

# Stewart Middle Magnet School



2014-15 School Improvement Plan

## Stewart Middle Magnet School

1125 W SPRUCE ST, Tampa, FL 33607

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

70%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

77%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>34</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>35</b>
Professional Development Opportunities	36
Technical Assistance Items	38
<b>Appendix 3: Budget to Support Goals</b>	<b>39</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Stewart Middle Magnet School is a nationally recognized NASA Explorer School focusing on Science, Technology, Engineering, and Mathematics (STEM) Education. "Going Above and Beyond" signifies our commitment to excellence and rigor. In partnership with our parents, community and teachers, we develop independent learners and creative problem solvers ready to address the challenges of the 21st century global community.

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

Developing independent life-time learners through explorations in Science, Technology, Engineering, and Mathematics (STEM) Education.

#### School Environment

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

All staff members build relationships with our students inside and outside the classroom by getting to know the students. Knowledge of students is acquired by our associations with them in informal common areas such as dances, basketball games, lunch areas, and other activities outside the classroom setting.

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

The staff is dedicated to make sure the students feel safe by providing a structured environment. Visibility of staff outside of the classroom and in common areas give the students a feeling of security during their time on campus.

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

Keeping the students actively involved in a rigorous lesson reduces the occurrence of inappropriate behavior which fosters student engagement to their utmost maximum potential.

##### 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 students social emotional needs are met through group counseling, individual counseling, mentoring, gents club, ladies club, Civil Air Patrol, Psychologist, Social Worker, Student Success Specialist, and other teachers who work one on one with individual students.

#### Early Warning Systems

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



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

Stewart has specific committees to assist these students who show the early warning indicators. The committees at Stewart make sure that each and every student receives specific individual counseling, group counseling, mentoring, tutoring; and also attendance, grade and behavior monitoring.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	17	50	68	135
One or more suspensions	20	60	88	168
Course failure in ELA or Math	0	35	74	109
Level 1 on statewide assessment	74	58	91	223
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	50	96	159

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

Stewart provides tutoring during lunches, and after school to assist with their academic performance. We also provide Monday tutoring for all students.

**Family and Community Involvement**

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

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

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

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

No

**PIP Link**

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

**Description**

Stewart builds relationships with parents by keeping the communication open with them. Stewart develops a written parental involvement policy jointly with the parents. There is a school-parent compact as well which states how parents, the school staff and students will share in the responsibility for improved student achievement and be discussed during a parent/teacher conference. The school will provide staff training on parent involvement, and provide training and

materials to help parents work with their children. The school will provide (upon request) opportunities for regular meetings to allow parents to participate (as appropriate) in decisions about their child's education and respond to suggestions, and offer flexible meeting times. The school will ensure that information sent to parents is in a format and language, to the extent practicable, that parents can understand.

**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**

Stewart identifies the needs of students and needs of the school. Stewart then invites community agencies to partner with us to meet the needs of our students and the school. The community partnerships support the school and students by providing resources and funds to assist in student achievement.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Weiss, Susan	Assistant Principal
Wilson, Baretta	Principal

**Duties**

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

Dr. Wilson is the Principal of the School. She is responsible for the overall wellness of the school, leading the school, responsible for the funds of the school, evaluations of the faculty, LLT, SAC, PTSA, and parent and community liason.

Dr. Weiss is the Assistant Principal for Student Affairs. She is responsible for discipline, athletics, the safety of the school, the facility, transportation, assisting with evaluations of the staff and personnel, administrative shared decisions, SAC/SIP, TELL Surveys, Mentoring, Committees, Teacher Handbook, FTE certification, curriculum planning, testing, LLT, Attendance, and AVID.

Mr. Samaras is the Assistant Principal for Curriculum. He is responsible for the master schedule, discipline, FTE, evaluations of the staff and personnel, administrative shared decisions, Mentoring, curriculum planning, curriuclum advisory, help to maintain a positive school climate, LLT, Attendance, and AVID.

