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School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At EWF Stirrup Elementary School, we are SOARING by empowering all stakeholders toward achieving academic excellence while providing the groundwork and leading the way for exceptional and life-long student success and joy!

Provide the school's vision statement

E.W.F. Stirrup Elementary School is committed to providing students with exemplary instruction designed to educate the whole child, so that they may become a productive member of the community. We nurture intellectual curiosity, collaborative critical thinking, and effective communication. We strive to create a school culture that fosters the social and emotional development of each child while supporting their ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social, and character development. Our rigorous, standard-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

B. School Leadership Team

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

Naomi P. Simon

Position Title

Principal

Job Duties and Responsibilities

The principal plays a pivotal role in school improvement by providing instructional leadership, setting clear goals, and fostering a culture of high expectations. She leads instructional improvement by ensuring curriculum alignment and promoting data-driven decision-making. She is responsible for

monitoring student performance, implementing interventions, and ensuring all students, including ELL and ESE students, receive the necessary support to succeed. Additionally, she works to maintain a positive school culture, manage discipline, and promote student well-being. She facilitates collaboration with the school, families, and the community, ensuring open communication and collaboration to support school goals. She oversees operational management, ensuring compliance with district and state mandates, allocating resources effectively, and tracking progress toward School Improvement Plan (SIP) objectives.

Leadership Team Member #2

Employee's Name

Adriana Bode

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports instructional practices and monitors teaching effectiveness and assists with progress monitoring. The assistant principal also promotes a positive school culture by managing discipline and fostering a safe, inclusive environment. She works to engage families, strengthening their involvement in parent workshops. Through collaboration with the principal and leadership team, the assistant principal plays an important role in advancing overall school improvement.

Leadership Team Member #3

Employee's Name

Anabelle Martinez

Position Title

Professional Learning Liaison

Job Duties and Responsibilities

The teacher leader plays a critical role in school improvement by facilitating professional learning and foster continuous learning among staff. She designs and delivers professional learning sessions aligned with the school's goals and the needs of teachers, ensuring that training is practical, data-driven, and focused on improving student outcomes. She also gathers and analyzes feedback from professional development sessions to refine future training and ensure its relevance and impact.

Leadership Team Member #4

Employee's Name

Silena Cuadra

Position Title

Teacher Leader

Job Duties and Responsibilities

The teacher leader plays a vital role in school improvement by guiding efforts to enhance literacy instruction and ensure struggling students receive effective interventions. She models the implementation of reading interventions, and uses data to identify students' needs and match them with appropriate strategies. She collaborates and plans with teachers to provide guidance on best practices in reading instruction, offering coaching and modeling to improve instructional techniques. She helps align reading instruction with school-wide goals and the School Improvement Plan (SIP), ensuring interventions are effectively integrated into the broader curriculum

Leadership Team Member #5

Employee's Name

Ashley Diaz

Position Title

Teacher Leader

Job Duties and Responsibilities

The teacher leader plays a dynamic role in school improvement by introducing innovative ideas and contemporary approaches to teaching and learning. She fosters collaboration, shares fresh insights and engages colleagues in exploring new methods for improving student outcomes. She supports the school's goals by aligning innovative approaches with the School Improvement Plan (SIP) and utilizing data-driven instruction to plan with colleagues.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

The stakeholders involved in building the SIP are the Principal, Assistant and Teacher Leaders. The SIP is shared with faculty, the school's EESAC which includes parents and community leaders to seek additional ideas and input for improvement goals and action steps.

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. (ESEA 1114(b)(3))

The Leadership Team will meet bi-weekly to monitor and oversee all the goals and action steps delineated in the SIP and assist in providing and responding to feedback from stakeholders. All identified stakeholders are responsible for making specific efforts to implement the initiatives delineated in the SIP and share ideas through grade level meetings, surveys and qualitative observations. The school's EESAC will convene quarterly to review the impact on improvement and provide suggestions to revise the plan, accordingly. The faculty will convene monthly to formally review ongoing progress monitoring data, action steps implementation and share ideas for additional revisions to action steps.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	64	101	80	93	111	77				526
One or more suspensions	0	1	0	0	0	1				2
Course failure in English Language Arts (ELA)		2	1	18	7	6				34
Course failure in Math		6	4	5	8	15				38
Level 1 on statewide ELA assessment				3	32	21				56
Level 1 on statewide Math assessment				1	13	8				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		3	9	21						33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	9	21	38					71

