International Academy.

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

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
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Alice Elizabeth Barfield		
Principal	Years as Administrator: 6	Years at Current School: 0

Credentials	Masters Degree - Educational Leadership School Principal
Performance Record	2012-2013 - District Office (Glades County) 2011-2012 - Principal Moore Haven Junior Senior High School (D) 2010-2011 - Principal Moore Haven Junion Senior High School (C)

Anika Carter		
Asst Principal	Years as Administrator: 7	Years at Current School: 4

Credentials	BS Accounting, Univ. of South Florida; MS - Educational Leadership, Nova Univ. ESE K-12; Educational Leadership K-12
Performance Record	2012-2013 James Stephens International Academy (D) 2011-2012 James Stephens International Academy (D) 2010-2011 James Stephens International Academy (C)

Brian Pollitt		
Asst Principal	Years as Administrator: 3	Years at Current School: 0

Credentials	Masters Degree - Educational Leadership School Principal
Performance Record	2012-2013 - Moore Haven Elementary School (C) 2011-2012 - Moore Haven Elementary School (B) 2010-2011 - Moore Haven Elementary School (A)

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Dr. Derrick Donnell		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Science
Credentials	Doctorate from the University of Central Florida Florida Principal Certification Florida Science Certification
Performance Record	

Jeannie Petronio		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Master Degree in Reading Bachelor Degree in Elementary Education
Performance Record	2012-2013 James Stephens International Academy (D)

Classroom Teachers

# of classroom teachers
42

 # receiving effective rating or higher
35, 83%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 100%

 # ESOL endorsed
19, 45%

 # reading endorsed
11, 26%

 # with advanced degrees
12, 29%

 # National Board Certified
0, 0%

 # first-year teachers
5, 12%

 # with 1-5 years of experience
17, 40%

 # with 6-14 years of experience
11, 26%

 # with 15 or more years of experience
9, 21%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

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

The principal advertises current vacancies on PeopleSoft. Applicants are screened by the District Office to ensure the applicants would be highly qualified and in-field. The principal, will then make the final recommendation to hire only highly qualified and in-field teachers.
Professional Development opportunities are made avaiable to all teachers to assist in the retention of staff members at the school. Additionally, the school based administrators do regular walk-throughs and observations of teachers and offer assistance to any teacher in need. Peer teachers are assigned to all new teachers to help them become effective. Additionally, we have several teacher leaders (K-3, 4-6, 7-8) and instructional coaches to go into the classrooms to help model effective teaching strategies.

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

All new teachers are assigned a peer teacher, and are required to complete the district program "A.P.P.L.E.S" Peer teachers complete observations and provide feedback to help increase their effectivness. Peer teachers model lessons, analyze data, and share what to do with the data after analyzing to drive instruction.
The pairing of the mentoring teachers reflects their experience and their planning in that particular grade level/subject area.

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 MTSS Problem-Solving team at James Stephens International Academy meets as needed to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports

• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & making eligibility decisions
Principal/ Assistant Principal
• Facilitate implementation of MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/ Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students in intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consults with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide Staff Trainings
Social Worker
• Attend MTSS Team meetings
• Conduct social/developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers
The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions.

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problemsolving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

James Stephens International Academy utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

James Stephens International Academy is anticipating a new MTSS support personnel position to sustain the implementation of the MTSS problemsolving process for all students within the school. This person would provide training, coaching, modeling, data analysis, and guidance to assist with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavioral management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

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:

With the allocation of SAI money, we will be planning to start an after-school program to provide supplemental instruction in the core academic subject areas to those students who are performing below grade level compared to the state standards.

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?

We are anticipating to offer after school enrichment programs to middle school students wishing to participate in science fair. Students in this program will be working on their science fair projects.

Who is responsible for monitoring implementation of this strategy?

Several grade levels meet before and after school to analyze data and develop a plan of action that will help students master the current standard and skills being implemented throughout the grade levels.