***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 leadership team identifies all needs by data. We maximize our use of all funds by using the data made available to us from the district, the state and and other data we have created to align the resources we have available to maintain the highest level of achievement for all students. Dr. Wilson

has provided multiple technology programs for our teachers to use for advancing our students to the next level with the use of Title 1 funds. Dr. Wilson also purchases other curricular programs to assist our students with learning intense ways to learn the core standards. Dr Weiss and Mr. Samaras provide methods for students to improve on everyday ways to create the best academic excellence with tutoring and mentoring experiences.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Jeffrey Butt	Parent
Baretta Wilson	Principal
Josephine Corder	Teacher
Marc Pellicano	Teacher
Diana Rendina	Teacher
Zahra Saleh Johnson	Teacher
Reynaud Robinson	Teacher
Rebekkah Norton	Teacher
Remona Thomas	Education Support Employee
Myrna Little	Parent
Kayetrenia Nichols	Parent
Renee Powell	Parent
Hope Tackett	Parent
Daria Ritter	Business/Community
Andrea White	Business/Community
Zoraida Favata	Business/Community
Lynn McDaniel	Business/Community
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

Collaboration on the SIP plan showed that out of 37 categories, Stewart met 27 of the goals. This is a 73% improvement for our students. Four of the categories where the school did not meet the goal were missed by 2 points. Two of the categories were missed by 3 points and one category by 1 point. The others were slightly higher.

*Development of this school improvement plan*

The SAC chair will solicit input from the SAC members and then meet with the AP for Student Affairs to draft this years SIP. SAC will then review and approve the drafted SIP

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

Suggestions are solicited from faculty and SAC members. At that time, discussions are held with the school administrations and the PTSA. After that, the discussions are held with SAC members over a number of meetings to finalize the budget and plan.

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

Stewart Middle Magnet  
 SAC BUDGET  
 2013-2014  
 Beginning Balance SAC Allocation 2335.50  
 Parent Involvement Parent night 496.98 1838.52  
 Educational Conferences  
 Grant for Teachers to assist with improving student achievement 643.00 1195.52  
 Science Goal McDill Airfest 50.00 1145.52  
 Science Goal NASA Field Trip 300.00 845.52  
 Physical Fitness Goals Equipment 300.00 545.52  
 Education Goals  
 Music to improve student engagement 398.41 147.11  
 Additional Funds 254.41 401.52  
 Bottom Quartile  
 Forum to improve motivation, achiev engagementment and 400.00 1.52  
 Final Amount Spent 2588.39

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

No

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

The SAC is formed each year in compliance with the requirements regarding school employees vs non-school employees and meeting the racial composition of the school. The SAC meets at least monthly to draft, help implement and mentor the SIP plan. The SAC committee creates its budget to assist in meeting the goals of the SIP plan.

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Wilson, Baretta	Principal
Weiss, Susan	Assistant Principal

**Duties**

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

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in on-going data analysis and and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the

Problem Solving Leadership team's support plan. Additionally, the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

The major initiatives and implementation of the LLT this year will be:

- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas,
- On-going Data analysis
- Implement the K-12 Reading Plan
- Implementation of the 250 minutes of Independent Reading a week plan and five novels per quarter plan

## Public and Collaborative Teaching

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

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

Stewart likes to encourage positivity between the entire culture at the school. On varying Mondays, each group of teachers by grade level work together to collaborate and plan their curriculum together. The teachers also work together in their subject area every month.

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

Stewart likes to recruit the best certified candidate in the field that they teach. We try to develop their skills with professional develop to the best of our abilities by mentoring them with the TIP program.

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

Stewart uses their highest rated teachers to mentor their new teachers to the school. The mentors are asked to assist the new teachers with curriculum, procedures, a tour of the school, and much more.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Stewart uses all materials designed for us by the Florida Department of Education through Hillsborough County, which are aligned to the Common Core Standards.

#### **Instructional Strategies**

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

Stewart uses data from the past years Florida Assessment for every student in the school to modify or supplement their education. Each students' individuality plays a part in every class because of their varying levels of proficiency. These levels assist each teacher in knowing where to start in the curriculum as well as allowing them to differentiate their instruction.

