



## Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
63%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
100%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Stewart Street Elementary School's mission is to provide all students with opportunities for quality learning and the necessary support to ensure academic acceleration, consistent demonstration of appropriate social behavior, and continuous personal improvement. Excellence and a desire to learn will become a way of life.

##### Provide the school's vision statement

Stewart Street Elementary School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical thinking skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening, and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Stewart Street Elementary School (SSES) has built a culture of respect for students we serve. School staff is provided insight of students' cultural needs as assessed by the school climate and language surveys. We take a personal interest in the well-being of our students and their families. The school has an open door policy and welcomes parents to visit our campus. Positive relationships are established as we make every effort to communicate regularly. Parent Expos, PTA/SAC meetings, and school-wide assemblies are held to keep families abreast of the new Florida Standards and students' academic progress.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

SSES has the following procedures in place to ensure that students feel safe and respected before, during, and after school:

- School staff meets students as they arrive in the morning and leave in the afternoon.
- School staff monitors the hallway, cafeteria, and corridors as students move about on campus.
- Visitors are screened using the Raptor system.
- Monthly emergencies drills are performed.
- Guidance counselor conducts character education classes and host assemblies to discourage bullying.

In addition to the aforementioned procedures, the school's security gate helps us to keep intruders off campus.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Stewart Street Elementary adheres to the District's Student Code of Conduct to reduce disruptions during instructional time. Additionally, each teacher has in place behavioral management systems which clearly convey expected conduct for students to display.

**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 guidance counselor is available to all students if counseling services are needed. Also, we have additional help from outside resources such as social workers, psychologists, and counselors that are capable of providing one-on-one counseling if considered necessary. Teachers, staff, and volunteers serve as mentors on a daily basis.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Stewart Street Elementary School early warning system indicators are attendance of students below ninety percent and students who have received one or more out of school suspensions.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	11	6	8	25
One or more suspensions	0	0	3	3
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
	5	
Students exhibiting two or more indicators	3	3

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Stewart Street Elementary School implements several intervention strategies to improve the academic performance of students identified by the early warning system. Parents receive phone calls by the teachers to support early absentee warnings, followed by parent conferences if needed. Parents also are sent written documentation via certified mail explaining district school attendance policies. In addition, the district social worker provides assistance in making contact with parents to deter excessive absentees of students.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/204582>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school works closely with faith-based partners, community organizations, businesses, and Gadsden County Schools Parent Services office to secure resources that are utilized to support the school and student achievement. Volunteers, Mentors, and Classroom Grandparents support academics, extra-curricular activities, and school-wide programs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Robinson, Ms. Lisa	Principal
Harris, Robert	Guidance Counselor
Green, Kimmi	Teacher, K-12
Redding, Sylvia	Teacher, K-12
Germany, Christopher	Teacher, K-12
Toussaint, Karen	Teacher, K-12
Pruitt, Shonda	Teacher, K-12
Walker, Moneek	Teacher, K-12
Youmans, Mildred	Instructional Media
Harris, Clurie	Assistant Principal

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Lead teachers assist in monitoring intervention fidelity, providing teachers with appropriate

interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into such programs as Engrade and Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, iReady and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Stewart Street Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Stewart Street coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Stewart Street coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together

the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming from the alternative center as requested and/or necessary.

Stewart Street Elementary has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

Stewart Street participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning . Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa Robinson	Principal
Dorothy Thomas	Parent
Carolos Redding	Business/Community
Sandra Woods	Parent
Dorothy Dennis	Parent
Altagracia Manzanarez	Parent
Calandra Robinson	Parent
Brandy Dudley	Parent
Samantha Love	Parent
Shonda Pruitt	Teacher
Gracie Powell-Jones	Teacher
Karen Toussaint	Teacher
Moneek Walker	Teacher
Maria Torres	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

During our initial School Advisory Council meeting key stakeholders of the school reviewed last year's school improvement plan, discussed its effectiveness, and made informed decisions of strategies to implement to alleviate challenges that may arise.

*Development of this school improvement plan*

The SAC assists in the preparation of the annual budget and in the development and evaluation of the school improvement plan. Quarterly meetings are held so that members are able to monitor the SIP and provide input during the decision making process.

*Preparation of the school's annual budget and plan*

The School Advisory Council will meet to develop and disseminate funds for students' needs, professional development, and school incentives.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The SAC has allocated \$28,000 to fund the after school program that will serve students in the 3rd through 5th grades. The allocated amount will be used to pay stipends for eight instructional positions. In addition, \$2,500 has been allocated to purchase classroom supplies and materials for the after school program.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Robinson, Ms. Lisa	Principal
Harris, Clurie	Assistant Principal
Youmans, Mildred	Instructional Media
Redding, Sylvia	Teacher, K-12
Pruitt, Shonda	Teacher, K-12
Germany, Christopher	Teacher, K-12
Toussaint, Karen	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT this year are to implement ELA instruction in accordance with the new Florida standards and engage in ongoing literacy professional development. The school also participates in district literacy initiatives.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Stewart Street Elementary supports positive working relationships between teachers by fostering support through professional learning communities, weekly data chats in grade group meetings, and supporting the needs of beginning teachers through peer mentoring.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Stewart Street Elementary school in cooperation with the district collectively and individually utilizes the following strategies to recruit and retain highly qualified teachers.

