

Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

www.gadsdenschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Gadsden County School Board on 2/27/2018.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Stewart Street Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	24	11	17	8	11	10	0	0	0	0	0	0	0	81
One or more suspensions	0	2	5	5	5	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	6	11	16	9	18	13	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	69	68	45	0	0	0	0	0	0	0	182

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	4	3	12	9	5	0	0	0	0	0	0	0	33

c. 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. Students scoring level 1 and/or have failing grades in ELA or Math will receive Tier 3 instruction, an additional 30 minutes of explicit intervention in addition to the 90 minute block of reading. All students for the 2017-2018 school term will receive an additional hour of reading intervention; this is in addition to the 90 minute block of reading. Also, students will receive daily on-line iReady instruction in the lab and small group differentiated instruction in the classroom based on the student's areas of deficiency.

All classroom teachers will receive professional development in the six components of reading, assessment and instructional practices, phonemic awareness, phonics/words analysis, fluency,

vocabulary, comprehension, assessment and instructional practices.

In regards to students attendance, 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

2. 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.

C. Effective Leadership

1. School Leadership Team

a. 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	School Counselor
Germany, Christopher	Assistant Principal
Toussaint, Karen	Teacher, K-12
Pruitt, Shonda	Teacher, K-12
Youmans, Mildred	Instructional Media
Harris, Curlie	Assistant Principal
Dudley, Karema	Teacher, K-12
Anderson, Jennifer	Teacher, K-12
Gordon, Shakilla	Teacher, K-12
Sailor, Barbara	Teacher, K-12
Murray-McMillan, Shannon	Teacher, K-12
Thompson, Tiffany	Teacher, K-12
Dickeys, Shelia	Teacher, K-12

b. Duties

1. 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.

2. 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, FSA 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 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Robinson	Principal
Shonda Pruitt	Teacher
Michelle Hogue	Parent
Kimi Green	Teacher
Shakilla Gordon	Teacher
Mimi Robinson	Parent
Samantha Starks-Harrison	Parent
Mechelle Robinson	Parent
Cathy Robinson	Parent
Shamerice Daniels	Parent
Jose Lopez	Parent
Francisco Hernandez	Business/Community
Jennifer Anderson	Teacher
Mary Jackson	Business/Community
Polly Love	Education Support Employee
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

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

The SAC has allocated \$18,000 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Robinson, Ms. Lisa	Principal
Harris, Curlie	Assistant Principal
Youmans, Mildred	Instructional Media
Pruitt, Shonda	Teacher, K-12
Germany, Christopher	Teacher, K-12
Toussaint, Karen	Teacher, K-12
Harris, Robert	School Counselor
Anderson, Jennifer	Teacher, K-12
Bell-Key, Twanda	Teacher, K-12
Dudley, Karema	Teacher, K-12
Thompson, Tiffany	
Calhoun, LaDarius	Teacher, K-12
Sailor, Barbara	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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. Work closely with teacher's bargaining unit to identify ways to offer differentiated and performance pay.
8. Provide incentives for HQ teachers to serve as mentors for new teachers.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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 1- 5 with resources from The 21st Century after school program 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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

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

n/a

3. 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

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA.
- G2.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.
- G3.** Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2078 is to increase the proficiency rate 20%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA. **1a**

G099180

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- Students entering grade levels multiple years below reading levels.
- Students have a wide variety of skill levels in a classroom

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Florida Continuous Improvement Model
- Core Curriculum Reading Assessments
- Paraprofessionals assigned to self-contained ESE classes
- All students receive intervention on iReady in the computer labs.
- Professional learning communities provide on-site on-going professional development to all teachers

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

Reports from iReady, Accelerated Reader, district assessments and core reading assessments will be collected and reviewed throughout the year to determine students progress.

Person Responsible

Ms. Lisa Robinson

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Teachers' data notebooks, lesson plans, grade group meetings and district assessment reports

G2. 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

G099181

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Limited Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Comprehension Instructional Sequence (CIS) Model
- Florida Continuous Improvement Model
- Core Curriculum Reading Assessments
- District Assessments
- i-Ready
- CPALMS

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Ms. Lisa Robinson

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

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

G3. Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2078 is to increase the proficiency rate 20%. 1a

G099182

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	20.0

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge of Science

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 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

Curlie Harris

Schedule

Quarterly, from 9/5/2017 to 5/30/2018

Evidence of Completion

STEM participation and field trip itineraries.

Plan to Monitor Progress Toward G3. 8

District Assessments, Core Curriculum Assessments,

Person Responsible

Ms. Lisa Robinson

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

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

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. For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA. **1**

 G099180

G1.B1 Students entering grade levels multiple years below reading levels. **2**

 B267017

G1.B1.S1 Teachers will screen for early identification of below grade level students and provide daily interventions to move them to grade level performance. **4**

 S282921

Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the FSA.