Current Year 2024-25

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	0	6	1	6	19	14				46

Current Year 2024-25

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	2	6	0	3	1	0				12
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) 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	2	6	4	2	1	2				17
One or more suspensions										0
Course failure in ELA		3	4	9	4	9				29
Course failure in Math		3	4	9	7	8				31
Level 1 on statewide ELA assessment				7	27	39				73
Level 1 on statewide Math assessment				5	15	18				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	20	22	43						166

Prior Year (2023-24) 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	2	3	5	9	17	20				56

Prior Year (2023-24) 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	7	3	7	1					22
Students retained two or more times					1					1

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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67	63	57	70	60	53	71	62	56
ELA Grade 3 Achievement **	67	63	58	75	60	53			
ELA Learning Gains	69	64	60				72		
ELA Learning Gains Lowest 25%	58	62	57				66		
Math Achievement *	81	69	62	85	66	59	73	58	50
Math Learning Gains	67	65	62				73		
Math Learning Gains Lowest 25%	66	58	52				69		
Science Achievement *	70	61	57	76	58	54	55	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	68	64	61	74	63	59	69		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	623
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	74%	69%	59%		63%	64%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	52%	No		
English Language Learners	68%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	68%	No		

2022-23 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	63%	No		
English Language Learners	74%	No		
Hispanic Students	74%	No		

2022-23 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%
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Economically Disadvantaged Students

72%

No

2021-22 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%
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Students With Disabilities

51%

No

English Language Learners

66%

No

Native American Students

Asian Students

85%

No

Black/African American Students

Hispanic Students

68%

No

Multiracial Students

2021-22 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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	68%	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. (pre-populated)

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	67%	67%	69%	58%	81%	67%	66%	70%					68%
Students With Disabilities	47%	48%	62%	55%	56%	43%	33%	53%					72%
English Language Learners	60%	60%	67%	58%	80%	69%	70%	66%					78%
Hispanic Students	66%	66%	68%	57%	80%	67%	65%	69%					78%
Economically Disadvantaged Students	69%	62%	72%	61%	81%	67%	59%	72%					73%

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	70%	75%			85%			76%					74%
Students With Disabilities	53%	50%			67%			80%					63%
English Language Learners	67%	78%			83%			78%					66%
Hispanic Students	70%	75%			85%			75%					66%
Economically Disadvantaged Students	72%	71%			84%			74%					61%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	71%		72%	66%	73%	73%	69%	55%					69%
Students With Disabilities	41%		56%	57%	48%	62%	50%	26%					64%
English Language Learners	66%		63%	58%	73%	74%	76%	50%					69%
Native American Students													
Asian Students	80%				90%								
Black/African American Students													
Hispanic Students	71%		72%	65%	72%	72%	69%	54%					69%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	69%		71%	69%	71%	74%	69%	49%					68%

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	51%	56%	-5%	55%	-4%
Ela	4	51%	55%	-4%	53%	-2%
Ela	5	56%	56%	0%	55%	1%
Math	3	68%	65%	3%	60%	8%
Math	4	62%	62%	0%	58%	4%
Math	5	79%	59%	20%	56%	23%
Science	5	59%	53%	6%	53%	6%

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 that showed the most improvement was the percentage of students demonstrating ESOL level gains and/or exiting the ESOL program as measured by the measured by the ACCESS for ELLs in grades K-2 and ACCESS for ELLs scores and performance on the state ELA assessment for grades 3-5. The ESOL Level Update report shows that in 2022-2023, 36% of ELL students demonstrated ESOL level gains. This number increased to 48% in 2023-2024. This improvement was notable across different grade levels, with significant gains in 2nd grade (61%), 3rd grade (70%), and 5th grade (73%). The overall English Language Proficiency (Level 4.0 or higher) of students in grades K-5 increased from 19% in 2022-2023 to 22% in 2023-2024 as measured by the ACCESS for ELLs.

To achieve these gains, our school implemented several strategies and actions as outlined in the 2023-2024 School Improvement Plan (SIP). These included:

1. Use of McGraw-Hill Wonders ELL Resources: This comprehensive reading program provided differentiated instruction tailored to ELL students' needs.
2. Use of Imagine Learning and iReady Lessons: These digital platforms offered personalized learning paths to support language development and proficiency in English.
3. Implementation of ELL Strategies: Specific instructional strategies designed to support language acquisition and academic achievement.
4. Language Development and Scaffolded Assessments: All grades focused on improving language skills through structured support and assessments tailored to students' language proficiency levels.
5. Sadlier Phonics Program and ELL PowerPoints: Utilized to strengthen phonics and foundational language skills.
6. Participation in Newcomer English Language Immersion Group: Provided intensive language support for newly arrived ELL students.
7. ELL Tutoring: Offered additional instructional support outside regular class time to reinforce learning and address individual needs.

