

Gadsden County Schools

Stewart Street Elementary School



2022-23 Schoolwide Improvement Plan

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Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Pamela Jones

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (35%) 2018-19: B (56%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

www.gadssdenschools.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Stewart Street Elementary School's mission is to provide all students with equal 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. Our guiding principle this year is: Exceeding Expectations Everyday (E3)! Students will be provided a challenging curriculum in a 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 key in the delivery of instruction.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Jones, Pamela	Principal	The Principal's role is to demonstrate Instructional Leadership necessary to develop, implement, and evaluate comprehensive programs and support services for teachers and students. The leader optimizes available resources and maintains a safe, caring, and enriching environment to promote student success. In addition, the leader's role is to build capacity in the building to promote a thriving organization.
Germany, Christopher	Assistant Principal	The Assistant Principal's role is to perform administrative duties and be an instructional leader who helps the Principal carry out the educational goals of the school and the district.
Green, Thaddius	Assistant Principal	The Assistant Principal's role is to perform administrative duties and be an instructional leader who helps the Principal carry out the educational goals of the school and the district.
Bell-Key, Twanda	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
House, Lauren	Teacher, PreK	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Murray, Wanda	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Ross-Thomas, Martha	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Harris, Robert	School Counselor	The School Counselor collaborates with staff, parents, and the district to support behaviors and academics for students. He provides guidance and spearhead interventions to support tiers of students.
Toussaint, Karen	Curriculum Resource Teacher	The Curriculum Resource Teacher monitors and coaches teachers on the use of core programs. She collaborates with teachers and help monitor student progress.

Name	Position Title	Job Duties and Responsibilities
Branch, Whitney	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Washington, Latonya	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
White, Burnell	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Bouie, Veronica	Paraprofessional	The paraprofessional provides support to teachers and students. She assists small groups of students to address academic challenges.
Thomas, Raneceia	Instructional Media	The Media Specialist supports teachers by reinforcing ELA standards. She spearheads reading initiatives and supports the school as a resource for technology.
Hinson, Doris	Instructional Coach	The instructional coach works closely with teachers to provide best practices in teaching and learning. She looks at data and assists with progress monitoring.

Demographic Information

Principal start date

Thursday 7/1/2021, Pamela Jones

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

1

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

2

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

442

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

10

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	79	77	77	62	81	0	0	0	0	0	0	0	458
Attendance below 90 percent	0	0	0	1	0	0	0	0	0	0	0	0	0	1
One or more suspensions	6	11	19	16	19	18	0	0	0	0	0	0	0	89
Course failure in ELA	4	10	14	6	8	5	0	0	0	0	0	0	0	47
Course failure in Math	2	13	10	3	2	2	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	24	37	0	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	36	50	0	0	0	0	0	0	0	87
Number of students with a substantial reading deficiency	63	77	59	0	1	1	0	0	0	0	0	0	0	201

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	22	27	3	16	18	0	0	0	0	0	0	0	93

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	1	8	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	1	4	5	3	0	0	0	0	0	0	0	13

Date this data was collected or last updated

Monday 8/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	73	70	74	61	82	0	0	0	0	0	0	0	435
Attendance below 90 percent	26	37	17	12	21	20	0	0	0	0	0	0	0	133
One or more suspensions	18	7	17	9	2	16	0	0	0	0	0	0	0	69
Course failure in ELA	14	14	12	12	8	5	0	0	0	0	0	0	0	65
Course failure in Math	9	13	8	4	10	6	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	10	17	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	17	14	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	2	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	4	2	3	4	0	0	0	0	0	0	0	13