An example of modification for a student with a disability may be to have them work all of the even problems instead of all of the homework problems that were assigned. An enriched example could be that a student is given an extra assignment on the y coordinate of the Vertex.

**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:** Extended School Day

**Minutes added to school year:** 1,500

Teachers get together as a faculty to learn new strategies for common core, to plan together and also to receive professional development.

**Strategy Rationale**

To assist all teachers in remaining current of all of the new strategies, to help them to collaborate with their peers and to build upon their educational capacity.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Wilson, Baretta, baretta.wilson@sdhc.k12.fl.us

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

The data that is collected will be from informal, and formal evaluations to find out the effectiveness of the strategy.

**Strategy:** After School Program

**Minutes added to school year:** 4,000

To enrich and tutor students in the core classes

**Strategy Rationale**

To enhance the students education and to keep them up to date on all curriculum

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Wilson, Baretta, baretta.wilson@sdhc.k12.fl.us

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

Data is collected to see what is being done by the teachers and how many students are being enriched by the tutoring. The data is then used by analyzing the students grades and testing information.

**Strategy:** Summer Program

**Minutes added to school year:** 3,600

to have students make up the classes they missed or failed

**Strategy Rationale**

to have students learn the curriculum they missed during the year.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Weiss, Susan, susan.weiss@sdhc.k12.fl.us

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

The data is used to analyze the students grades and testing information.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Stewart uses presentations for Elementary schools for incoming 5th grade students. We bring in at risk students from various schools to come to Stewart and meet with guidance counselors and student intervention specialists.

We complete presentations at elementary schools for our magnet programs so the incoming 5th graders will know what Stewart is all about.

For our 8th grade students going on to high schools, we bring in various high schools to present their programs and then they will set up shadow days to go to the specific high schools. Also, the 8th grade students meet with the guidance counselors individually to discuss high school choices.

**College and Career Readiness**

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

Our guidance counselors present a STEM powerpoint presentation regarding STEM careers and the path to those careers, including the post-secondary education.

There are various field trips to college campuses so the students can visit the colleges and get an awareness of what college life is all about.

We establish partnerships with these campuses and organizations by being invited to the colleges and universities. We also have community partners come in and mentor our students.

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

Guidance counselors help students become aware of our technical education programs through presentations and meetings. Our counselors assist our staff in the faculty meetings by promoting the technical programs and schools to them and helping them to identify the students who would be best

to go to these schools.

The technical schools also come present their programs to potential students.

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

There are several courses our students can take that are combined with hands on experience. The courses are:

Culinary Arts, Multiple Computer courses - from Introduction to Computers to Gaming courses. We also have PLTW, Engineering and Robotics courses for the students to take that support student achievement.

***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***

To improve student readiness, Stewart has a high number of high school credit courses available for our students. The proper placement of our students in the classes of all types helps to promote success in readiness for postsecondary levels. This also helps to increase readiness for all higher level testing, including State testing, the SAT and ACT. We offer tutoring for the multiple tests, including the SAT/ACT practice tests.



## 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.**
- G2.**        The attendance at Stewart will go up to 96%
- G3.**        Stewart Algebra students will receive a 93% passing rate on the EOC
- G4.**        50% of our students will pass the new FSA Math test
- G5.**        50% of our students will pass the new FSA Language Arts test
- G6.**        The lowest quartile will increase their scores by 1% of the baseline of the previous years State Math test
- G7.**        Students will increase their scores by 1% of the baseline of the previous years State Reading Assessment

## Strategic Goals Detail

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

### G1. 1a

 G051970

#### Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	
ELA/Reading Lowest 25% Gains	

