

Gadsden County Schools

STEWART STREET ELEMENTARY SCHL



2025-26 Schoolwide Improvement Plan

Table of Contents

| | |
|--|----|
| SIP Authority | 1 |
| I. School Information | 2 |
| A. School Mission and Vision | 2 |
| B. School Leadership Team, Stakeholder Involvement and SIP Monitoring | 2 |
| C. Demographic Data..... | 8 |
| D. Early Warning Systems | 9 |
| II. Needs Assessment/Data Review | 12 |
| A. ESSA School, District, State Comparison | 13 |
| B. ESSA School-Level Data Review | 14 |
| C. ESSA Subgroup Data Review | 15 |
| D. Accountability Components by Subgroup..... | 16 |
| E. Grade Level Data Review | 19 |
| III. Planning for Improvement..... | 20 |
| IV. Positive Learning Environment | 27 |
| V. Title I Requirements (optional)..... | 30 |
| VI. ATSI, TSI and CSI Resource Review | 34 |
| VII. Budget to Support Areas of Focus | 35 |

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our faculty and staff work collaboratively with students, parents, and the community to design and deliver a challenging curriculum that promotes academic acceleration and critical thinking skills. Students will learn social and emotional skills to help them as they advance in school and in life.

Provide the school's vision statement

Stewart Street Elementary School's faculty and staff work cooperatively and collaboratively with students, parents, and the community to set high expectations and to create a positive learning environment that enhances performance and promotes the development of critical thinking skills. Our guiding principle is ***Exceeding Expectations Everyday***. It will allow students the opportunity to be provided with a challenging curriculum in a safe, non-threatening, and drug free environment. The use of modern technology will be a key component in the delivery of instruction by means of a high quality staff, who uses innovative and research-based strategies.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Pamela Jones

jonesp@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Christopher Germany

germanyc@gcpsmail.com

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Doris Hinson

hinsond@gcpsmail.com

Position Title

Reading Coach

Job Duties and Responsibilities

The Instructional Coach works closely with teachers to provide best practices in teaching and learning. She looks at data and assists with progress monitoring.

Leadership Team Member #4

Employee's Name

Lauren House

housel@gcpsmail.com

Position Title

Pre-K Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Shendora Murphy

murphysh@gcpsmal.com

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Kyshada Walker

walkerk@gcpsmail.com

Position Title

1st Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Twanda Bell-Key

bell-keyt@gcpsmail.com

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #8

Employee's Name

Martha Ross-Thomas

ross-thomasm@gcpsmail.com

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #9

Employee's Name

Jodiann Austin

austinjo@gcpsmail.com

Position Title

4th Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #10

Employee's Name

Ruthann Davidson

davidsonrut@gcpsmail.com

Position Title

5th Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #11

Employee's Name

Eleanor McNealy

mcnealye@gcpsmail.com

Position Title

ESE Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #12

Employee's Name

Veronica Bouie

bouiev@gcpsmail.com

Position Title

Paraprofessional

Job Duties and Responsibilities

The Paraprofessional's role is to support the teacher with academics of the classroom students. This person helps to drive the mission/vision of the school.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our leadership team is composed of teacher leaders/representatives from each grade level, school administration, school support staff and parents. Parents are involved in the process by offering their feedback through surveys. In addition, they provide input during parent meetings. The Community Members visit our school regularly to see how they can assist. They offer input by providing services and supplies to assist our students and teachers. Information about the School Improvement Plan is

shared at all meetings, including parent conferences, and is posted across the campus.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Stewart Street Elementary Reviews data frequently to determine strengths and weaknesses of the students and to make adjustments to instruction. Data will come from STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, Science Diagnostics, iReady Reading Diagnostics, iReady Math Diagnostics, iReady Standard's Mastery Assessments, Module Assessments, and Reading Inventories in Structured Literacy. Teachers will meet with administration on a weekly basis to analyze data and to make adjustments to the learning. Progress Monitoring (PM) data will be reviewed and analyzed immediately after test completion to provide immediate interventions. In addition, our district monitors the progress of our students through district STAR & iReady Diagnostics throughout the year.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

ELEMENTARY
PK-5

PRIMARY SERVICE TYPE
(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

YES

2024-25 ESSA IDENTIFICATION
*UPDATED AS OF 1

ATSI

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT
(UNISIG)