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	73	70	74	61	82	0	0	0	0	0	0	0	435
Attendance below 90 percent	26	37	17	12	21	20	0	0	0	0	0	0	0	133
One or more suspensions	18	7	17	9	2	16	0	0	0	0	0	0	0	69
Course failure in ELA	14	14	12	12	8	5	0	0	0	0	0	0	0	65
Course failure in Math	9	13	8	4	10	6	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	10	17	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	17	14	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	1	2	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	4	2	3	4	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24%	27%	56%				42%	37%	57%
ELA Learning Gains	36%						55%	57%	58%
ELA Lowest 25th Percentile	38%						68%	66%	53%
Math Achievement	23%	36%	50%				62%	57%	63%
Math Learning Gains	56%						68%	65%	62%
Math Lowest 25th Percentile	52%						65%	44%	51%
Science Achievement	19%	32%	59%				31%	20%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	23%	37%	-14%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	50%	41%	9%	58%	-8%
Cohort Comparison		-23%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	40%	4%	56%	-12%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	55%	-13%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	68%	50%	18%	64%	4%
Cohort Comparison		-42%				
05	2022					
	2019	70%	49%	21%	60%	10%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	30%	-4%	53%	-27%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	39	35	23	43	67	40	33				
ELL											
BLK	25	37	41	22	54	50	19				
HSP				33							
FRL	25	36	38	23	55	52	19				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	41	29		44	24		38				
BLK	25	16	21	22	21	29	15				
HSP	8			14							
FRL	24	19	29	22	21	25	15				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	60	67	56	54	67	41				
ELL	46	45		54	55						
BLK	41	58	69	62	69	68	31				
HSP	53	50		63	57						
FRL	41	54	68	63	70	68	29				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Across grade levels, Black/African American students are showing the least amount of proficiency in all content areas. This includes ELA, Math, and Science.

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

ELA, Math and Science Achievement demonstrates the greatest need for improvement.

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

A contributing factor to this need for improvement was that many of our teachers have temporary certificates which has hindered their knowledge of standard-based instruction and alignment. Another factor that contributed to the need for improvement is teacher turnover. Lastly, learning deficits contributed to the need for improvement in ELA, Math, and Science. This year, we are working closely with our teachers to ensure intentionality with teaching the standards and with incorporating best practices when instructing.

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

Based off progress monitoring and 2022 state assessments, the area with with most improvement was Math Learning Gains. During the previous school year, for the math state assessment, the learning gains were 22%. For the 2022 math assessment, learning gains were 56%.

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

The most contributing factor to this improvement was differentiated instruction and standard alignment. Teacher met weekly during PLC for best mathematical practices as well as common formative assessment. Meetings involved teachers creating daily learning targets and activities.

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

To accelerate learning, teachers need to spend more time creating tiered activities for learning stations. Administrators and the Instructional Coach will continue to work with teachers in PLC to dissect standards and to ensure activities align with the rigor of the standard. We will also provide PD over the new math standards. We have a PAEC Consultant who will work closely with our teachers to ensure they understand the Math standards and expectations.

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

Teachers at our school will be provided more professional development in differentiating instruction and small group. In addition, teachers will receive PD at the school level over the ELA and Math standards.

They will also work with on standards-based instruction during PLC for all areas of improvement. Data will be collected and analyzed to determine tiers of students. Our district is also providing PD in the areas of ELA, Math, and Science instruction.

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

Additional services will include weekly PLCs, weekly walkthroughs, and feedback. Data will be collected from ELA, Math, and 5th grade Science. We will use this information to determine tiered instruction on a weekly basis.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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

After closely analyzing data and looking at different subgroups, there was a huge discrepancy in student proficiency and learning gains in classes throughout the same grade level, which suggest instruction not aligning with standards.

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

By the end of the 22-23 Academic school year, student proficiency in the areas of ELA, Mathematics, and Science will increase by 10% as measured by the FAST.

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

Standard aligned instruction be will monitored by the following in efforts to increase student proficiency in the areas of ELA, Mathematics, and Science by 10%:

1. Weekly PLC Discussions using data
2. Daily walkthroughs
3. LLT walkthroughs
4. Common Formative Assessments
5. Progress monitoring of state assessment

**Person
responsible for
monitoring
outcome:**

Thaddius Green (greent@gcpsmail.com)

**Evidence-
based
Strategy:
Describe the
evidence-
based strategy
being
implemented
for this Area of
Focus.**

Weekly Walkthroughs will be used to provide teachers feedback on instructional strategies and their impact on student learning. We want teachers to be intentional with their checks for understanding and begin monitoring how many students are being positively impacted during instruction. Professional Learning Communities will be held weekly to ensure teachers collaborate to discuss the lessons, standards, and instructional strategies they will be using. This will assist new teachers, as well as teachers who may be struggling with with instructional delivery. In addition, we should see consistency among the teams during walkthroughs.