1. Participates in district recruitment fairs
2. Utilizes the various media to recruit highly qualified teachers
3. Provide on site training for teachers to assist in them becoming more proficient and effective.
4. Encourage teachers to utilize the district reimbursement system to assist in becoming highly qualified.
5. Assist teachers in becoming reading/ESE and ESOL endorsed,
6. Encourage teachers participation in paid summer training to increase skills and knowledge base as well as increase income.
7. Create pools to attract highly qualified teachers
8. Work closely with teacher's bargaining unit to identify ways to offer differentiated and performance pay.
9. Provide incentives for HQ teachers to serve as mentors for new teachers.

#### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Highly effective teachers are paired with novice teachers to assist them with research based practices to implement instructional delivery methods, classroom management, and transitioning in the process to promote students' academic achievement. All novice teachers are required to participate in the district beginning teacher program. Professional development is provided on a continuous basis.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Stewart Street Elementary uses district adopted English Language Arts (ELA) and mathematics core instructional programs from a state adopted instructional materials list that are aligned with the Florida Standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Stewart Street Elementary use a data driven approach coupled with methods of differentiated instruction in order to meet the diverse learning needs of all students. Diagnostic assessments are given in core subjects and data from these assessments are utilized to drive instructional focus on skills that must be achieved for mastery of Florida standards. Ongoing progress monitoring is used, data is assessed in weekly data chat meetings and informed decisions are made on how to best implement effective research based practices to ensure academic growth. To ensure that no child is left behind we support students as individual learners by using MTSS and RTI process.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 2,400**

Stewart Street Elementary Extended Learning Day Tutorial Program is to provide students in grades 3- 5 with resources from Communities In Schools of Gadsden County that will promote the development of skills essential to matriculating through school.

**Strategy Rationale**

To improve students proficiency in English Language Arts (ELA), mathematics, and science. Also to expose students to various enrichment opportunities.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Robinson, Ms. Lisa, robinsonl@gcpsmail.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

District wide progress monitoring assessments will be used to assess effectiveness. After school staff will meet periodically to analyze data, and make informed instructional decisions.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Stewart Street Elementary has a Pre-K program which is geared toward assisting young children in making a successful transition from home or other child care programs, as well as from one grade level to the next. Children are provided age-appropriate activities and experiences that promote social and academic growth, which are essential to their overall development.

The Pre-K coordinator, principal, teachers, staff, and parents meet regularly to discuss provisions for activities and services to address the needs of the children and facilitate learning. A Pre-K Parent Orientation Day is scheduled during August to plan activities for children and their families and disseminate information concerning the program.

Pre-K teachers make home visits to meet with families as part of the transition process. In addition, parents are invited to visit their child's classroom in order to keep abreast of their progress. Pre-K Headstart resource teachers administer regular assessments to children for the purpose of collecting baseline data and monitoring developmental skills. Vertical articulation between pre-kindergarten and kindergarten teachers ensures a continuum of core knowledge standards.

**College and Career Readiness**

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

n/a

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

n/a

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

n/a

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.
  
- G2.** Based on 2014 FCAT 2.0 Science 67% of students were proficient. Our goal for 2014- 2015 is to increase the proficiency rate to 75%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.** 1a

G054915

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

**Resources Available to Support the Goal** 2

- Florida Assessments for Instruction in Reading (FAIR)
- FCAT Explorer
- Comprehension Instructional Sequence (CIS) Module
- Florida Continuous Improvement Model
- Core Curriculum Reading Assessments
- District Assessments
- i-Ready
- CPALMS

**Targeted Barriers to Achieving the Goal** 3

- Limited Professional Development
- Limited and/or inadequate technology

**Plan to Monitor Progress Toward G1.** 8

FCIM, District Assessments, Core Curriculum Assessments, FAIR data, and iReady reports

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.

**G2.** Based on 2014 FCAT 2.0 Science 67% of students were proficient. Our goal for 2014- 2015 is to increase the proficiency rate to 75%. 1a

G054917

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

**Resources Available to Support the Goal** 2

- FCAT Explorer
- Core Curriculum
- Supplemental resources provided by the Core Curriculum i.e. Untamed Science Videos
- Science Lab Activities

**Targeted Barriers to Achieving the Goal** 3

- Limited hands on experiments
- Lack of prior knowledge of Science

**Plan to Monitor Progress Toward G2.** 8

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

Clurie Harris

**Schedule**

Quarterly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

STEM participation and field trip itineraries.