STUDENTS WITH DISABILITIES
(SWD)*

ENGLISH LANGUAGE LEARNERS
(ELL)

BLACK/AFRICAN AMERICAN
STUDENTS (BLK)

HISPANIC STUDENTS (HSP)

ECONOMICALLY DISADVANTAGED
STUDENTS (FRL)

2024-25 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

SCHOOL GRADES HISTORY

**2022-23 SCHOOL GRADES WILL SERVE AS AN
INFORMATIONAL BASELINE.*

2024-25: C

2023-24: C

2022-23: F

2021-22: D

2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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 | |
| School Enrollment | 63 | 67 | 62 | 83 | 63 | 54 | | | | 392 |
| Absent 10% or more school days | 35 | 42 | 29 | 38 | 30 | 22 | | | | 196 |
| One or more suspensions | 1 | 2 | 10 | 7 | 12 | 17 | | | | 49 |
| Course failure in English Language Arts (ELA) | 9 | 24 | 16 | 22 | 16 | 7 | | | | 94 |
| Course failure in Math | 7 | 16 | 10 | 17 | 22 | 4 | | | | 76 |
| Level 1 on statewide ELA assessment | 22 | 34 | 24 | 29 | 20 | 25 | | | | 154 |
| Level 1 on statewide Math assessment | 25 | 32 | 30 | 33 | 25 | 28 | | | | 173 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 7 | 12 | 12 | 56 | 13 | 20 | | | | 120 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | | | | | | | 0 |

Current Year 2025-26

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 28 | 37 | 31 | 41 | 30 | 25 | | | | 192 |

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|-------------------------------------|-------------|----|----|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | 9 | 18 | 13 | 22 | 4 | 0 | | | | 66 |
| Students retained two or more times | 0 | 0 | 0 | 6 | 1 | 2 | | | | 9 |

Prior Year (2024-25) As Last Reported (pre-populated)

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | 35 | 38 | 37 | 38 | 29 | 25 | | | | 202 |
| One or more suspensions | 3 | 6 | 8 | 14 | 30 | 30 | | | | 91 |
| Course failure in English Language Arts (ELA) | 5 | 18 | 28 | 26 | 13 | 13 | | | | 103 |
| Course failure in Math | 9 | 11 | 20 | 22 | 17 | 5 | | | | 84 |
| Level 1 on statewide ELA assessment | 8 | 14 | 28 | 27 | 23 | 30 | | | | 130 |
| Level 1 on statewide Math assessment | 3 | 4 | 12 | 26 | 24 | 37 | | | | 106 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 5 | 13 | 18 | 27 | | | | | | 63 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 9 | 9 | 13 | 23 | 17 | | | | | 71 |

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 23 | 33 | 43 | 37 | 29 | 39 | | | | 204 |

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|-------------------------------------|-------------|---|----|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | 4 | 9 | 11 | 18 | 5 | | | | | 47 |
| Students retained two or more times | | | | 1 | 3 | 7 | | | | 11 |

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|------------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 38 | 33 | 59 | 27 | 30 | 57 | 18 | 24 | 53 |
| Grade 3 ELA Achievement | 41 | 35 | 59 | 42 | 36 | 58 | 23 | 29 | 53 |
| ELA Learning Gains | 52 | 47 | 60 | 45 | 52 | 60 | | | |
| ELA Lowest 25th Percentile | 56 | 63 | 56 | 54 | 64 | 57 | | | |
| Math Achievement* | 41 | 42 | 64 | 30 | 39 | 62 | 21 | 37 | 59 |
| Math Learning Gains | 50 | 51 | 63 | 57 | 57 | 62 | | | |
| Math Lowest 25th Percentile | 57 | 55 | 51 | 79 | 63 | 52 | | | |
| Science Achievement | 27 | 23 | 58 | 7 | 8 | 57 | 20 | 26 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Graduation Rate | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving | 50 | 55 | 63 | | 52 | 61 | | 59 | 59 |
| English Language Proficiency (ELP) | | | | | | | | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI

| | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL FPPI – All Students | 46% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the FPPI | 412 |
| Total Components for the FPPI | 9 |
| Percent Tested | 97% |
| Graduation Rate | |

