Ida M. Stewart Elementary School

2022-23 Schoolwide Improvement Plan

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Ida M. Stewart Elementary School

7905 15TH AVE NW, Bradenton, FL 34209

https://www.manateeschools.net/stewart

Demographics

Principal: Joe Hougland   Start Date for this Principal: 7/1/2016

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (66%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Manatee 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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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	No	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

School Board Approval

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SIP Authority

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.

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.

The mission of Stewart Elementary School is to stimulate students to become self-motivated, life-long learners by providing appropriate educational experience through the involvement of staff, parents, and community.

Provide the school's vision statement.

Our vision is to provide a safe and stimulating environment where students are trustworthy and take learning seriously to reach their highest academic, social and emotional potential. Students will meet these high expectations while learning how to be respectful and responsible citizens so they can make their best contribution to society.

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
Hougland, Joseph	Principal	
Heathcote, Lisa	Assistant Principal	
Powell, Kelly	Dean	
Savchuk, Michelle	School Counselor	

Demographic Information

Principal start date
Friday 7/1/2016, Joe Hougland

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.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Total number of teacher positions allocated to the school
27

Total number of students enrolled at the school
389

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	61	57	56	66	53	66	0	0	0	0	0	0	0	359
Attendance below 90 percent	0	1	1	3	5	4	0	0	0	0	0	0	0	14
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	1	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	1	3	5	4	7	4	0	0	0	0	0	0	0	24

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	0	0	0	0	4	5	0	0	0	0	0	0	0	9

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

Date this data was collected or last updated
Tuesday 9/6/2022

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	61	58	65	53	72	56	0	0	0	0	0	0	0	365
Attendance below 90 percent	0	2	4	6	6	5	0	0	0	0	0	0	0	23
One or more suspensions	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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

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

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	1	0	0	1	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	58	65	53	72	56	0	0	0	0	0	0	0	365
Attendance below 90 percent	0	2	4	6	6	5	0	0	0	0	0	0	0	23
One or more suspensions	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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

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

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	1	0	0	1	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part 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	78%	55%	56%				76%	52%	57%
ELA Learning Gains	67%						67%	57%	58%
ELA Lowest 25th Percentile	37%						69%	55%	53%
Math Achievement	86%	50%	50%				76%	63%	63%
Math Learning Gains	81%						77%	68%	62%
Math Lowest 25th Percentile	73%						41%	53%	51%
Science Achievement	71%	65%	59%				53%	48%	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	66%	51%	15%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	86%	56%	30%	58%	28%
Cohort Comparison		-66%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	67%	52%	15%	56%	11%
Cohort Comparison		-86%				

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	70%	60%	10%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	77%	65%	12%	64%	13%
Cohort Comparison		-70%				
05	2022					
	2019	70%	60%	10%	60%	10%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	48%	5%	53%	0%
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	37	35	24	62	69	50	14				
HSP	74	58		58	75						
WHT	78	66	33	89	82	77	72				
FRL	70	63	33	70	70	64	58				
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	36	60		59	70		20				

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
HSP	47			53							
WHT	77	74		82	87		79				
FRL	52	61		57	74		39				
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	55	56	57	53	63	50	31				
ELL	32	50		37	55						
HSP	50	69	64	48	67	44	40				
WHT	84	65	69	85	80	31	57				
FRL	53	60	65	58	63	35	35				

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)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

ESSA data shows we have no areas below 41%.
Our highest core content areas were Gr. 4 Math, and Grade 3 ELA proficiency.
Our lowest core content area was Gr. 5 Math Proficiency.

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

Grade 5 Math Proficiency was at 74%, and we believe it could be higher.
Our L25 ELA proficiency was at 37%, and we know it could be at least 50%.

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

We have a base of ESE / L-25 students who need much support. This year we are improving our MTSS process with enhanced scheduling for WIN (WHAT I NEED which is our acceleration/remediation time), improved intervention activities and Progress Monitoring for T3 Reading Students.