Action Step 1 **5**

Students performing multiple years below reading levels will receive Tier 3 instruction; an additional 30 minutes of explicit intervention in addition to the 90 minute reading block.

Person Responsible

Ms. Lisa Robinson

Schedule

Daily, from 8/31/2017 to 5/31/2018

Evidence of Completion

Data notebook, lesson plans, classroom walk throughs, grade group collaboration meetings, district assessments and FSA

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

Classroom Observations

Person Responsible

Ms. Lisa Robinson

Schedule

Daily, from 8/31/2017 to 5/31/2018

Evidence of Completion

Data notebook, lesson plans, grade group meetings

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

Classroom teachers will receive support in analyzing student performance data

Person Responsible

Christopher Germany

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Data notebook ,iReady and Accelerated Reader reports, grade group meetings

G1.B2 Students have a wide variety of skill levels in a classroom **2**

 B267018

G1.B2.S1 Teachers will review students' data to identify students in need of intensive instruction and provide interventions daily. **4**

 S282922

Strategy Rationale

Students need ample opportunities to practice in order to meet the level of proficiency expected on the FSA.

Action Step 1 **5**

Teachers will lead small group activities that meet students' reading deficiencies.

Person Responsible

Curlie Harris

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Lesson plans and data notebooks

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

Lesson plans will be reviewed weekly

Person Responsible

Ms. Lisa Robinson

Schedule

Weekly, from 8/31/2017 to 5/28/2018

Evidence of Completion

All lesson plans are filed.

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

Weekly grade group and data meeting will be held

Person Responsible

Ms. Lisa Robinson

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Lesson plans and data notebooks

G2. 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

G099181

G2.B1 Limited Professional Development 2

B267021

G2.B1.S1 In addition 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

S282924

Strategy Rationale

On-site professional development from teacher peers 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 9/5/2017 to 5/29/2018

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 G2.B1.S1 6

Ongoing professional development opportunities.

Person Responsible

Ms. Lisa Robinson

Schedule

Biweekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

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

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

Ongoing professional development opportunities.

Person Responsible

Ms. Lisa Robinson

Schedule

Biweekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

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

G3. Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2078 is to increase the proficiency rate 20%. **1**

 G099182

G3.B1 Lack of prior knowledge of Science **2**

 B267022

G3.B1.S1 Increase the time of Science instruction. **4**

 S282925

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 9/5/2017 to 5/30/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

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 9/5/2017 to 5/30/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

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

G3.B1.S2 Educational field trips 4

S282926

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

Quarterly, from 9/5/2017 to 5/30/2018

Evidence of Completion

STEM participation and field trip itineraries.

Action Step 2 5

District Assessments and Core Curriculum Assessments

Person Responsible

Ms. Lisa Robinson

Schedule

Monthly, from 9/5/2017 to 9/5/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.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

Shonda Pruitt

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

STEM participation and field trip itineraries.

Plan to Monitor Effectiveness of Implementation of G3.B1.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