These strategies and resources contributed to the notable improvement in ELL students' performance with the notable exception of the performance of students in Kindergarten where only 13% of students demonstrated an ESOL level gain as measured by the ACCESS for ELLs. This is an area that requires further analysis and improvement.

Lowest Performance

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

The data reveals that only 58% of the lowest 25% (L25) in Grades 3-5 showed learning gains on the 2024 English Language Arts (ELA) assessment when compared to the 2023 ELA assessment. More specifically, only 52% of 5th grade students in the L25 made learning gains.

Factors Contributing to Low Performance:

1. **High Absenteeism:** 81.25% of students in the L25 had 5 or more absences and 29.17% had 10 or more absences. This level of absenteeism likely results in students missing critical instruction time and falling further behind.
2. **Limited English Language Proficiency:** 93.5% of students in the L25 are ELL students with 56.25% of these being Level 1 students and 70% of these Level 1 students having less than two years of English language instruction. Learning in a second language can be challenging, particularly if students have limited exposure. This was particularly prevalent in the group of 5th grade students participating in the ELL self-contained model as only 36% of this subgroup of the L25 made gains. This suggests that the self-contained model for ELL students in the 5th grade may not be as effective as needed. Factors could include the quality of instruction, curriculum alignment, the need for more differentiated instruction and additional/more extended tutoring programs with greater student participation.
3. **Insufficient Interventions:** Only 27 students in the L25 received Tier 2/3 Reading Horizons interventions. Our ELL students with less than 2 years in the ESOL program were required to take World Language and did not receive Reading Horizons interventions. This indicates that nearly half of the students who might benefit from additional support did not receive it. Over 70% of the L25 students participating in the intervention program achieved learning gains.

Trends: The number of ELL students has steadily increased over the past four years:

- 2020-2021, 41% of students enrolled were ELL students Levels 1-4
- 2021-2022, 49% of students enrolled were ELL students Levels 1-4
- 2022-2023, 56% of students enrolled were ELL students Levels 1-4
- 2023-2024, 60% of students enrolled were ELL students Levels 1-4

The increase of our ELL student population who predominantly comprise our L25 will require some additional strategies. These might include integrating more language support within the classroom, increasing participation in tutoring programs, and ensuring that ELL students receive adequate interventions. Additionally, the very limited gains (36%) in the 5th grade self-contained ELL model suggest a need to review and potentially revise the approach. This could involve adopting more inclusive practices, integrating language support throughout the curriculum, and providing professional development for teachers on best practices for ELL instruction.

Greatest Decline

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

The “raw” data component that showed the greatest decline from the prior year is Math proficiency in 4th grade, which decreased from 72% on the 2023 Math assessment to 62% on the 2024 Math assessment. This represents a 10-percentage point drop.

Factors Contributing to the Decline:

1. **Lack of Interventions:** Effective interventions are critical for supporting students who are struggling. The time constraints of the 60 minutes mathematics block and the absence of a “dedicated” time in the day to provide students with math interventions results in the inconsistency or insufficiency of interventions. While some interventions were provided as prescribed, a more comprehensive and targeted program for math interventions would lead to increased proficiency.
2. **Lack of Participation in Tutorial Programs:** Tutorial programs provide additional support outside of regular class time. The mathematics tutorial program for ELL students began in January 2024 and had low student participation leading to few opportunities for students to reinforce and practice their skills.
3. **Increased iReady Usage:** The average number of hours spent on iReady Math increased from an average of 35 hours per student in 2022-23 to an average of 50 hours per student in 2023-24. While iReady can be a useful tool, overreliance on it can be problematic if not balanced with effective teaching practices. Increased screen time might also lead to reduced engagement and fatigue, potentially affecting students' performance.

Addressing these areas through targeted support and balanced use of technology could help improve math proficiency and overall academic performance. Greater curricular alignment between 3rd and 4th grade teachers is needed students transitioning from 3rd to 4th grade sometimes experience a

drop in performance.