We will continue to provide two planning days each year to our teacher teams to address the new B.E.S.T. benchmarks/standards through feedback for growth, and use student achievement data throughout the school year to plan specific coaching opportunities. In addition, we will enhance explicit vocabulary instruction, summarizing, and writing across content areas.

We have differentiated Math within our 3rd - 5th Grades and will also provide an after school tutoring program.

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

Grade 4 ELA is up 15% over the past few years. Science is up 7%.

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

The contributing factors include:
1. Attention to MTSS
2. Our WIN Program
3. MAD Science Program
4. Utilization of Study Island

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

Continue to hone our MTSS practices, provide MAD Science and Study Island, address the new B.E.S.T. benchmarks/standards through feedback for growth, and use student achievement data throughout the school year to plan specific coaching opportunities. In addition, we will enhance explicit vocabulary instruction, summarizing, and writing across content areas.

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.

MTSS training will be a focus this year. Our TCT meetings will strengthen our ability to follow the data for efficient and effective teaching and learning. We will provide strategic training to address the new B.E.S.T. benchmarks/standards, and use student achievement data throughout the school year.

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

We will be meeting with each team 1X per month to explicitly review progress of T1, T2 and T3 students. Planning days will be provided each semester to grade levels.

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 Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We will focus on increasing our Math proficiency to 80% or higher.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we focus on effective differentiation and scaffolding of standards, then at least 80% of our Math students will show proficiency by May 2023, as evidenced by FAST Scores.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The GAP eliminator will assist us in effectively and efficiently scaffolding content for each learner. We will utilize IXL, I Ready Standards Mastery, District Benchmarks, Acaletics, Math in Practice, Success Maker (K-2), First in Math (1-5) and Reflex Math to monitor progress.
Person responsible for monitoring outcome:	Lisa Heathcote (heathcotel@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The GAP eliminator will assist us in effectively and efficiently scaffolding content for each learner. We will utilize the strategy of small group tutoring to monitor progress.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using Acaletics, Math in Practice, Success Maker (K-2), First in Math (1-5) and Reflex Math will provide many reports to monitor progress.

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. We know our goal is to show 80% or more of our students proficient in Math.
2. We will analyze data and create an action plan using our GAP analysis.
3. Teachers will participate in monthly data chats to review data, and determine how assessment of all data (T 1,2 and 3) informs instruction.
4. We will utilize small group tutoring to address needs during our (WIN) time.
5. We will provide explicit vocabulary instruction, summarizing, and writing across content areas.

Person Responsible	Lisa Heathcote (heathcotel@manateeschools.net)

#2. 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.	We know we have very capable students; and our goal is to have each one reach their highest potential. We will focus on increasing our overall ELA proficiency to 80% or higher, and our L25 ELA proficiency to at least 50%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we focus on effective differentiation and scaffolding of standards, then at least 80% of our students and 50% of our L25 students will show proficiency by May, 2023 as evidenced on the ELA FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The GAP eliminator will assist us in effectively and efficiently scaffolding content for each learner. We will utilize Benchmark Advance, differentiated leveled readers, Next Steps Forward (K-2), Literacy Footprints (K-1), iReady, DBQ, SIPPS, District and State benchmarks/FAST to monitor progress.
Person responsible for monitoring outcome:	Lisa Heathcote (heathcotel@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The GAP eliminator will assist us in effectively and efficiently scaffolding content for each learner. We will use the strategy of small group tutoring to monitor progress. We will utilize collaborative planning time, effectively use the new instructional materials, monitor implementation and provide feedback for growth and use assessments to strategically plan for future instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using Benchmark Advance, differentiated leveled readers, Next Steps Forward (K-2), Literacy Footprints (K-1), iReady, DBQ, SIPPS, District and State benchmarks/FAST will provide many reports to monitor progress.