**Rationale for
Evidence-
based
Strategy:
Explain the**

The master schedule has been redesigned at the school so that teachers have a common planning for PLC purposes. Best practices from the PLCs are to be carried out and implemented in classrooms. Weekly walks will allow Admin and the Reading Coach the opportunity to monitor the implementation of the practices as well as provide feedback to teachers.

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

Action Steps to Implement

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

1. Revamp Master Schedule for Common Planning
2. Admin and Reading Coach Facilitate PLC
3. Admin, Reading Coach, and Teachers create learning scales
4. Admin, Reading Coach, and Teachers create daily activities
5. Students engage in activities for mastery
6. Following PLC, discuss formative assessment data and plan for enrichment and remediation

Person Responsible Thaddius Green (greent@gcpsmail.com)

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

During the 21-22 school year, grade 5 students only achieved 19% proficiency in Science. Students struggled with understanding informational texts and tasks in science.

Measurable Outcome:

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

This year, our grade 5 students will achieve at least 29% proficiency in Science as measured by the Florida Science Assessment.

Monitoring:

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

We will monitor our Science focus by assessing our students on the standards being taught explicitly during our Science Block. Students struggle to understand informational texts and tasks. The teacher will work with administration on understanding the curriculum and monitoring student's understanding during science instruction.

Person responsible for monitoring outcome:

Christopher Germany (germanyc@gcpsmail.com)

Evidence-based Strategy:

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

Teachers will teach the standards that will be assessed on the 5th grade Science assessment. They will provide time for students to practice the skills being taught, including labs.

Rationale for Evidence-based Strategy:

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

Teachers needed to ensure they are only focusing on the standards that are tested by using the item specifications. We also need to ensure our tactile learners were provided an opportunity to engage in the labs.

Action Steps to Implement

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

1. Provide Science focus lessons to teachers.
2. Review and discuss the standards that will be taught during PLC's.
3. Teach the standards and assess.
4. Analyze student test data during PLC's.
5. Departmentalize grade level so that one expert teacher is teaching science.
6. STEM lab will allow students to have hands-on experiences in science.

Person Responsible

Thaddius Green (greent@gcpsmail.com)

#3. Positive Culture and Environment specifically relating to Students Social and Emotional Needs

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>After analyzing student discipline referrals, there was an increase in referrals for the 21-22 school year compared to the 20-21 school year.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>By the end of the 22-23 school year, discipline referrals will decrease by 15% as measured by FOCUS.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Student discipline referrals will be monitored weekly by Admin using the FOCUS report. This weekly report will be discussed with teachers during PLCs and weekly Admin meetings so that proper strategies are in place for student success and learning. We will also monitor attendance rates and how SEL impacts students wanting to attend school. Lastly, we will monitor the academic progress of our students. We want to see if addressing the social and emotional needs of our students will encourage them to perform better on academic tasks.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Christopher Germany (germany@gcpsmail.com)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>The evidence-based strategy for student discipline is student incentives and positive reinforcements.</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for</p>	<p>With over 90% of students at our school on FRL, many of our boys and girls are faced with traumatic experiences that impact their ability to perform in the classroom. School wide in incentives will play a role in positively rewarding students for desired behaviors.</p>

selecting this strategy.

Action Steps to Implement

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

1. Book Study with LLT on Growth Mindset
2. Provided a School Wide Growth Mindset Workshop for implementation
3. All teachers use Classroom Dojo for Monitoring Student behavior and communicating with parents
4. School Wide Positive Incentive Store has been created for students to redeem bucks for positive behavior
5. RESET Room
6. School-Wide Mentoring program

Person Responsible Pamela Jones (jonesp@gcpsmail.com)

#4. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

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

Data from the 20-21 FSA in ELA indicated 3rd Grade students at our school to be performing at 19% proficiency. Data from the 21-22 FSA in ELA indicated 3rd Grade students at our school to be performing at 11% proficiency. Because there has been no growth in student proficiency in ELA, we have decided to focus more on phonics in grade K-2 so that when students enter Grade 3, they are reading to learn.

Measurable Outcome:

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

By the end of the 22-23 Academic school year, 3rd Grade student proficiency in ELA will increase by 10% as measured by the FAST.

Monitoring:

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

Standard aligned instruction will monitored by the following in efforts to increase 3rd Grade student proficiency in ELA by 10%.