ESSA OVERALL FPPI HISTORY

| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
|---------|---------|---------|---------|-----------|----------|---------|
| 46% | 43% | 21% | 37% | 23% | | 52% |

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)**2024-25 ESSA SUBGROUP DATA SUMMARY**

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|---|--|-------------------------------|--|--|
| Students With Disabilities | 39% | Yes | 4 | |
| English Language Learners | 50% | No | | |
| Black/African American Students | 43% | No | | |
| Hispanic Students | 54% | No | | |
| Economically Disadvantaged Students | 43% | No | | |

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
| All Students | 38% | 41% | 52% | 56% | 41% | 50% | 57% | 27% | | | | | 50% |
| Students With Disabilities | 38% | 31% | 48% | | 39% | 48% | | 29% | | | | | |
| English Language Learners | | | | | | | | | | | | | 50% |
| Black/African American Students | 36% | 40% | 50% | 52% | 38% | 48% | 54% | 25% | | | | | |
| Hispanic Students | 46% | | | | 62% | | | | | | | | |
| Economically Disadvantaged Students | 36% | 38% | 48% | 52% | 39% | 49% | 55% | 26% | | | | | |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students | 27% | 42% | 45% | 54% | 30% | 57% | 79% | 7% | | | | | |
| Students With Disabilities | 5% | 10% | 36% | 33% | 11% | 52% | 77% | 0% | | | | | |
| Black/African American Students | 25% | 44% | 42% | 54% | 29% | 56% | 81% | 6% | | | | | |
| Hispanic Students | 33% | | | | 33% | | | | | | | | |
| Economically Disadvantaged Students | 27% | 44% | 45% | 52% | 28% | 55% | 77% | 7% | | | | | |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
| All Students | 18% | 23% | | | 21% | | | 20% | | | | | |
| Students With Disabilities | 28% | 25% | | | 32% | | | 50% | | | | | |
| Black/African American Students | 17% | 21% | | | 21% | | | 22% | | | | | |
| Economically Disadvantaged Students | 18% | 24% | | | 21% | | | 20% | | | | | |

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| 2024-25 SPRING | | | | | | |
|----------------|-------|--------|----------|----------------------|-------|-------------------|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA | 3 | 40% | 38% | 2% | 57% | -17% |
| ELA | 4 | 38% | 36% | 2% | 56% | -18% |
| ELA | 5 | 27% | 36% | -9% | 56% | -29% |
| Math | 3 | 49% | 48% | 1% | 63% | -14% |
| Math | 4 | 38% | 44% | -6% | 62% | -24% |
| Math | 5 | 22% | 35% | -13% | 57% | -35% |
| Science | 5 | 25% | 25% | 0% | 55% | -30% |

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement was in the subject of science. Our students moved from 7% satisfactory to 27%. The improvements in this area helped us to maintain a letter grade of a 'C' for the 2024-2025 school year. Our team made critical adjustments to help improve in this area, including: tutoring targeted groups of students, placing a bigger focus on the Nature of Science, and hosting a brain brawl the second semester of school to allow students to compete against each other on various science topics related to Big Ideas.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Although science showed the most improvement, we still performed the lowest in this area. Our overall percentage was 27% satisfactory or better on the state assessment. One factor playing a contributing role in this performance is that most of science is taught in 5th grade. This is a challenge because there are a lot of 3rd and 4th grade standards being assessed. Trying to teach 5th grade standards while incorporating the prior grades is a challenge.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Bottom Quartile showed the greatest decline. Our students in this area performed 22% less than the students during the 2023-2024 SY. During the 2023-2024 SY, 79% of our students demonstrated learning gains in math. In 2024-2025, only 57% showed growth.

One factor that contributed to this decline is that our 4th and 5th grade students struggled with multiplication facts. In addition, some of the bottom quartile students still have difficulty with place value. Vocabulary is essential, but this quartile of students struggled with knowing the terms in math.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The data point showing the greatest gap is our 5th grade math. Our students performed significantly lower than the state in this area. We only had 22% of our students to score at or above satisfactory, while the state performed at 57%. This is a 35% gap in performance.

