

Polk County Public Schools

James E. Stephens Academy



2022-23 Schoolwide Improvement Plan

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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: 8/3/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (33%) 2018-19: D (32%) 2017-18: C (46%)
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	CSI
* 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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<http://schools.polk-fl.net/stephens>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	83%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		D	D

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<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.

Our mission is to partner with our school community to ensure that all children build a strong academic foundation, develop the desire to learn, and grow in self-confidence and compassion through a challenging curriculum which nurtures each student's abilities. Our teachers and staff will identify the needs of every student to provide them with support to meet their full potential. We will promote self-discipline through character building and ensure high quality instruction to develop students who will become productive members of society.

Provide the school's vision statement.

James Stephens Elementary will take a collaborative approach with all school community members to ensure every child performs to their full potential.

SOAR

Show a positive attitude

Observe safety rules

Act responsibly

Respect self and others

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Lewis, Nadia	Principal	To monitor and ensure that district and school policies, procedures, and initiatives are being done with fidelity.
Towles, Alatheia	Assistant Principal	To support and oversee the implementation of district and school initiatives. To perform observations, check for fidelity with new initiatives and assist with discipline as needed.
Blanton, Christopher	Behavior Specialist	Assist admin by dealing with discipline issues, making parent contact, and working collaboratively with teachers and administrators to lower discipline incidents on campus.
Cortes Vega, Shaime	Instructional Coach	Providing expert level reading strategies to teachers, coaching cycles, and reviewing schoolwide data to plan for interventions.
Breiter, Lee	Math Coach	Providing expert level math strategies to teachers, coaching cycles, and reviewing schoolwide data to plan for interventions.
MacEachern, Melissa	Other	Provide expert level ESE consultations, keep up with ESE documentation and provided PD for ESE teachers.
Windsor, Cindy	Other	Provide interventions for K-3 students to improve schoolwide achievement levels in reading.
Martini, Samantha	School Counselor	Provide support to teachers and students. Keep documentation for MTSS and hold appropriate meetings with parents to make them aware of their child's achievement levels.

Demographic Information

Principal start date

Wednesday 8/3/2022, Nadia Lewis

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

326

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	62	52	53	51	50	58	0	0	0	0	0	0	0	326	
Attendance below 90 percent	37	23	22	20	21	27	0	0	0	0	0	0	0	150	
One or more suspensions	9	8	12	7	10	15	0	0	0	0	0	0	0	61	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	33	0	0	0	0	0	0	0	0	0	33	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	29	33	46	26	18	13	0	0	0	0	0	0	0	165	

Using the table above, complete the table below with the number of students by current grade level who have 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	19	12	21	13	30	36	0	0	0	0	0	0	0	131	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 6/20/2022

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	
Number of students enrolled	15	53	58	51	51	60	0	0	0	0	0	0	0	288
Attendance below 90 percent	0	13	23	20	26	32	0	0	0	0	0	0	0	114
One or more suspensions	0	11	11	12	9	20	0	0	0	0	0	0	0	63
Course failure in ELA	0	3	0	0	0	9	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	0	0	8	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	24	39	31	35	0	0	0	0	0	0	0	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	22	24	22	31	0	0	0	0	0	0	0	99

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	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	15	53	58	51	51	60	0	0	0	0	0	0	0	288
Attendance below 90 percent	0	13	23	20	26	32	0	0	0	0	0	0	0	114
One or more suspensions	0	11	11	12	9	20	0	0	0	0	0	0	0	63
Course failure in ELA	0	3	0	0	0	9	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	0	0	8	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	24	39	31	35	0	0	0	0	0	0	0	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	22	24	22	31	0	0	0	0	0	0	0	99

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	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

1. Students with disabilities are not reaching proficiency and are not making adequate learning gains in ELA and Math.
2. ELA and Math proficiency is low across all subgroups. Third grade reading is lowest performing area.
3. ESE students in grades 3-5 are not proficient and not making learning gains (2022 FSA ELA 6% proficient, 32% gains; FSA Math 4% proficient, 18% gains)
4. Discipline referrals were at ~15% per grade level with the exception of 5th grade which was at 35%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