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. We know our goal is to show 80% or more of our students proficient in ELA and 50% of our L25 students show proficient in ELA.
2. We will analyze data and create an action plan using our GAP analysis.
3. Teachers will participate in monthly data chats to review data, and determine how assessment of all data (T 1,2 and 3) informs instruction.
4. We will utilize small group tutoring to address needs during our (WIN) time.
5. We will provide explicit vocabulary instruction, summarizing, and writing across content areas.

Person Responsible   Lisa Heathcote (heathcotel@manateeschools.net)

#3. 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.	We will focus on increasing our Science proficiency to 80% or higher.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we focus on effective differentiation and scaffolding of standards, then at least 80% of our Science students will show proficiency by May 2023, as evidenced to the Florida Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The GAP eliminator will assist us in effectely and efficiently scaffolding content for each learner. We will utilize HMH Science, WOZ Ed, Study Island, Mad Science and Generation Genius.
Person responsible for monitoring outcome:	Lisa Heathcote (heathcotel@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The GAP eliminator will assist us in effectely and efficiently scaffolding content for each learner. We will utilize HMH Science, WOZ Ed, Study Island, Mad Science and Generation Genius.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using HMH Science, WOZ Ed, Generation Genius, Study Island, and Mad Science will provide many reports to monitor progress.

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. We know our goal is to show 80% or more of our students proficient in Science.
2. We will analyze data and create an action plan using our GAP analysis.
3. Teachers will participate in monthly data chats to review data, and determine how assessment of all data (T 1,2 and 3) informs instruction.
4. We will utilize small group tutoring.
5. We will provide explicit vocabulary instruction, summarizing, and writing across content areas.

Person Responsible   Lisa Heathcote (heathcotel@manateeschools.net)

RAISE

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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. §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?

NA

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?

NA

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

NA

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.

School Updates
• PTO Facebook Page
• We will support Life Skills focus on the WSTAR morning news, grade-level time with Guidance Counselor. The life skills include: Cooperation, Responsibility, Respect, Patriotism, Gratitude, Empathy, Perseverance, Honesty, Courage, and Creativity
• Stewart Website
• Stewart Facebook Page
• Teacher individual newsletters/Schoology
• Email and Connect Ed phone calls
• Family Fun Nights such as, Father Daughter Dance, Boo-Hoo/Yah-Hoo breakfast, Fall Festival, skate night,
dinner at Sweetberries, CoCo Joes, etc.
• Parent/Student fundraisers
• Silent Auction
• SAC
• Back To School Night Open House
• Report Card Conference Nights
• Science Fair and Music Performance Night
• Stewart Star Assemblies quarterly
• PTO keeping membership at a reasonable cost
• We will utilize CHAMPS and SPARK. Spark is our districtwide commitment to building strong culture and climate in our schools, "sparking" engagement and (ultimately) student success. Spark is not an acronym. It is a series of trainings and process improvements that the district is putting into place to impact our broader MTSS structures, implementation, follow-up, and support. Spark will include a variety of trainings and strategies to increase student interest, on-task behavior, excitement, and achievement: Those trainings include brain-based and trauma-informed strategies (responding to students in trauma), cooperative learning (such as Kagan), character education, and life skills.

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

The entire Stewart community is participating in promoting a positive culture and environment.
Students - We are here for them - to help them reach their fullest potential - socially, emotionally and academically.
Staff - We are dedicated to the art and science of teaching and learning.
SAC - The SAC is dedicated to fulfilling the goals of the SIP and supporting the needs of the school.
PTO - The PTO is dedicated to fulfilling a warm and welcoming school environment, in which all are welcome.

Our collective Life Skills goals this year include:
1) Teachers will create positive family and community relationship.
2) Students will develop a sense of empathy and cultivate a community of caring. We will incorporate the CHAMPS program during activities and transitions to support shared understandings of our schoolwide expectations. Our art and music teacher are collaborating to work with students on a performance about RESPECT. Students identify ways to show respect and composed and will perform for student body mid-October.
3) Stewart Star Awards criteria for 2022-23 will tie in with Life Skills' vision and goals.