One contributing factor is the weaknesses in multiplication facts. Our students in 5th grade struggled immensely with this skill. Another factor is the vocabulary being used. Students need to be held accountable for using math terms as they speak and write in math. Lastly, the limited exposure to the math specifications and the Big-M played a huge role in the performance of the students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance still remains a concern for Stewart Street Elementary. Collectively in grades K-5, 50.32% of our students were chronically absent last year. On average, 58.68 students were absent from school daily. While the percentage rate increased from the 2023-2024 SY, the average number of students decreased slightly from 59.1 to 58.68 students.

Another area of concern is that we have a large number of students struggling, and possibly needing an IEP or 504 Plan. Currently, we have 125 students on our MTSS/RTI List. The needs are in the area of academics, as well as attendance and behavior. Some of the issues we experience academically, stems from behavior or attendance concerns.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase ELA Satisfactory level 3 or above by 11% in all grades.
2. Increase Math Satisfactory level 3 or above by 11% in all grades.
3. Increase Science Satisfactory level 3 or above by 20% in 5th grade.
4. Increase learning gains in ELA & Math by 10%.
5. Decrease the number of chronically absent students by 20%.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

After reviewing our 5th grade science data, we noticed that our students performed 20% below the state's average. Earth and Space Science (6%) was an area where the greatest gap from the state's average of 24% At/Above Grade Level. Other weaknesses were in Physical and Life Science. The Nature of Science was slightly better, with 10% of the students at or above the standard.

Students' learning is affected because their deficiencies are evident in subjects like science, where they have to read, comprehend, and think critically about the task. In addition, science has not been a focus in grades prior to 5th because the reading and math needs have been great. Therefore, students miss critical standards necessary to assist them with the 5th grade learning.

During the 2022-2023 SY, our students performed at 2% Satisfactory or above. In 2023-2024, 7% of the students were on grade level. This past year, 2024-2025, our students performed at 27% meeting the grade level standards. This was a 20% increase from the previous year and 25% increase over three school years.

Improving our science scores will help increase our overall school grade drastically. If our students learn to think critically in science, they can apply those skills as they read and think analytically in math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 SY, 47% of grade 5 students will score at or above grade level on the NGSS Science Assessment during PM3, bringing us within 8% of the state's average.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Benchmark-aligned instruction is one of the keys to help with the improvement. Teachers will provide a rigorous and relevant lesson daily to ensure the students are receiving instruction that meets the rigor of the standard. Interventions and enrichment activities will provide students with more time to practice weak and strong areas. Our school will follow the PLAN-DO-CHECK-ACT cycle to monitor this goal:

1. Disaggregate data and determine the tiers of students.
2. Develop a timeline to teach the standards.
3. Construct lesson plans to meet the needs of students.
4. Provide frequent assessments.
5. Provide tutorials for students through teacher-led small groups.
6. Provide enrichment opportunities for all students.
7. Maintain the knowledge by reinforcing the skills taught via rewind centers.
8. Monitor progress.

Person responsible for monitoring outcome

Christopher Germany

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students will begin to receive science instruction in grades prior to 5th. Pacing guides have been developed for each grade level, incorporating science as a part of daily instruction. Our 5th grade teachers will collaborate weekly to discuss standards, plan the resources they will use, and to review data in science. Professional learning opportunities will be available for teachers to support them with science instruction. Science Fairs and field trips will be conducted throughout the year. An Interventionist or Paraprofessional will be hired to assist with science. Students will participate in science experiments weekly. Teachers will utilize a science word-wall to assist with learning science terminology. An after-school science program will further provide our students with the tools necessary to help with science courses as they move from elementary to middle school.

Rationale:

Receiving prior grades science instruction will provide students with the background knowledge necessary to help with 5th grade standards. Our pacing guides will ensure teachers make science a priority in the previous grades. Weekly collaboration maintains the consistency amongst the 5th grade team. PD for our teachers will aide in providing best practices with teaching science. Science Fairs and Field Trips will provide students with life experiences that will in-turn, help with comprehending the science curriculum. Having additional human capital will provide students with more individualized assistance on the standards. The overall goal is to provide continuity with our students as they move

to James A. Shanks Middle School. The after-school program will help provide the vertical learning necessary when moving from elementary to middle. It will create sustainable learning that will catapult the students in becoming better students in middle school sciences.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

After-School Program: Mustang Academy

Person Monitoring:

Christopher Germany

By When/Frequency:

October 2025-April 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Stewart Street will begin an after-school program at the start of the 2nd nine-weeks. The program is aimed at providing additional instruction in science to assist students in not only the 5th grade PM3 Science Assessment, but also to prepare them for middle school sciences. The after-school science program will be monitored with a comprehensive baseline assessment, mid-point assessment, and end-of-year assessment. We will track their progress using the Performance Matters database and measure the student's performance against their PM3 science results.