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 greatest gap compared to the state average is the “raw” proficiency percentages on the 2024 ELA assessment for Grades 3. Additionally, there is a gap in the primary grades' performance on the STAR assessments when compared to the district averages. A more detailed comparison shows:

1. Grade 3 Reading Proficiency:

- School: 51% of students at or above Level 3
- District Average: 56% of students at or above Level 3
- State Average: 55% of students at or above Level 3

2. STAR Reading Assessment:

- District: 56% of students scored at or above the 40th percentile
- School: 52% of students scored at or above the 40th percentile

3. STAR Early Literacy Assessment:

- District: 54% of students scored at or above the 40th percentile; 24% of students scored below the 10th percentile
- School: 51% of students scored at or above the 40th percentile; 29% of students scored below the 10th percentile

Contributing Factors:

1. High Percentage of ELL Students: English Language Learners (ELL) often require additional support to achieve proficiency in reading. Many of our students have received less than two years of English instruction which can significantly impede comprehension and performance on standardized tests. The “raw” data includes these students. When the data is further disaggregated and the ELL Students <2 years are removed, Grade 3 ELA proficiency is 67%.

2. Foundational Skills Deficits: Challenges in foundational skills such as phonics, fluency, and comprehension can hinder overall reading proficiency and achievement on standardized assessments. Our iReady results show that on average 47% in grades K-3 are below grade level in the Phonics domain and 57% are below grade level in the Vocabulary domain. A lack of emphasis on foundational skills can result in students struggling with decoding words and reading fluently with comprehension.

3. **Self-Contained Teaching Models in Primary Grades:** In a self-contained classroom, one teacher covers all subjects, which can limit the depth of instruction in specialized areas such as literacy if the teacher's strengths lie elsewhere. ELA proficiency has generally been higher on assessments in Grades 3-5 where departmentalized classes exist when compared to Grades K-2 where self-contained classes are prevalent.
4. **Teaching Strategies and Professional Development:** Variations in instructional methods or approaches used by teachers could impact student understanding and proficiency in ELA skills. Teacher training and readiness to address ELA standards and student needs could influence proficiency levels. When we analyze individual teacher data, there are significant differences in ELA proficiency.
5. **Lack of Independent Reading Time:** Students use iReady regularly but spend limited amount of time reading books independently. The data shows that library circulation is low and only 25 students are actively using myON which provides students with access to a wide range of books. Limited access to library books and low use of this technology can restrict students' exposure to diverse reading materials, hindering reading development and proficiency.

EWS Areas of Concern

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

Reflecting on the Early Warning System (EWS) data as shown on the SESIR Report for Schools Dashboard, there are two potential areas of concern related to discipline:

1. **Increase in SESIR Incidents:** There was a significant rise in the number of SESIR (School Environmental Safety Incident Reporting) incidents, from zero during the 2022-2023 school year to nine during the 2023-2024 school year. This indicates a notable increase in incidents on campus. This increase, however, may be attributed to changes in the SESIR reporting system which may have results in under reporting in 2022-2023.
2. **Rise in Non-SESIR Behavior Incidents:** There was an increase in the number of non-SESIR behavior incidents, from 107 in 2022-2023 to 146 in 2023-2024. These incidents include both Level I Disruptive Behavior and Level II Seriously Disruptive Behavior as defined by the Code of Student Conduct. A slight number of these incidents may have duplicate SCM referral codes causing over reporting.

These trends suggest a growing issue with student behavior and discipline, which could potentially impact the overall school environment and student learning. Addressing these concerns will be critical to ensuring a safe and conducive learning atmosphere. Potential steps will include reviewing and

enhancing behavior intervention programs, providing additional training for staff on behavior management strategies, and increasing support for students through counseling and mentorship programs. SESIR reporting and SCM referral guidelines need to be reviewed with staff to minimize under/over reporting.

When reflecting on the Staff Level Data Dashboard on Power Bi, staff attendance emerges as another potential area of concern:

1. **High Rate of Staff Absenteeism:** The data indicates that 38% of staff were absent for 10.5 or more days during the school year. This rate is higher than the district average of 36% and other Tier I schools' average of 35%. Additionally, it exceeds the average for Tier I Watch, Tier II, and Tier III schools, which stands at 34%.
2. **Consistent Trend Over Three Years:** The Staff Attendance Three Year School Comparison chart shows that this trend of high absenteeism has persisted for the past three years. This ongoing issue suggests that there may be underlying factors contributing to staff absences that have not been adequately addressed.

High rates of staff absenteeism can negatively impact student learning and overall school performance. It can lead to a lack of continuity in instruction, increased reliance on substitute teachers, and added stress on remaining staff members. Addressing this issue may involve exploring the root causes of absenteeism, such as workplace culture, job satisfaction, health-related issues, and personal circumstances, and monitoring staff attendance. Implementing supportive measures, such as wellness programs, professional development, recognition and work conditions, could help reduce absenteeism and improve overall staff attendance.