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences. **1**

 G054915

**G1.B1** Limited Professional Development **2**

 B138303

**G1.B1.S1** To reduce barriers of limited of professional development teachers will utilize PD360, an online professional development model, developed to increase teachers' knowledge of various skills and strategies to enhance instruction. In additon the use of PAEC, modeling from lead teachers, CPALMS, support from the literacy leadership team, and site visits to other schools for modeling of best practices will assist with limitations caused by this barrier. **4**

 S150289

### Strategy Rationale

PD360 along with other resources will allow instructors to have continuous and readily accessible professional development.

### Action Step 1 **5**

Ongoing Professional Development Opportunities

#### Person Responsible

Ms. Lisa Robinson

#### Schedule

Biweekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Ongoing professional development opportunities.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Ongoing professional development opportunities.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log

**G1.B2 Limited and/or inadequate technology** 2

 B138304

**G1.B2.S1** Secure Title 1 funds to update technological needs, frequent support from district personnel to ensure computers are operable, and develop an on-site technological team that will address needs for equipment currently in use. 4

 S150290

**Strategy Rationale**

Securing Title 1 funding allows for the purchasing and maintaining of technology.

**Action Step 1** 5

Budgeting funds from Title I

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Annually, from 8/29/2014 to 5/29/2015

***Evidence of Completion***

Budget allocation for technology and on-site technology task notebook

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monitor use of technology within daily instruction

**Person Responsible**

**Schedule**

***Evidence of Completion***

On site task notebook, daily classroom walkthroughs, data notebooks, and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Monitoring use of technology within daily instruction

**Person Responsible**

**Schedule**

**Evidence of Completion**

Data notebook, classroom walkthroughs, lesson plans, teacher evaluations, technology team task notebook

**G2.** Based on 2014 FCAT 2.0 Science 67% of students were proficient. Our goal for 2014- 2015 is to increase the proficiency rate to 75%. 1

 G054917

**G2.B1** Limited hands on experiments 2

 B138306

**G2.B1.S1** Secure Title 1 funding for an adequate Science Lab. 4

 S150293

**Strategy Rationale**

Through the use of hands on experiments, students engage in real world applications in all aspects of science allowing them to make connections with their environment.

**Action Step 1 5**

Allocate funds for Science.

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Annually, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Budget

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B2** Lack of prior knowledge of Science **2**

 B138307

**G2.B2.S1** Increase the time of Science instruction. **4**

 S150295

**Strategy Rationale**

By increasing the science instruction in all grade levels, students will come equipped with the prior knowledge needed to be proficient learners.

**Action Step 1** **5**

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

**Person Responsible**

Ms. Lisa Robinson

**Schedule**

Daily, from 8/29/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

**G2.B2.S2 Educational field trips 4**

 S150296

**Strategy Rationale**

Educational field trips allows students' to experience science beyond the classroom, and provides a culminating activity for big ideas.

**Action Step 1 5**

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

**Schedule**

***Evidence of Completion***

STEM participation and field trip itineraries.

**Action Step 2 5**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

**Schedule**

**Evidence of Completion**

STEM participation and field trip itineraries.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

**Person Responsible**

**Schedule**

**Evidence of Completion**

STEM participation and field trip itineraries.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Ongoing Professional Development Opportunities	Robinson, Ms. Lisa	8/18/2014	Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.	5/29/2015 biweekly
G1.B2.S1.A1	Budgeting funds from Title I	Robinson, Ms. Lisa	8/29/2014	Budget allocation for technology and on-site technology task notebook	5/29/2015 annually
G2.B1.S1.A1	Allocate funds for Science.	Robinson, Ms. Lisa	8/29/2014	Budget	5/29/2015 annually
G2.B2.S1.A1	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.	Robinson, Ms. Lisa	8/29/2014	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/29/2015 daily
G2.B2.S2.A1	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.		STEM participation and field trip itineraries.	one-time	

**Gadsden - 0201 - Stewart Street Elementary Schl - 2014-15 SIP**  
*Stewart Street Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A2	[no content entered]			once	
G1.MA1	FCIM, District Assessments, Core Curriculum Assessments, FAIR data, and iReady reports	Robinson, Ms. Lisa	8/18/2014	Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.	5/29/2015 monthly
G1.B1.S1.MA1	Ongoing professional development opportunities.		Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	one-time	
G1.B1.S1.MA1	Ongoing professional development opportunities.		Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	one-time	
G1.B2.S1.MA1	Monitoring use of technology within daily instruction		Data notebook, classroom walkthroughs, lesson plans, teacher evaluations, technology team task notebook	once	
G1.B2.S1.MA1	Monitor use of technology within daily instruction		On site task notebook, daily classroom walkthroughs, data notebooks, and lesson plans	once	
G2.MA1	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	Harris, Clurie	8/29/2014	STEM participation and field trip itineraries.	5/29/2015 quarterly
G2.MA2	[no content entered]			once	
G2.B1.S1.MA1	[no content entered]			once	
G2.B1.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.		Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	once	
G2.B2.S1.MA1	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.		Lesson plans, classroom walk throughs, grade group	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			collaboration meetings, and data notebooks.		
G2.B2.S2.MA1	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.		STEM participation and field trip itineraries.	once	
G2.B2.S2.MA1	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.		STEM participation and field trip itineraries.	once	

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*