Action Step #2

Experiments in Science

Person Monitoring:

Christopher Germany

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students in 5th grade will engage in science experiments weekly to help make sense of the science instruction. Weekly/bi-weekly assessments will help teachers to monitor the impact of the science experiments on learning and help them make adjustments as needed.

Action Step #3

Science-based Field Trips

Person Monitoring:

Christopher Germany

By When/Frequency:

Each Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students in grade 5 will engage in field trips to assist with science standards. A trip to Challenger Learning Center will greatly aide in students comprehending Earth/Space Sciences, as it was our greatest weakness during the 2024-2025 PM3 Science Assessment. In addition, a trip to the Mag Lab is another fantastic science learning space for students. This will help with the Nature of Science and Properties of Matter standards, that again, our students struggle with.

Action Step #4

Hire an Interventionist or Paraprofessional

Person Monitoring:
Christopher Germany

By When/Frequency:
August 29, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Human capital will greatly assist the teacher with providing small group and individual instruction for students. The additional help would allow the teacher to not only learn the needs of the students, but deliver on providing the necessary assistance to help each child she serves.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

After analyzing school-wide data, we noticed that only 38% of our 3rd-5th grade students performed at or above grade level on the PM3 FAST ELA Assessment. Our 3rd graders were 40%, making us 17% less than the state. The 4th grade students scored 38%, 18% less than the states average. And 5th graders were at 27%, 29% less than the state's performance.

Student's learning is affected because their deficiencies are evident on assessments like these where they have to demonstrate their ability to read fluently and to comprehend. Although we made improvements from the 2023-2024 school year (27% overall, to 38%), we still have a lot of work to do in strengthening student's foundation in reading. There are still 62% of the students not able to "read to learn".

The data reveals that there is some consistency with the groups of students as they move from one grade level to the next. For example, our 5th graders who score on grade level on PM3 FAST ELA consistently performed in this manner from 3rd grade until now. Any one who had not in those grades, but did in 5th were new to the school or district. In addition, our 4th grade students are pretty consistent with performance, scoring 40% satisfactory in third grade, to 38% in 4th. Although the percentage changed, the number of students remained the same (30 students each year).

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 SY, grades 3-5 will increase proficiency by 11% to bring us within 7% of

the state's average on the PM3 FAST ELA Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Benchmark-aligned instruction will be the key to making these improvements. Teachers will provide a rigorous and relevant lesson daily to ensure students are receiving the highest level of instruction on their grade level. Interventions and enrichments will be provided to students based on data. Our school will employ the PLAN-DO-CHECK-ACT cycle to monitor this goal:

1. Disaggregate data and determine the tiers of students.
2. Develop a timeline to teach the standards.
3. Construct lesson plans to meet the needs of students.
4. Provide frequent assessments.
5. Provide tutorials for students through teacher-led small groups.
6. Provide enrichment opportunities for all students.
7. Maintain the knowledge by reinforcing the skills taught via rewind centers.
8. Monitor progress.

Person responsible for monitoring outcome

Pamela Jones

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Magnetic Reading will be used to connect the science of reading to assist our students with reading skills. iReady adaptive tools will be used to target growth with reading from all learners.

Rationale:

The resources will provide additional assistance to help improve reading skills for our students.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Magnetic Reading

Person Monitoring:

Pamela Jones

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide professional development to teachers on utilizing the magnetic program as a resource. Teachers will implement the program daily. Students will be assessed weekly.

Action Step #2

iReady

Person Monitoring:

Pamela Jones

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In conjunction with Magnetic, teachers will be provided with training on the proper implementation of the program. The program will be implemented daily either in class, or the lab. Students will be monitored weekly for progress checks.

Action Step #3

Interventionist or Paraprofessional

Person Monitoring:

Pamela Jones

By When/Frequency:

August 31, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This person can assist the teacher with small groups and one-on-one assistance for struggling readers.