#### Resources Available to Support the Goal 2

#### Targeted Barriers to Achieving the Goal 3

**G2. The attendance at Stewart will go up to 96%** 1a

G050940

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	96.0

**Resources Available to Support the Goal** 2

- Attendance incentives

**Targeted Barriers to Achieving the Goal** 3

- early release day

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

Social worker will monitor attendance

**Person Responsible**

Susan Weiss

**Schedule**

Biweekly, from 10/22/2014 to 5/29/2015

**Evidence of Completion**

Increased attendance rate

**G3. Stewart Algebra students will receive a 93% passing rate on the EOC** 1a

G050924

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	93.0

**Resources Available to Support the Goal** 2

- computer math programs
- lunch and learn tutoring
- after school tutoring

**Targeted Barriers to Achieving the Goal** 3

- no transportation

**Plan to Monitor Progress Toward G3.** 8

Grades will be collected

**Person Responsible**

Baretta Wilson

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Grades

**G4. 50% of our students will pass the new FSA Math test** 1a

G050878

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- computer math programs
- lunch and learn tutorials
- after school tutorials

**Targeted Barriers to Achieving the Goal** 3

- no home computer
- no transportation

**Plan to Monitor Progress Toward G4.** 8

Grades will be looked at to see if they increase

**Person Responsible**

Baretta Wilson

**Schedule**

Monthly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

50% or more students will pass the Math FSA test

**G5. 50% of our students will pass the new FSA Language Arts test** 1a

G050877

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- computer based programs
- lunch and learn tutoring
- after school tutoring
- 

**Targeted Barriers to Achieving the Goal** 3

- not knowing the total criteria of a successful FSA passing score

**Plan to Monitor Progress Toward G5.** 8

The students will achieve the goal

**Person Responsible**

Baretta Wilson

**Schedule**

Quarterly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Observations

**G6.** The lowest quartile will increase their scores by 1% of the baseline of the previous years State Math test **1a**

 G050754

**Targets Supported** **1b**

Indicator	Annual Target
Math Lowest 25% Gains	61.0

**Resources Available to Support the Goal** **2**

- computer based programs
- cross-curricular projects
- lunch and learn tutoring
- after school tutoring
- 

**Targeted Barriers to Achieving the Goal** **3**

- no computer at home

**Plan to Monitor Progress Toward G6.** **8**

students grades will be collected as well as informal evaluations of teachers

**Person Responsible**

Baretta Wilson

**Schedule**

Monthly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Increased scores on the state math test for the lower quartile students

**G7. Students will increase their scores by 1% of the baseline of the previous years State Reading Assessment** 1a

G050468

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0

**Resources Available to Support the Goal** 2

- Reading across the curriculum which assists all students improve their reading scores.
- Every student is required to read five books per quarter
- Computer based programs at school and at home
- AVID strategies
- working collaboratively in groups to assist with comprehension
- lunch and learn tutoring
- after school tutoring

**Targeted Barriers to Achieving the Goal** 3

- no transportation for pick-up for after school tutoring
- no computer at home

**Plan to Monitor Progress Toward G7.** 8

Increase in Reading on computer tests

**Person Responsible**

Baretta Wilson

**Schedule**

Monthly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Increase in scores on State Reading test

## 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

**G2.** The attendance at Stewart will go up to 96% **1**

 G050940

**G2.B1** early release day **2**

 B127846

**G2.B1.S1** Make sure the students and parents understand the importance of early release days **4**

 S139953

### Strategy Rationale

a lot of students are missing these days so the communication of the importance of absences are imperative

### Action Step 1 **5**

To set up a Parent Link to relay information regarding attendance

#### Person Responsible

Baretta Wilson

#### Schedule

Biweekly, from 10/22/2014 to 5/29/2015

#### Evidence of Completion

increased attendance



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

Social Worker and guidance secretary will check attendance

**Person Responsible**

**Schedule**

On 5/29/2015

**Evidence of Completion**

increased attendance

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

Attendance will be monitored on a daily basis

**Person Responsible**

Susan Weiss

**Schedule**

Daily, from 10/22/2014 to 5/29/2015

**Evidence of Completion**

increased attendance rate

**G3. Stewart Algebra students will receive a 93% passing rate on the EOC** 1

G050924

**G3.B2 no transportation** 2

B127789

**G3.B2.S1 Stewart bus will assist with transportation** 4

S139952

**Strategy Rationale**

The bus will assist those students who do not have transportation and then they can stay after school