1. Weekly PLC Discussions using data
2. Daily walkthroughs
3. LLT Walkthroughs
4. Common Formative Assessments
5. Progress monitoring of state assessment

Person responsible for monitoring outcome:

Doris Hinson (hinsond@gcpsmail.com)

Evidence-based**Strategy:**

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

Weekly Walkthroughs, Professional Learning Communities, and progress monitoring

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

Weekly Walkthroughs, Professional Learning Communities, and progress monitoring are all essential for the school to reach the goal of increasing 3rd Grade Student proficiency.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

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

1. Attend grade-level collaboration to ensure the needs of high-risk students in ELA are met. These are our tier 3 students. We want to make certain the instruction is tailored to their level during small groups. Grade 4 and 5 teachers will receive support from Administration and instructional Coach.

2. Frequent classroom walks to ensure phonics, high-quality instruction and evidence-based best practices are implemented daily.
3. Ensure resources are available as determined by Professional Learning Communities.
4. Teachers are provided with support from coaches to sustain their understanding of Best Practices for classroom instruction.

Person Responsible Thaddius Green (greent@gcpsmail.com)

RAISE

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

Area of Focus Description and Rationale

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

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

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

Instructional practices for k-2 is standard-based alignment (phonics/phonemic awareness)

Students not on track to score a Level 3 or above (2022 EOY Progress Monitoring):

Kindergarten---ELA (40%)

1st grade---ELA (71%)

2nd grade---ELA (64%)

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

Instructional practices for 3-5 is standard-based alignment (comprehension)

Students below Level 3 on the 2022 FSA ELA Assessment:

3rd grade---ELA (89%)

4th grade---ELA (86%)

5th grade---ELA (74%)

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

By the end of the 2022-2023 school year, k-2 students will increase phonics & phonemic awareness by 10% as measured by the FAST.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-2023 school year, grades 3-5 students will increase ELA proficiency by 10% as measured by the FAST.

Monitoring:

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

1. Weekly PLC Discussions using data
2. Daily walkthroughs
3. LLT Walkthroughs
4. Common Formative Assessments
5. Progress monitoring of state assessment

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Jones, Pamela, jonesp@gcpsmail.com

Evidence-based Practices/Programs:

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

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

1. Attend grade-level collaboration to ensure the needs of high-risk students in ELA are met.
2. Frequent classroom walks to ensure phonics, high-quality instruction and evidence-based best practices are implemented daily.
3. Ensure resources are available as determined by Professional Learning Communities.
4. Teachers are provided with support from coaches to sustain their understanding of Best Practices for classroom instruction.

Rationale for Evidence-based Practices/Programs:

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

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

Data from the 20-21 FSA in ELA indicated 3rd Grade students at our school to be performing at 19% proficiency. Data from the 21-22 FSA in ELA indicated 3rd Grade students at our school to be performing at 11% proficiency. Because there has been no growth in student proficiency in ELA, we have decided to focus more on phonics in grade K-2 so that when students enter Grade 3, they are reading to learn.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Attend grade-level collaboration to ensure the needs of high-risk students in ELA are met. Teachers will work intentionally to create lessons that will positively impact Tier 3 students. These students are deficient in reading and will need foundational instruction to assist with the gaps.	Green, Thaddius, greent@gcpsmail.com
Teachers are provided with support from coaches to sustain their understanding of Best Practices for classroom instruction.	Hinson, Doris, hinsond@gcpsmail.com

Positive Culture & Environment

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

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

With over 90% of students at our school on FRL, many of our boys and girls are faced with traumatic experiences that impact their ability to perform in the classroom. School wide incentives will play a role in positively rewarding students for desired behaviors.

1. Book Study with LLT on Growth Mindset
2. Provided a School Wide Growth Mindset Workshop for implementation
3. All teachers use Classroom Dojo for Monitoring Student behavior and communicating with parents
4. School Wide Positive Incentive Store has been created for students to redeem bucks for positive behavior
5. RESET Room
6. School-Wide Mentoring program

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

Throughout the school year, Stewart Street Elementary will host quarterly community engagement events. These events will include SAC Meetings, Parent Expos, Parent Nights, Math Nights, Literacy Nights, etc.