Literacy Leadership Team (LLT)

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

Name	Title
Alice Barfield	Principal
Jeanne Petronio	Reading Coach
Trisha Black	Kindergarten Grade Level Chair
Brent Bell	1st Grade Chair
Laurie Pecore	2nd Grade Chair
Brittany Lewis	3rd Grade Chair
Deborah Hargett	4th Grade Chair
Tamika Corbett	5th Grade Chair
Regina Mathewson	6th Grade Chair
Brandy Green	Teacher Leader (K-3)

How the school-based LLT functions

The school-based LLT meets monthly to review the month's literacy data and to review implementation of the school's Reading SIP Goals. This includes the AR (Accelerated Reader)reports and other testing data such as, FAIR and STAR. The team evaluates students' goals, tracks students' progress, and develops strategies to ensure students meet their goals, and then implements the strategies for the next month. At the end of the month, the team reconvenes to assess the effectiveness of these strategies and continues this as an on-going process

Major initiatives of the LLT

The major initiatives of the LLT this year is to build the necessary comprehension and other literacy skills so that every child makes learning gains in accordance with the school's Reading SIP Goals. In 2012-2013, the percentage of students in the lowest 25% making learning gains on the FCAT Reading test was 66%. In 2013-2014, 71% of students at James Stephens International Academy will make learning gains as measured by the STAR assessment by April 1, 2014. The LLT will use the following strategies to ensure learning gains are achieved:
- Identify students in the lowest 25%
- Analyze data
- Set progress goals with the students and monitor
- Utilize research-based materials and instruction
- Analyze data weekly and monthly to monitor progress

Every Teacher Contributes to Reading Instruction

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

All teachers follow the district Academic Plan, a school generated FOCUS calendar, check the students AR progress on a weekly basis and have data chats with those students, and teachers analyze the data from weekly assessments to create learning centers for students to focus on specific skills.

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

Our upcoming kindergarten students will be given a pre-assessment to identify areas of need. Teachers will use these results to group the students accordingly, and be sure their academic needs are being addressed and accommodated.
All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.
Screening data will be collected and aggregated prior to September 21, 2013. This 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. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by screening data.
Screening tools will be re-evaluated mid-year and at the end of the year in order to determine student learning gains and to determine the need for changes to the instruction/intervention programs.

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

All of the 8th grade students at James Stephens International Academy are enrolled in a Career Planning course. This course is offered during the second semester of the school year.

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

Students who are in need of credit recovery are offered the opportunity to participate in our E20/20 program. This program is designed to allow students to complete the necessary academic courses and receive the required credits to advance to the next grade level.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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	45%	35%	No	51%
American Indian				
Asian				
Black/African American	38%	32%	No	45%
Hispanic	48%	38%	No	53%
White	73%	50%	No	76%
English language learners	22%	11%	No	30%
Students with disabilities	31%	23%	No	38%
Economically disadvantaged	43%	34%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	42%	51%
Students scoring at or above Achievement Level 4	41	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		15%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	170	41%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	12	12%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	22	42%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	19%	24%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	81	40%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	41%	26%	No	47%
American Indian				
Asian				
Black/African American	33%	22%	No	40%
Hispanic	47%	28%	No	52%
White	63%	57%	No	66%
English language learners	29%	14%	No	36%
Students with disabilities	28%	15%	No	35%
Economically disadvantaged	38%	25%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	42%	52%
Students scoring at or above Achievement Level 4	18	4%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		16%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		84%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	229	55%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	72	69%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	30	100%	100%
Middle school performance on high school EOC and industry certifications	23	76%	80%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	53%	55%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		26%

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	*[data excluded for privacy reasons]*		29%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	11%	21%
Students scoring at or above Achievement Level 4	15	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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	14	4%	3%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	36	64%	50%
Students who receive two or more behavior referrals	65	18%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	6%	4%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	4%	3%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	210	54%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	126	32%	20%

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

Our goal for the 2013-2014 school year is to increase our volunteer logged hours by 5%. At James Stephens International Academy there are several projects that involved the assistance of volunteers. The two largest volunteer projects are "Grandma's in the Classroom" and "Blessings in a Backpack".

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer hours	7885		

Goals Summary

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.

Targets Supported

- Writing

- Science - Elementary School

- Science - Middle School

Resources Available to Support the Goal

- - We have coaches - Sub budget for PD and follow up - Title 1, District coaches, ELL support, Differentiated Accountability (DA) Team, ELL programs - Three teachers are ESOL endorsed - Reading has GR built in to the program - Staff (most) are open to change, some are asking for PD - Some teachers are asking for help with data - Administration is aware of multiple initiatives staff is asked to do - Students are generally reading to learn - Common planning time in grade level/subject/content area - Administrative support - Comp time is available if teachers work outside the contract hours - Coaches have good rapport with teachers - Good technology infrastructure

Targeted Barriers to Achieving the Goal

- Need for quality instruction aligned to standards

- Fidelity to the Gradual Release Model of Instruction

- Too many initiatives, people are overwhelmed

- Teacher lack of knowledge of collaborative, data driven analysis and instruction

- Classroom Management

- Lack of teacher knowledge about ELL strategies, best practices and accommodations

Plan to Monitor Progress Toward the Goal

3-8th grade students will increase reading proficiency from baseline 43% of students scoring proficient to 75% proficient, as measured by weekly mini assessments from September to May, 2014.