1. All subgroups show a need for support by improving core engagement. In ELA, all students show a need for improvement in fluency and vocabulary. In Math, students show a need to improve in math facts, such as addition, subtraction, multiplication and division. They also need improvement on solving multistep word problems.
2. Office discipline referrals are high for the size of our school.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

1. Instructional alignment in all core academics and improvements to the MTSS process.
2. Improve implementation and monitoring of interventions in ELA and Math
3. Improve fidelity of MTSS
4. Reevaluate Tier 1 and 2

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

1. FSA ELA learning gains in grades 4 and 5 increased from 37% in 2021 to 48% in 2022
2. Science Quarterly Assessment performance in 5th grade.
3. LPQ of fourth grade math is at 63%, bringing overall score to 28% in 2022, up from 9% in 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The following are contributing factors for the improvement in the 2022 school year data:

1. Students were required to attend school in person and no longer had the options to stay home due to COVID restrictions.
2. There was very little teacher turnover.

The following were new action that lead to the improvements in the 2022 school year data:

1. Fidelity of instruction
2. Content area reading in science
3. Target/task alignment
4. Real time monitoring

What strategies will need to be implemented in order to accelerate learning?

1. Equivalent experience opportunities for on grade level content and questions that are aligned to the new BEST standards. This will be monitored through the Journey teacher evaluation system and during required planning sessions.
2. Use of research-based, common intervention systems and data monitoring (Corrective Reading; Number Worlds)
2. Continued professional learning surrounding BEST
3. PLC focused on student work analysis, small group instruction, and engaging all students.
4. Maximize ESE support facilitation time for intervention

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Intervention program training during pre-planning week and after school PLCs in August. Teachers were given a training on foundational literacy.
2. Weekly PLC dedicated to horizontal and vertical evaluations of student work samples. Each week teacher will bring work samples from the previous week's ELA and Math standard and give peer feedback on the standard target objectives and if the task aligns to the standard.

3. Kagan training for student engagement. This training will give teachers 5 basic cooperative learning structures that can be used to make the lesson more engaging, monitoring student learning, and provide opportunities for accountable talk.

4. CHAMPS training for setting a successful learning environment. The training goes over how to manage a classroom while treating students with dignity and respect. It also covers how to setup the classroom for success, as well as how to communicate expectations for positive student behavior in a proactive approach.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

For 2022-2023, we will provide professional development and curriculum planning opportunities to develop teachers. For students, we will provide tutoring throughout the school year. These tutoring sessions will occur during the school day and after school in order to close the learning gap for our lowest 25% and bubble students.

Stephens Elementary is currently in the MSAP Grant application for 2022. If funded, the school will convert to an IB/PYP Magnet with the goal of increasing diversity through increased enrollment for the attractor program.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to a successful learning environment**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2021-2022 student discipline data shows 434 referrals.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce discipline referrals by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly Focus Discipline report analysis by administration and Student Support Team.

Person responsible for monitoring outcome:

Nadia Lewis (nadia.lewis@polk-fl.net)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Implement Zones of Regulation on a Tier 1 and 2.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control (Kuypers, 2011) was selected due to its connection to multiple self-regulation challenges. Zones of Regulation is founded in research by Leah Kuypers to provide support and instruction in self-regulation for students with ASD, ADHD, SLD and other non-identified behavior challenges.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Staff PD on implementation of Zones of Regulation

Person Responsible

Alathea Towles (alathea.towles@polk-fl.net)

Revise expectations and daily duties of Behavior Interventionist. This will allow the Behavior Interventionist to be utilize in a proactive approach for the campus. He will have a schedule that allows him to check in and out with tier 3 students and proactively monitor the campus to ensure all students are in class and learning.

Person Responsible

Alathea Towles (alathea.towles@polk-fl.net)

Monthly MTSS meeting with each grade level to identify any areas of concern throughout the year.

Person Responsible Team Administrative (stephenselementary@polk-fl.net)

CHAMPS training to give teachers the necessary strategies to establish and maintain a successful learning environment.