**Action Step 1** 5

Students will stay after school for tutoring and grades will improve

**Person Responsible**

Susan Weiss

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

grades will go up

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Edsby grade system

**Person Responsible**

Baretta Wilson

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Counselors will check grades on Edsby

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Grading system

**Person Responsible**

Baretta Wilson

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015


**Evidence of Completion**

Counselors will check Edsby for improving grades

**G4. 50% of our students will pass the new FSA Math test 1**

 G050878

**G4.B1 no home computer 2**

 B127588

**G4.B1.S1 students could use the library 4**

 S139911

**Strategy Rationale**

this will assist with the computer programs

**Action Step 1 5**

Math SAL will be going over the curriculum map and the FSA information at FLDOE

**Person Responsible**

Susan Weiss

**Schedule**

Monthly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Teacher knowledge of curriculum

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Making sure the teachers are following the curriculum map

**Person Responsible**

Baretta Wilson

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015

***Evidence of Completion***

Curriculum meetings to assist teachers with ideas regarding concepts

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

To make sure the students are at after school tutoring to enhance their learning of the curriculum

**Person Responsible**

Susan Weiss


**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015


***Evidence of Completion***

Better grades for the students and better informals for the teachers

**G4.B2 no transportation** 2

 B127783

**G4.B2.S1 we can use our school bus to assist with the transportation issue** 4

 S139913

**Strategy Rationale**

this will help students get the help they need with stayig after for tutoring and with computers

**Action Step 1** 5

Increasing the teachers knowledge of the FSA Math test

**Person Responsible**

Susan Weiss

**Schedule**

On 12/19/2014

***Evidence of Completion***

oberservations

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Tutoring students regarding topics with the FSA math test

**Person Responsible**

Baretta Wilson

**Schedule**

Biweekly, from 10/27/2014 to 12/19/2014

***Evidence of Completion***

observations by SAL and Administration

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

The more students who are tutored the better the scores of the tests

**Person Responsible**

Baretta Wilson

**Schedule**

On 6/12/2015


**Evidence of Completion**

50% of the students will pass the FSA math test


**G5. 50% of our students will pass the new FSA Language Arts test 1**

 G050877

**G5.B1 not knowing the total criteria of a successful FSA passing score 2**

 B127585

**G5.B1.S1 Read as much as possible on the FLDOE website as possible regarding FSA 4**

 S139709

**Strategy Rationale**

to understand what is wanted so the teachers are able to make their curriculum accountable

**Action Step 1 5**

SAL will inform her teachers of all information regarding the FSA L/A test

**Person Responsible**

Baretta Wilson

**Schedule**

Monthly, from 10/20/2014 to 5/29/2015

**Evidence of Completion**

observations in the classroom

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Observations of the professional development

**Person Responsible**

Baretta Wilson

**Schedule**

Monthly, from 10/27/2014 to 5/29/2015

***Evidence of Completion***

notes form the professional development

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

better knowledge of the teachers who are teaching Language Arts

**Person Responsible**

Baretta Wilson

**Schedule**

Quarterly, from 10/27/2014 to 5/29/2015

***Evidence of Completion***

instruction in the classroom

**G6.** The lowest quartile will increase their scores by 1% of the baseline of the previous years State Math test

1

G050754

**G6.B1** no computer at home 2

B127237

**G6.B1.S1** Have the student use the library 4

S139690

**Strategy Rationale**

this will assist with the computer

**Action Step 1** 5

Increasing the knowledge of the curriculum map of the teachers

**Person Responsible**

Susan Weiss

**Schedule**

Monthly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Increase knowledge of curriculum map

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Discuss with the Math team the curriculum and how they can use different strategies with their students together.