Highest Priorities

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

1. Improving the learning gains of the Lowest 25 on the 2025 ELA assessment.
2. Improving Grade 3 proficiency on the 2025 ELA assessment.
3. Improving proficiency on the STAR Early Literacy and STAR Reading assessment for students in grades K-2.
4. Improving Student Discipline by reducing the number of SESIR and NON-SESIR behavior incidents.
5. Improving Staff Attendance by reducing the percentage of staff members absent more than 10.5 days.

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 ELA

Area of Focus Description and Rationale

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

Based on the 2024 FAST PM 3 data, 58% of the lowest 25% (L25) in Grades 3-5 showed learning gains in ELA, with only 52% of 5th grade students in the L25 making learning gains. Contributing factors include insufficient interventions, a steady increase in the ELL student population, insufficient planning for differentiated instruction and language support and limited progress monitoring. To address these issues, we will implement the Targeted Element of Data-Driven instruction focused on planning effective interventions and small-group instruction, especially using strategies for ELL students, and closely monitoring formative student outcomes.

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.

Implementing the Targeted Element of Data-Driven Instruction, focusing on instructional planning, small-group instruction, and closely monitoring formative assessment results, will increase ELA learning gains for L25 students on the FAST PM3 by 10%.

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 PLST will provide professional development and help teachers access resources and develop strategies targeting the L25, with an emphasis on ELL resources. The Leadership Team will collaborate with grade levels to ensure that ELL strategies, and small-group instruction, are included in all lesson plans as delineated in the district's ELA/ESOL pacing guides. Instructional delivery will be monitored to ensure that lesson plans result in high-quality instruction. Administrators will monitor student performance data and conduct individual data chats with teachers to ensure students are demonstrating growth on identified standards and lesson plans are developed utilizing assessment results. Tutoring and more targeted interventions will be developed for the ELL students comprising the L25.

Person responsible for monitoring outcome

Naomi P. Simon

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale:

Data-Driven Instruction is an essential educational strategy that empowers teachers to tailor their instructional planning and delivery based on concrete student performance data. Incorporating assessment, analysis, and targeted actions, will ensure each student's unique needs is addressed effectively. Teachers can target specific standards throughout the year, informed by data outcomes. This focused method should result in improved student learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Adriana Bode

By When/Frequency:

October 2024/Monthly

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

Action to Be Taken: The PLST will provide professional learning and support teachers in accessing ELA resources to create high-quality lesson plans for small-group and differentiated instruction, emphasizing strategies for ELL students. This effort aims to improve performance on bi-weekly assessments. Monitoring Impact: Administrators will conduct regular walkthroughs to ensure that differentiated instruction and ELL strategies are effectively implemented during the ELA instructional block. They will track improvements in student performance on bi-weekly assessments to evaluate the effectiveness of these instructional strategies.

Action Step #2

Lesson Planning

Person Monitoring:

Naomi P. Simon

By When/Frequency:

October 2024/Weekly

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

Action to Be Taken: Teachers will participate in collaborative planning sessions to ensure that data informs lessons for small-group and differentiated instruction targeting the L25 students. Monitoring

Impact: Administrators will monitor instructional delivery to ensure high-quality lessons and provide feedback as needed. They will also attend collaborative planning sessions and review lesson plans to verify that data is being used to develop activities and plans for the L25 students.

Action Step #3

Progress Monitoring

Person Monitoring:

Naomi P. Simon

By When/Frequency:

October 2024/Bi-weekly

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

Action to Be Taken: Administrators will monitor bi-weekly student performance data and conduct individual data chats with teachers to ensure students are demonstrating growth on identified standards. Monitoring

Impact: The Leadership Team will meet monthly to review data, ensuring students are demonstrating growth, and to develop more specific interventions as needed.

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**

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

According to the 2024 FAST PM 3 data, 51% of Grade 3 students are proficient in ELA which is below both the district (56%) and state (55%) average. Based on this data and the identified contributing factors: a high percentage of ELL students, lack of independent reading time, classroom models and teaching strategies, and below grade level performance in phonics and vocabulary we will implement the Targeted Element of Establishing and Implementing Instructional Frameworks with a focus on phonics and vocabulary instruction, dedicated independent reading time, ELL strategies, and student desired outcomes, as delineated in the district's ELA 10-day instructional framework.

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 implementing the Targeted Element of Establishing and Implementing Instructional Frameworks, with a focus on phonics and vocabulary instruction, ELL strategies, and the district's ELA 10-day instructional framework, an additional 10% of Grade 3 students will achieve proficiency in ELA on the

FAST PM3.