Person or Persons Responsible
Administration, coaches

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
- Bell-to-bell instruction - Increased student engagement - Increased teacher modeling of strategies and instruction - Increased student achievement - Less teacher talk, more student talk - Increase student accountable talk - Increase student use of strategies

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.

G1.B1 Need for quality instruction aligned to standards

G1.B1.S1 Teachers will be provided PD through PLC's on the standards they are required to teach

Action Step 1

Design Professional Development Data-based problem solving, gradual release model of instruction and data-based differentiated instruction

Person or Persons Responsible

School-based leadership

Target Dates or Schedule

8/1/2013

Evidence of Completion

PD plan, materials, Agenda, sign in sheets, exit tickets

Action Step 2

Deliver PD to staff in Pre-planning

Person or Persons Responsible

School coaches, admin

Target Dates or Schedule

8/9/2013

Evidence of Completion

Agenda, Sign in sheets, Exit Tickets

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

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning 2013/14

Evidence of Completion

Analysis of Exit Tickets, Individual Teacher PD Plans updated

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Week after Pre-planning 2013/14

Evidence of Completion

Analysis of Exit Tickets; Student Data: Mini Assessment Progress Monitoring: September: 40% all students scoring proficient. November: 55% all students scoring proficient. February: 65% all students proficient May: 75% all students proficient

G1.B1.S2 Teachers will be provided with PD on the new textbooks adopted by the school district

Action Step 1

Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda

Person or Persons Responsible

School-based leadership and DA Team

Target Dates or Schedule

8/1/2013

Evidence of Completion

Agenda, facilitation guide

Action Step 2

Inform the faculty of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs

Person or Persons Responsible

Principal

Target Dates or Schedule

8/7/2013

Evidence of Completion

Sign in Sheet, Exit Tickets

Facilitator:

Principal

Participants:

Staff

Action Step 3

Ongoing collaboration to: Plan, establish, and publish agendas for PLC meetings; publish agendas at least two days prior to meetings to teachers; facilitate meetings, meeting minutes published to admin and teams within 24 hours; Facilitate weekly sign in sheets for the meetings; track and log for administration

Person or Persons Responsible

School-based Coaches in collaboration with district and state teams

Target Dates or Schedule

Begin 9/5/2013 ongoing weekly

Evidence of Completion

Minutes, agendas, student data, instruction and intervention plans

Facilitator:

Coaches, TIF Teachers, Admin

Participants:

Staff

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

Design and implement ongoing support for teachers through structured PLCs (weekly)

Person or Persons Responsible

Administration

Target Dates or Schedule

pre-planning and ongoing

Evidence of Completion

PLC Agendas and Minutes; Classroom walk through data collection; coaching logs; admin/teacher data chats; Individual teacher PD plans and support plans

Plan to Monitor Effectiveness of G1.B1.S2

SBLT Team will collect, chart observation data, utilize the PS process to determine implementation effectiveness. Data will be triangulated with student achievement data monthly. SBLT will closely monitor where coaches need to intensify support and/or if PD needs to be delivered (booster) based on data each month.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing, based on the scheduled weekday times on the PLC calendar

Evidence of Completion

Minutes from Problem Solving Meetings; Adjustments in Coaching Assignments; Charted Observation Data (monthly) of GR Observation Tool, Standards Based Instruction Observation Tool, DI observation Tool, minutes from PLCs, Student progress monitoring data, coach logs; Schedule of Observations; charted data; admin/teacher data chat logs and plans

G1.B1.S3 Continuous PLC's will be focused on best teaching practices. PLC's will be held weekly with grade level, department level teaming.

Action Step 1

Creating a master schedule to ensure that all teachers have a common planning with like teachers (grade level or departments)

Person or Persons Responsible

Administration

Target Dates or Schedule

before the school year

Evidence of Completion

complete master schedule

Action Step 2

Creating a master schedule to ensure that all teachers have a common planning with like teachers (grade level or departments)

Person or Persons Responsible

Administration

Target Dates or Schedule

before the school year

Evidence of Completion

complete master schedule

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

Teachers will submit their weekly agenda and minutes to administration about what was discussed during PLC

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

weekly

Evidence of Completion

minutes and agendas, e-mail

Plan to Monitor Effectiveness of G1.B1.S3

Review of the agendas and meeting minutes will allow for administration to make recommended changes in the instructional practices

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

e-mail, meeting minutes, agenda

G1.B2 Fidelity to the Gradual Release Model of Instruction

G1.B2.S1 Administrative Walk-Through's to check for proper gradual release model of instruction.