**Person Responsible**

**Schedule**

Quarterly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Higher grades in the math classes



**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Checking student grades will assist with increasing scores

**Person Responsible**

**Schedule**


Biweekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**


increasing grades for math

**G7. Students will increase their scores by 1% of the baseline of the previous years State Reading Assessment**

1

 G050468

**G7.B1 no transportation for pick-up for after school tutoring** 2

 B127174

**G7.B1.S1 school bus could help** 4

 S139692

**Strategy Rationale**

to make sure all students will receive tutoring

**Action Step 1** 5

to have the bus transportation available for all neighborhood students

**Person Responsible**

Susan Weiss

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

more tutoring students at after school tutoring

**Plan to Monitor Fidelity of Implementation of G7.B1.S1 6**

Teachers will keep a list of students for after school every day

**Person Responsible**

Susan Weiss

**Schedule**

Weekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Count of students

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

The number of students will increase at tutoring to increase their Reading

**Person Responsible**

Baretta Wilson

**Schedule**

Biweekly, from 10/27/2014 to 5/29/2015

**Evidence of Completion**

Increase in students grades

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A1	Increasing the knowledge of the curriculum map of the teachers	Weiss, Susan	10/27/2014	Increase knowledge of curriculum map	5/29/2015 monthly
G7.B1.S1.A1	to have the bus transportation available for all neighborhood students	Weiss, Susan	10/27/2014	more tutoring students at after school tutoring	5/29/2015 biweekly
G5.B1.S1.A1	SAL will inform her teachers of all information regarding the FSA L/A test	Wilson, Baretta	10/20/2014	observations in the classroom	5/29/2015 monthly
G4.B1.S1.A1	Math SAL will be going over the curriculum map and the FSA information at FLDOE	Weiss, Susan	10/27/2014	Teacher knowledge of curriculum	5/29/2015 monthly
G4.B2.S1.A1	Increasing the teachers knowledge of the FSA Math test	Weiss, Susan	10/27/2014	observations	12/19/2014 one-time
G3.B2.S1.A1	Students will stay after school for tutoring and grades will improve	Weiss, Susan	10/27/2014	grades will go up	5/29/2015 biweekly
G2.B1.S1.A1	To set up a Parent Link to relay information regarding attendance	Wilson, Baretta	10/22/2014	increased attendance	5/29/2015 biweekly

**Hillsborough - 0284 - Stewart Middle Magnet School - 2014-15 SIP**  
*Stewart Middle Magnet School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Social worker will monitor attendance	Weiss, Susan	10/22/2014	Increased attendance rate	5/29/2015 biweekly
G2.B1.S1.MA1	Attendance will be monitored on a daily basis	Weiss, Susan	10/22/2014	increased attendance rate	5/29/2015 daily
G2.B1.S1.MA1	Social Worker and guidance secretary will check attendance		10/22/2014	increased attendance	5/29/2015 one-time
G3.MA1	Grades will be collected	Wilson, Baretta	10/27/2014	Grades	5/29/2015 biweekly
G3.B2.S1.MA1	Grading system	Wilson, Baretta	10/27/2014	Counselors will check Edsby for improving grades	5/29/2015 biweekly
G3.B2.S1.MA1	Edsby grade system	Wilson, Baretta	10/27/2014	Counselors will check grades on Edsby	5/29/2015 biweekly
G4.MA1	Grades will be looked at to see if they increase	Wilson, Baretta	10/27/2014	50% or more students will pass the Math FSA test	5/29/2015 monthly
G4.B1.S1.MA1	To make sure the students are at after school tutoring to enhance their learning of the curriculum	Weiss, Susan	10/27/2014	Better grades for the students and better informals for the teachers	5/29/2015 biweekly
G4.B1.S1.MA1	Making sure the teachers are following the curriculum map	Wilson, Baretta	10/27/2014	Curriculum meetings to assist teachers with ideas regarding concepts	5/29/2015 biweekly
G4.B2.S1.MA1	The more students who are tutored the better the scores of the tests	Wilson, Baretta	2/2/2015	50% of the students will pass the FSA math test	6/12/2015 one-time
G4.B2.S1.MA1	Tutoring students regarding topics with the FSA math test	Wilson, Baretta	10/27/2014	observations by SAL and Administration	12/19/2014 biweekly
G5.MA1	The students will achieve the goal	Wilson, Baretta	10/27/2014	Observations	5/29/2015 quarterly
G5.B1.S1.MA1	better knowledge of the teachers who are teaching Language Arts	Wilson, Baretta	10/27/2014	instruction in the classroom	5/29/2015 quarterly
G5.B1.S1.MA1	Observations of the professional development	Wilson, Baretta	10/27/2014	notes form the professional development	5/29/2015 monthly
G6.MA1	students grades will be collected as well as informal evaluations of teachers	Wilson, Baretta	10/27/2014	Increased scores on the state math test for the lower quartile students	5/29/2015 monthly
G6.B1.S1.MA1	Checking student grades will assist with increasing scores		10/27/2014	increasing grades for math	5/29/2015 biweekly
G6.B1.S1.MA1	Discuss with the Math team the curriculum and how they can use different strategies with their students together.		10/27/2014	Higher grades in the math classes	5/29/2015 quarterly
G7.MA1	Increase in Reading on computer tests	Wilson, Baretta	10/27/2014	Increase in scores on State Reading test	5/29/2015 monthly
G7.B1.S1.MA1	The number of students will increase at tutoring to increase their Reading	Wilson, Baretta	10/27/2014	Increase in students grades	5/29/2015 biweekly
G7.B1.S1.MA1	TEachers will keep a list of students for after school every day	Weiss, Susan	10/27/2014	Count of students	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G4. 50% of our students will pass the new FSA Math test