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 Leadership Team will monitor and enhance students' vocabulary skills by reviewing bi-weekly ELA assessment data and Wordly Wise tests, providing feedback for instructional adjustments. Administrators will conduct walkthroughs to observe ELL resource use, assess oral language progress through observations and assessments, and foster teacher collaboration for refining instructional strategies aligned with student outcomes. They will also ensure consistency in implementing the instructional framework through collaborative planning and review of student work to achieve desired learning outcomes.

Person responsible for monitoring outcome

Naomi P. Simon

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale:

Establishing and implementing an instructional framework is a strategic approach designed to enhance student achievement by structuring the instructional block into effective time segments. This planning tool promotes and sustains a consistent set of inquiry practices, ensuring that all students are engaged and achieve student desired outcomes. This method fosters a dynamic and organized learning environment, encouraging active participation and optimizing educational outcomes for every student.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Vocabulary Instruction

Person Monitoring:

Silena Cuadra

By When/Frequency:

October 2024/Bi-weekly

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

Action to Be Taken: Third grade teachers will implement vocabulary instruction using the Wonders program and supplemental Wordly Wise activities. This includes explicit lessons in both whole-group and small-group settings. Monitoring the Impact: The Leadership Team will measure improvement in students' vocabulary skills through review of bi-weekly ELA assessment data, periodic checks of the Wordly Wise vocabulary tests, and provide feedback to teachers to adjust instruction based on assessment outcomes.

Action Step #2

ELL Strategies

Person Monitoring:

Adriana Bode

By When/Frequency:

October 2024/Weekly

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

Action to Be Taken: Grade 3 teachers will implement McGraw-Hill Wonders ELL Resources, focusing on Language Warm-Up routines with tools like the Newcomer Teacher's Guide, Newcomer Cards, and oral language sentence frames to enhance oral language skills for ELL students. Monitoring the Impact: Administrators will conduct regular walkthroughs to observe ELL resource utilization, provide feedback to teachers based on observations, monitoring student progress in oral language skills through assessments and observations and facilitate collaborative reflection among teachers to refine instructional approaches.

Action Step #3

ELA Instructional Framework

Person Monitoring:

Anabelle Martinez

By When/Frequency:

October 2024/Quarterly

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

Action to Be Taken: Teacher leaders will conduct turn-key professional learning sessions to train teachers on the district's ELA 10-day instructional framework. They will collaborate to develop lesson plans aimed at achieving the delineated "student desired outcomes" with multiple texts. Monitoring the Impact: Administrators will facilitate collaborative planning sessions to ensure alignment with the instructional framework and desired student outcomes; and conduct walkthroughs to observe classroom implementation of the framework as well as review student work to assess completion of assigned tasks and achievement of desired outcomes.

Area of Focus #3

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

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

The school's STAR assessments reveal that while 52% of students meet or exceed the 40th percentile in STAR Reading, and 51% in STAR Early Literacy, these figures fall below the district averages of 56% and 54%, respectively (with 24% and 29% scoring below the 10th percentile). Contributing factors include a high proportion of ELL students needing additional language support, deficits in foundational skills among primary grade students, the use of self-contained teaching models that may limit specialized literacy instruction and a lack of independent reading time. Addressing these areas is critical to improving student achievement and aligning with district and state performance benchmarks.

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.

Through the implementation of the Targeted Element of Gradual Release of Responsibilities Model (GRRM), focusing on independent reading practice and addressing challenges including high ELL student needs, deficits in foundational skills among primary grade students, and limitations of self-contained teaching models, our objective is to improve ELA proficiency for an additional 10% of Grade K-2 students on the STAR Early Literacy and STAR Reading PM3 assessment.

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.

We will monitor and evaluate key initiatives like independent reading with Accelerated Reader, use of foundational skills resource and the Gradual Release of Responsibilities Model (GRRM) to boost student achievement. We will track student engagement through Accelerated Reader logs and quiz data to understand reading habits and improve comprehension. The Literacy Team will oversee library use, student interactions with reading materials, and progress on STAR PM assessments to target effective interventions. Teacher leaders will participate in monthly iCADS to optimize resource use, share practices and refine strategies based on assessment data. Administrators will regularly observe classrooms to assess how each phase of the GRRM aligns with the ELA instructional framework and how teachers are implementing foundational skills. They will provide feedback to teachers on the clarity of explanations, effectiveness of guided practice, and student engagement during collaborative and independent work. The Leadership Team will analyze assessment data and student performance to make informed instructional decisions and offer targeted interventions to students requiring extra support.