Person Responsible Nadia Lewis (nadia.lewis@polk-fl.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 FSA data for Students with Disabilities in grades 3-5 (47 students or 31% of tested students):
ELA Proficiency 6%
ELA Learning Gains 32%
Math Proficiency 4%
Math Learning Gains 18%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of Students with Disabilities in grades 3-5 will demonstrate at least a 30 scale point increase on the STAR Reading and Math assessments from the first assessment to the final assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use the STAR Reading and Math assessments 3 times. This data will be analyzed for growth at mid-year. We will also use data from Corrective Reading and Number Worlds on a weekly basis to drive interventions weekly.

Person responsible for monitoring outcome:

Nadia Lewis (nadia.lewis@polk-fl.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Corrective Reading and Number Worlds will be the intervention tools used for intervention.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Stephens was selected as a school to pilot these programs in Polk County.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Initial PLC on data analysis to determine needs of SWD and develop small groups for intervention.

Person Responsible

Nadia Lewis (nadia.lewis@polk-fl.net)

Weekly collaborative planning for ESE teachers, LEA facilitator, and school-based coaches.

Person Responsible

Melissa MacEachern (melissa.maceachern@polk-fl.net)

ESE separate class and inclusion schedule developed to allow for additional push-in support from school-based math and literacy coaches.

Person Responsible

Nadia Lewis (nadia.lewis@polk-fl.net)

Weekly PLC and data analysis.

Person Responsible

Nadia Lewis (nadia.lewis@polk-fl.net)

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The data at James Stephens shows that when students are in small group settings they are making gains, but in whole group core academic settings the data suggests only 20 to 25% of students are engaged in core academic learning. This can be seen in the learning proficiency percentages and learning gain percentages in all FSA tested subjects. The proficiency levels are all lower than 40% and the learning gains are on average at 50% or higher.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard by using cooperative learning strategies a minimum of one time every 20 minutes during a whole group lesson.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To monitor this focus admin will perform Journey observations weekly, with a focus on instructional practices and student engagement.

Person responsible for monitoring outcome:

Nadia Lewis (nadia.lewis@polk-fl.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will be provided with Kagan cooperative learning professional development.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers must engage all learners during core instructions to close the gaps for students below the proficiency levels. Without engaging the students, the learning gap will continue to grow daily and lead to major learning gaps.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet for planning and in professional learning communities to align tasks to the new B.E.S.T standards and plan for engaging lessons with the assistance of school and district coaches.

Person Responsible Team Administrative (stephenselementary@polk-fl.net)

Teachers will monitor student progress weekly in the classroom and monthly during MTSS meetings with the leadership team. During MTSS meetings teacher will bring their intervention documentation to review the progress of students in their tier 2 and tier 3 groups. The leadership team will analyze monthly ISIP and STAR data if available to identify students that are making gains, staying the same, or need immediate interventions.

Person Responsible Nadia Lewis (nadia.lewis@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

SY2122 STAR Early Lit assessment 3 results for kindergarten students indicate 64% proficient.

SY2122 STAR Early Lit assessment 3 results for first grade students indicate 84% proficient.

SY2122 STAR Early Lit assessment 3 results for second grade students indicate 30% proficient.

The instructional focus for K-2 will be centered about BEST benchmark alignment; foundational reading skills; and early intervention.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Proficiency rate for students in grades 3-5 based on 2022 FSA ELA was 24% (3rd grade 16%; 4th grade 33%; 5th grade 22%). This was only a 2% gain over 2021 results. The Reading/ELA instructional focus for SY2223 is increasing proficiency on statewide ELA assessment through aligning reading comprehension tasks to BEST standards; utilization of BEST recommended texts; and targeted intervention for students lacking foundational reading skills.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Reading proficiency as measured by STAR Early Lit (K) and STAR Reading (1-2) assessment three will be as follows:

Kindergarten - 65%

1st grade - 69%

2nd grade - 89%

Grades 3-5: Measureable Outcome(s)

Reading proficiency as measured by statewide ELA progress monitoring assessment three will be as follows:

3rd grade - 30%

4th grade - 21%

5th grade - 38%

This will result in an average proficiency rate of 30% (+6% from SY2122)

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Areas of focus will be monitored through PLC data reviews of formative assessments and progress monitoring; review of student work samples; bi-weekly evaluation of Florida Wonders assessments; review of lesson plans; classroom walk-throughs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bracey, James, james.bracey@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Florida Wonders adopted curriculum K-5

Corrective Reading - district pilot program grades 3-5

UFLI - University of Florida Literacy Institute resources presented as BSI Summer Literacy Institute

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

District adopted programs and recommendation from BSI Summer Literacy Institute

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership:</p> <ol style="list-style-type: none"> 1. Monthly literacy leadership team meetings to discuss progress, media circulation, MTSS data related to reading. 2. Addition of Reading Interventionist with experience in grade 4 or 5 with record of learning gains. 3. Principal, AP, Reading Coach and Reading Interventionist attended BSI Summer Literacy in June 2022 	Lewis, Nadia, nadia.lewis@polk-fl.net
<p>Literacy Coaching:</p> <ol style="list-style-type: none"> 1. Literacy Coach attending state literacy bootcamp July 2022 2. Lit coach will lead PLC and collaborative planning for Reading/ELA 3. Lit coach will model best practices and lead coaching cycles under the direction of administration 	Towles, Alatheia, alatheia.towles@polk-fl.net
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Bi-weekly review of Florida Wonders assessments in PLC 2. Common assessments as part of planning process 3. Planned interventions using progress monitoring data 	Cortes Vega, Shaime, shaime.cortesvega@polk-fl.net
<p>Professional Learning:</p> <ol style="list-style-type: none"> 1. PD on Corrective Reading 2. Continued PD on BEST implementation 3. Foundational literacy skills training for new ELA teachers 	Towles, Alatheia, alatheia.towles@polk-fl.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

To build a positive school culture among internal stakeholders (teachers, paras, staff), school administrators assembled a team of teachers (classroom and non-classroom) to work collaboratively to develop a system of school-wide expectations and culture. This team will help to enhance our positive culture initiatives. Included on this team are our Campus Induction leader and Teacher Engagement Ambassador. The goal of this group is to facilitate and support staff and students in the roll out of a school-wide system of expectations that lead to a positive culture and learning environment.

James E. Stephens Elementary school utilizes parents and community members on its School Advisory Council. The SAC members work with school leaders to provide for a variety of needs for both staff and

students. Our partnerships provide food for distribution to needy families (Kidspack), clothing and uniforms available to students through parent donations and community partner donations, school supply donations, and social-emotional learning supports from external mental health agencies. By meeting these needs, students and families are supported and students are more likely to attend school with a positive outlook.

The school promotes a positive culture to families and the community using social media. Our Positive Behavior Interventions and Support system is widely promoted so external stakeholders can help us celebrate the great things happening with our students. Student celebrations, classroom celebrations and award ceremonies are used to recognize both academic and non-academic achievements. For example, traveling trophies for the best monthly attendance, trophies for the most accelerated reader points, recognition for students of the month, and student academic achievement recognition.

Identify the stakeholders and their role in promoting a positive school culture and environment.

All stakeholders have a role in promoting a positive school culture. The leadership team provides opportunities for teacher training to maintain a positive proactive approach to discipline. They also, provide many opportunities to celebrate academic, attendance, and behavior success schoolwide. Teacher success and attendance is also acknowledge and we allow for highly effective teachers to lead professional developments.

Teachers allow students to serve in leadership roles in their classrooms, celebrate birthdays, academic success and provide a safe and orderly classroom environment. Students at James E. Stephens follow the schoolwide expectations. Fifth grade students serve as part of the safety patrol to model and enforce schoolwide expectations for behavior.

James E. Stephens has community partnerships with:

Boys and Girls Club of Bartow - coordinates with the school to align after-school tutoring with state standards and school day learning. Provides SEL to students that supports are mission.

Wendy's of Bartow - donations of breakfast for teachers during Teacher Appreciation Week; works with our teachers to provide coupons and discounts for student rewards.