#### G4.B1 no home computer

##### G4.B1.S1 students could use the library

#### PD Opportunity 1

Math SAL will be going over the curriculum map and the FSA information at FLDOE

##### Facilitator

Mike Stritar

##### Participants

Math teachers

##### Schedule

Monthly, from 10/27/2014 to 5/29/2015

#### G4.B2 no transportation

##### G4.B2.S1 we can use our school bus to assist with the transportation issue

#### PD Opportunity 1

Increasing the teachers knowledge of the FSA Math test

##### Facilitator

Math SAL

##### Participants

Math teachers

##### Schedule

On 12/19/2014

**G5. 50% of our students will pass the new FSA Language Arts test**

**G5.B1** not knowing the total criteria of a successful FSA passing score

**G5.B1.S1** Read as much as possible on the FLDOE website as possible regarding FSA

**PD Opportunity 1**

SAL will inform her teachers of all information regarding the FSA L/A test

**Facilitator**

SAL for Language Arts

**Participants**

Language Arts and reading teachers

**Schedule**

Monthly, from 10/20/2014 to 5/29/2015

**G6. The lowest quartile will increase their scores by 1% of the baseline of the previous years State Math test**

**G6.B1** no computer at home

**G6.B1.S1** Have the student use the library

**PD Opportunity 1**

Increasing the knowledge of the curriculum map of the teachers

**Facilitator**

Math SAL

**Participants**

Math teachers

**Schedule**

Monthly, from 10/27/2014 to 5/29/2015

## Technical Assistance Items

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

### G2. The attendance at Stewart will go up to 96%

#### G2.B1 early release day

##### G2.B1.S1 Make sure the students and parents understand the importance of early release days

#### PD Opportunity 1

To set up a Parent Link to relay information regarding attendance

#### Facilitator

Social Worker

#### Participants

Parents/Guardians

#### Schedule

Biweekly, from 10/22/2014 to 5/29/2015

### G7. Students will increase their scores by 1% of the baseline of the previous years State Reading Assessment

#### G7.B1 no transportation for pick-up for after school tutoring

##### G7.B1.S1 school bus could help

#### PD Opportunity 1

to have the bus transportation available for all neighborhood students

#### Facilitator

Technology Teacher/Bus Driver

#### Participants

neighborhood students

#### Schedule

Biweekly, from 10/27/2014 to 5/29/2015

## Budget Rollup

Summary	
Description	Total
Grand Total	0