Person responsible for monitoring outcome

Silena Cuadra

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Rationale:

The Gradual Release of Responsibilities Model (GRRM) is an effective teaching strategy because it provides a structured approach to learning, starting with explicit instruction that clarifies the purpose and rationale for new skills. This method guides students through four distinct phases: first, teachers demonstrate and explain the instructional target (I do); next, they facilitate guided practice and provide feedback (We do); then, students practice collaboratively (They do); finally, students demonstrate mastery independently (You do). This gradual progression supports deep understanding and skill mastery, fostering student independence and confidence in their learning abilities. By systematically transitioning responsibility from teacher-led to student-driven learning, the GRRM promotes active engagement and enhances learning outcomes across diverse educational settings. This will improve student learning and overall proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Independent Reading

Person Monitoring:

Ashley Diaz

By When/Frequency:

October 2024/Bi-weekly

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

Action to Be Taken: Teachers will establish individual student reading goals based on the STAR results and facilitate independent reading sessions using the Accelerated Reader program. Students will engage in reading and complete quizzes to reinforce comprehension and reading skill development. Monitoring Impact: Students will participate in regular independent reading sessions using the Accelerated Reader program. This will be tracked through usage logs and quiz completion

data. Teachers will regularly review and analyze student progress towards their reading goals. They will use data from Accelerated Reader quizzes to assess comprehension and monitor improvements in reading proficiency. The Literacy Team will oversee the implementation of the program by monitoring library circulation rates, student engagement with reading materials, and progress towards proficiency as measured by STAR PM assessments. They will analyze data to identify trends and areas needing additional support.

Action Step #2

Foundational Skills

Person Monitoring:

Silena Cuadra

By When/Frequency:

October 2024/Monthly

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

Action to Be Taken: Teachers in Grades K-2 will implement the instructional resource titled "Strengthening Reading Foundational Skills: An M-DCPS Instructional Resource Aligned to Tier 1 Materials." This resource is designed to provide a structured progression of concepts to address foundational elements of language, including phonemic awareness, decoding, word recognition, and spelling patterns. Monitoring Impact: The Leadership Team will ensure that teachers effectively integrate the instructional resource into their daily lessons. This will involve walkthroughs, observations, and regular check-ins. Teachers will conduct periodic assessments to evaluate students' understanding and mastery of phonological awareness, decoding, word recognition, and spelling patterns. This may include formative assessments, quizzes, and progress monitoring tools. Teacher leaders will participate in collaborative sessions and monthly iCADS focused on effectively using the instructional resource. They will share best practices, discuss student outcomes, and refine instructional strategies based on PM 2 assessment results and iReady instruction reports. The Leadership Team will use data from assessments to provide targeted interventions for students who may need additional support.

Action Step #3

Gradual Release

Person Monitoring:

Adriana Bode

By When/Frequency:

October 2024/Bi-Weekly

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

Action to Be Taken: Teachers will implement the Gradual Release of Responsibilities Model (GRRM) to guide students from explicit instruction through guided and collaborative practice to independent mastery. This structured approach will be used to ensure students understand and apply new skills effectively, with teachers providing support and assessment along the way to foster independent learning. Monitoring Impact: Administrators will conduct regular classroom observations to assess the implementation of each phase of the GRRM as specified in the ELA instructional framework and provide feedback to teachers on the clarity of explanations, effectiveness of guided practice, and student engagement during collaborative and independent work. Teachers will use formative assessments to measure student understanding and identify areas needing reinforcement. This includes quizzes, exit tickets, and informal checks for understanding. The Leadership Team will use data from assessments and student performance to inform instructional decisions and provide targeted interventions for students who may need additional support.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Reflecting on the Early Warning System (EWS) data as shown on the SESIR Report for Schools Dashboard, there are two potential areas of concern related to discipline:

1. Increase in SESIR Incidents: There was a significant rise in the number of SESIR (School Environmental Safety Incident Reporting) incidents, from zero during the 2022-2023 school year to nine during the 2023-2024 school year. This indicates a notable increase in incidents on campus. This increase, however, may be attributed to changes in the SESIR reporting system which may have results in under reporting in 2022-2023.
2. Rise in Non-SESIR Behavior Incidents: There was an increase in the number of non-SESIR behavior incidents, from 107 in 2022-2023 to 146 in 2023-2024. These incidents include both Level I Disruptive Behavior and Level II Seriously Disruptive Behavior as defined by the Code of Student Conduct. A slight number of these incidents may have duplicate SCM referral codes causing over reporting.

These trends suggest a growing issue with student behavior and discipline, which could potentially impact the overall school environment and student learning. Addressing these concerns will be critical to ensuring a safe and conducive learning atmosphere. Potential steps will include reviewing and enhancing behavior intervention programs, providing additional training for staff on behavior management strategies, and increasing support for students through counseling and mentorship programs. SESIR reporting and SCM referral guidelines need to be reviewed with staff to minimize under/over reporting.