Action Step 1

Conducting Classroom Walk throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

as often as possible

Evidence of Completion

Classroom walk through data, e-mail

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

Administrative Walk-Through's

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly admin meetings

Evidence of Completion

Agenda items, walk-though data, conversations with teachers

Plan to Monitor Effectiveness of G1.B2.S1

Walk-though's

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Each administrator will be taking time to do walk throughs. comparisons of each administrators data will be made. If level of instruction is a concern, careful monitoring will be implemented.

G1.B2.S2 Collaboration between all instructional staff on the gradual release model of instruction.

Action Step 1

Weekly PLC meetings to allow for team collaboration

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

master schedule, meeting agendas/minutes

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

Administration will monitor how often the teachers are meeting during schedule PLC time and utilizing proper collaboration techniques

Person or Persons Responsible

Administration, Teacher Leaders

Target Dates or Schedule

ongoing

Evidence of Completion

meeting minutes, agenda, e-mail

Plan to Monitor Effectiveness of G1.B2.S2

Administration will review meeting minutes and agendas, as well as sit-in on weekly PLC's to hear the collaboration taking place

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

meeting minutes, agenda, e-mails.

G1.B3 Too many initiatives, people are overwhelmed

G1.B3.S1 Administration can prioritize which initiatives are the most important

Action Step 1

Administration, in collaboration with instructional staff, will look at all initiatives and determine which initiatives take precedence.

Person or Persons Responsible

Administration and Teacher leaders

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Agendas, e-mail

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

The initiatives given precedence will be monitored closely by administration and teacher leaders for proper implementation

Person or Persons Responsible

administration and teacher leaders

Target Dates or Schedule

throughout the school year

Evidence of Completion

e-mail, faculty meetings, agendas

Plan to Monitor Effectiveness of G1.B3.S1

The planned initiatives will be proven successful through various data collection techniques

Person or Persons Responsible

Administration

Target Dates or Schedule

through out the school year

Evidence of Completion

data collection

G1.B4 Teacher lack of knowledge of collaborative, data driven analysis and instruction

G1.B4.S1 Finding the time to create collaboration amongst teachers and departments

Action Step 1

Creating a master schedule that allows for common planning time

Person or Persons Responsible

administration

Target Dates or Schedule

July, 2013

Evidence of Completion

copy of the master schedule, agendas, e-mail.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Grade levels will submit weekly agenda items and minutes to show what was discussed during their common planning itme.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

agenda items, meeting minutes

Plan to Monitor Effectiveness of G1.B4.S1

Review of agendas and meeting minutes to see how teachers are analyzing data and planning for instruction

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

weekly

Evidence of Completion

agenda and meeting minutes.

G1.B5 Classroom Management

G1.B5.S1 School wide Positive Behavior Support

Action Step 1

Training's on PBS to help teachers understand what PBS is, and to enforce the expectations of the school.

Person or Persons Responsible

entire school staff

Target Dates or Schedule

throughout the year

Evidence of Completion

discipline data, agenda, e-mails, posters

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Classroom walk through's will be used to help monitor the PBS plan

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

walk through data, e-mail

Plan to Monitor Effectiveness of G1.B5.S1

Students will be able to participate in school wide events requiring the PBS "Mustang Bucks". More positive rewards, and an increase in attendance to those rewards

Person or Persons Responsible

PBS team, administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

school calendar with events, e-mails, data, agendas

Coordination and Integration

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

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skills.

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates

coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in

Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not

have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Blended Head Start/Title I/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening(FLKRS).

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.

G1.B1 Need for quality instruction aligned to standards

G1.B1.S2 Teachers will be provided with PD on the new textbooks adopted by the school district

PD Opportunity 1

Inform the faculty of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs

Facilitator

Principal

Participants

Staff

Target Dates or Schedule

8/7/2013

Evidence of Completion

Sign in Sheet, Exit Tickets

PD Opportunity 2

Ongoing collaboration to: Plan, establish, and publish agendas for PLC meetings; publish agendas at least two days prior to meetings to teachers; facilitate meetings, meeting minutes published to admin and teams within 24 hours; Facilitate weekly sign in sheets for the meetings; track and log for administration

Facilitator

Coaches, TIF Teachers, Admin

Participants

Staff

Target Dates or Schedule

Begin 9/5/2013 ongoing weekly

Evidence of Completion

Minutes, agendas, student data, instruction and intervention plans

Appendix 2: Budget to Support School Improvement Goals