Ms. Lisa Robinson

Schedule

Quarterly, from 9/5/2017 to 5/30/2018

Evidence of Completion

STEM participation and field trip itineraries.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.MA1 M414926	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	8/29/2016	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/29/2017 weekly
G3.B1.S2.A2 A381733	District Assessments and Core Curriculum Assessments	Robinson, Ms. Lisa	9/5/2017		9/5/2017 monthly
G1.B2.S1.MA1 M414921	Lesson plans will be reviewed weekly	Robinson, Ms. Lisa	8/31/2017	All lesson plans are filed.	5/28/2018 weekly
G2.B1.S1.A1 A381730	Ongoing Professional Development Opportunities	Robinson, Ms. Lisa	9/5/2017	Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.	5/29/2018 biweekly
G2.MA1 M414925	FCIM, District Assessments, Core Curriculum Assessments, and iReady reports	Robinson, Ms. Lisa	9/5/2017	Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.	5/30/2018 monthly
G3.MA1 M414930	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...	Harris, Curlie	9/5/2017	STEM participation and field trip itineraries.	5/30/2018 quarterly
G3.MA2 M414931	District Assessments, Core Curriculum Assessments,	Robinson, Ms. Lisa	9/5/2017	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/30/2018 monthly
G2.B1.S1.MA1 M414923	Ongoing professional development opportunities.	Robinson, Ms. Lisa	9/5/2017	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	5/30/2018 biweekly
G2.B1.S1.MA1 M414924	Ongoing professional development opportunities.	Robinson, Ms. Lisa	9/5/2017	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	5/30/2018 biweekly
G3.B1.S1.MA1 M414927	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	9/5/2017	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/30/2018 daily
G3.B1.S1.A1 A381731	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	9/5/2017	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/30/2018 daily
G3.B1.S2.MA1 M414928	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...	Robinson, Ms. Lisa	9/5/2017	STEM participation and field trip itineraries.	5/30/2018 quarterly
G3.B1.S2.MA1 M414929	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...	Pruitt, Shonda	9/5/2017	STEM participation and field trip itineraries.	5/30/2018 monthly
G3.B1.S2.A1 A381732	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...		9/5/2017	STEM participation and field trip itineraries.	5/30/2018 quarterly
G1.MA1 M414922	Reports from iReady, Accelerated Reader, district assessments and core reading assessments will be...	Robinson, Ms. Lisa	8/31/2017	Teachers' data notebooks, lesson plans, grade group meetings and district assessment reports	5/31/2018 weekly
G1.B1.S1.MA1 M414918	Classroom teachers will receive support in analyzing student performance data	Germany, Christopher	8/31/2017	Data notebook ,iReady and Accelerated Reader reports, grade group meetings	5/31/2018 weekly
G1.B1.S1.MA1 M414919	Classroom Observations	Robinson, Ms. Lisa	8/31/2017	Data notebook, lesson plans, grade group meetings	5/31/2018 daily
G1.B1.S1.A1 A381728	Students performing multiple years below reading levels will receive Tier 3 instruction; an...	Robinson, Ms. Lisa	8/31/2017	Data notebook, lesson plans, classroom walk throughs, grade group collaboration meetings, district assessments and FSA	5/31/2018 daily
G1.B2.S1.MA1 M414920	Weekly grade group and data meeting will be held	Robinson, Ms. Lisa	8/31/2017	Lesson plans and data notebooks	5/31/2018 weekly

Gadsden - 0201 - Stewart Street Elementary Schl - 2017-18 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
G1.B2.S1.A1 A381729	Teachers will lead small group activities that meet students' reading deficiencies.	Harris, Curlie	8/31/2017	Lesson plans and data notebooks	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. For the 2017-2018 school year, 40 percent of our 3rd-5th grade students will be proficient on the English Language Arts on the FSA, increasing our percentage by 25% based on the 2016-17 FSA.

G1.B1 Students entering grade levels multiple years below reading levels.

G1.B1.S1 Teachers will screen for early identification of below grade level students and provide daily interventions to move them to grade level performance.

PD Opportunity 1

Students performing multiple years below reading levels will receive Tier 3 instruction; an additional 30 minutes of explicit intervention in addition to the 90 minute reading block.

Facilitator

District Resource Team

Participants

All Classroom Teachers

Schedule

Daily, from 8/31/2017 to 5/31/2018

G1.B2 Students have a wide variety of skill levels in a classroom

G1.B2.S1 Teachers will review students' data to identify students in need of intensive instruction and provide interventions daily.

PD Opportunity 1

Teachers will lead small group activities that meet students' reading deficiencies.

Facilitator

Reading Teacher/ Ms. Anderson

Participants

Teachers

Schedule

Weekly, from 8/31/2017 to 5/31/2018

G2. 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.B1 Limited Professional Development

G2.B1.S1 In addition 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.

PD Opportunity 1

Ongoing Professional Development Opportunities

Facilitator

Administrators and Lead Teachers

Participants

K-5th Classroom Teachers

Schedule

Biweekly, from 9/5/2017 to 5/29/2018

G3. Based on 2017 FCAT 2.0 Science 5% of students were proficient. Our goal for 2017-2018 is to increase the proficiency rate 20%.

G3.B1 Lack of prior knowledge of Science

G3.B1.S1 Increase the time of Science instruction.

PD Opportunity 1

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

Facilitator

Dr. Ida Walker

Participants

K - 5 Classroom Teachers

Schedule

Daily, from 9/5/2017 to 5/30/2018

G3.B1.S2 Educational field trips

PD Opportunity 1

District Assessments and Core Curriculum Assessments

Facilitator

Dr. Ida Walker

Participants

K - 5 Classroom Teachers

Schedule

Monthly, from 9/5/2017 to 9/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students performing multiple years below reading levels will receive Tier 3 instruction; an additional 30 minutes of explicit intervention in addition to the 90 minute reading block.	\$0.00
2	G1.B2.S1.A1	Teachers will lead small group activities that meet students' reading deficiencies.	\$0.00
3	G2.B1.S1.A1	Ongoing Professional Development Opportunities	\$0.00
4	G3.B1.S1.A1	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.	\$0.00
5	G3.B1.S2.A1	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	\$0.00
6	G3.B1.S2.A2	District Assessments and Core Curriculum Assessments	\$0.00
Total:			\$0.00