Action Step #4

After-School Program: Mustang Academy

Person Monitoring:

Christopher Germany

By When/Frequency:

October 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The after-school program will provide additional assistance in reading to our struggling readers.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2024-2025 SY, 196 students attendance rate was below 90%. These students missed over 10% of instruction due to them not being in attendance. Out of this number, 50.32% were chronically absent. This issue has plagued our school community for the past few years.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 SY, chronic absenteeism will decrease by 10% from the previous year of 50.32% as measured by attendance reports created in FOCUS.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's secretary/data entry personnel will pull reports weekly to monitor the number of students absent. Teachers will also monitor the attendance and report chronically absent students as outlined by the attendance policy.

Person responsible for monitoring outcome

Pamela Jones

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Early Warning Intervention and Monitoring System (EWIMS) is a systematic approach used by dedicated teams of school staff to identify students at risk of not graduating on time, assign students to interventions, and monitor their progress. The EWIMS model is intended to help schools efficiently use data to both identify the at-risk population and provide targeted support, strengthening student persistence and progress in school and ultimately improving on-time graduation rates.

Rationale:

Early identification will help us better track and intervene when necessary.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Establish a Team for the Early Warning Intervention Monitoring System (EWIMS).

Person Monitoring:

Pamela Jones

By When/Frequency:

August 8, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will establish a team to assist with the tracking, monitoring, and reporting of absenteeism.

Action Step #2

Training & Implementation

Person Monitoring:

Pamela Jones

By When/Frequency:

August 31, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The team will need to be trained on the implementation of the system.

Action Step #3

Mustang Champions

Person Monitoring:

Pamela Jones

By When/Frequency:

August 31, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will implement the Mustang Champions reward system to reward classes of students who have the highest attendance average per month. The winner will sport the Mustang Champions belt and receive special treats.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Stewart Street Elementary will host a number of parent meetings, including: Parent Nights to showcase student achievements and inform parents on academic updates, School Advisory Council Meetings (SAC), and Title I Meetings. During these meetings, we will have a Q & A session to address the needs and concerns regarding the School Improvement Plan (SIP). The school's website will also disseminate information regarding this plan. The web address is www.sses.gadsdenschools.org.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Stewart Street Elementary will utilize the Class Dojo to communicate and to update parents on school happenings. We also use the Parent Portal in FOCUS, as well as parent/teacher conferences to build positive relationships with parents and families. In addition, we utilize social media and school webpage platforms to keep the community abreast with school events, student needs, and their academic progress.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Stewart Street Elementary plans to provide Morning enrichment services o students after breakfast, Afternoon Tutoring services through our Mustang Academy After-School Program, and Intervention/ Enrichment blocks to assist with learning during school hours. Our Areas of Focus this year are in Science, ELA, and Attendance. We will provide additional human resources in the classes to assist with these initiatives.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Stewart Street Elementary will work with the School Counselor and the School Social Worker to improve social and emotional skills. In addition, the school partners with an outside agency, Restoring Families, to work with our boys and girls on critical skills. Students in our school have the opportunity to participate in organizations like: Cheer, Safety Patrol, Morning Broadcast, Student Productions, and Chorus. We also want our students to travel so that they can have experiences in places outside of our county.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

During the 2024-2025 school year, we implemented school-wide Positive Behavior Intervention & Support (PBIS) to address behavior problems. Our discipline incidents decreased from 703 during the 2023-2024 SY to 140 during the 2024-2025. That was an 80% decrease!

We will continue to implement our system during the 2025-2026 SY. Interventions for chronic behavior students will be in place to address the behaviors.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Stewart Street Elementary will host weekly Professional Learning Communities (PLC) for teachers to collaborate on teaching and learning. Paraprofessionals working with teachers should attend these communities as well. Monthly, we host Professional Learning (PL) sessions with teachers and Paraprofessionals. The school's leadership team meets quarterly to disaggregate data and to develop plans based on student performance.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our school hosts Pre-K Orientations for our pre-school students over the summer. Transition days are scheduled for students to tour the campus and meet the teacher. To add, our teachers conduct home visits to families twice per year.

Our teachers instruct from the Ready to Advance Pre-K Curriculum. It is aligned to state standards and emphasizes sight words, letter-sound recognition, and counting. These foundational standards are essential to student's success as they matriculate into kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total | | | | | 0.00 |