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 implementing the Targeted Element of Inclusivity, Tolerance, and Anti-Bullying, emphasizing the anti-bullying curriculum, adherence to the Code of Student Conduct, and school-wide discipline policy, we aim to achieve a 10% reduction in SESIR and NON-SESIR behavioral incidents by June 2025.

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.

We will monitor and improve student behavior through focused strategies. The Leadership Team, along with Student Services and Grade Level Chairpersons, will oversee the Anti-Bullying curriculum's implementation by reviewing lesson plans and tracking bullying-related incidents using the Student Case Management system. Administrators will analyze disciplinary referrals, conduct conferences with stakeholders, and collaborate on implementing incentives to promote positive behavior. Stakeholder feedback will gauge understanding of the Code of Student Conduct, while data analysis of disciplinary incidents will track trends and improvements over time. Teachers will ensure clarity on disciplinary policies through distribution of acknowledgement forms and student contracts, emphasizing expectations and consequences. These efforts will reduce the number of disciplinary (SESIR/NON-SESIR).

Person responsible for monitoring outcome

Naomi P. Simon

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Inclusivity, Tolerance, and Anti-Bullying ensures staff support for implementing schoolwide programs that promote inclusivity, build tolerance, and reduce bullying. Inclusivity, Tolerance, and Anti-Bullying establishes an environment where students and staff feel safe from physical harm, teasing, gossip, and exclusion in school and/or social media.

Rationale:

The strategy of Inclusivity, Tolerance, and Anti-Bullying was chosen to create a safe and respectful school environment. We aim to implement comprehensive programs that celebrate diversity, prevent bullying, and ensure both physical and emotional safety for students and staff. This approach will encourage staff engagement, supports positive behavior, and foster long-term changes in student interactions and school culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Anti-Bullying Curriculum

Person Monitoring:

Adriana Bode

By When/Frequency:

October 2024/Monthly

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

Action to Be Taken: The school counselor and teachers will implement the district-provided Anti-Bullying curriculum. This curriculum aims to promote kindness and respect among all students and reduce incidents of bullying. Monitoring the Impact: The Leadership Team, in collaboration with the Student Services Department and Grade Level Chairpersons, will monitor the implementation of the Anti-Bullying curriculum. This will involve reviewing lesson plans to ensure alignment with curriculum objectives and assessing the consistency of implementation across grade levels. The team will use the Student Case Management system to track and review behavior incidents related to bullying.

Action Step #2

Discipline Policy

Person Monitoring:

Naomi P. Simon

By When/Frequency:

October 2024\Quarterly

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

Action to Be Taken: A discipline committee will be formed to create a comprehensive school-wide policy. This policy will outline behavioral expectations, procedures for disciplinary referrals, methods of communication, and student incentives. Monitoring the Impact: Administrators will regularly review disciplinary referrals to assess trends and identify areas needing interventions and conduct conferences with students, parents, and stakeholders as needed to address disciplinary issues and ensure clarity on expectations. Collaborating with stakeholders, such as teachers and parents, to implement student incentives and reinforce positive behavior.

Action Step #3

Communication

Person Monitoring:

Naomi P. Simon

By When/Frequency:

October 2024/Annually

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

Action to Be Taken: Teachers and administrators will promote a safe and supportive learning environment by ensuring all stakeholders understand the district's Code of Student Conduct and relevant Florida Statutes. This will be achieved through clear communication of behavioral expectations and potential disciplinary consequences in parent meetings, student assemblies, home-to-school communication channels, and social media platforms. Monitoring the Impact: The Leadership Team will gather feedback from stakeholders to assess their understanding of the Code of Student Conduct and behavioral expectations. They will analyze data on disciplinary referrals and incidents (SESIR/NON-SESIR) to identify trends and measure changes over time. Teachers will collect acknowledgement forms and student contracts to ensure students and parents understand the school's disciplinary policies, outlining expectations, consequences for misconduct, and the importance of following school rules.

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 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. (ESEA 1114(b)(4))

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

The school will disseminate the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) through EESAC meetings, parent workshops, Title I meetings, and teacher-parent conferences to ensure accessibility for all stakeholders. Also posting the documents on the school's website and sending notifications via School Messenger and Class Dojo. Hard copies will be available in the Parent-Resource Center. The school will hold meetings and monthly workshops for detailed discussions and provide translated versions of key documents to accommodate non-English-speaking parents. Additionally, community outreach efforts will include sharing information through local businesses and organizations. The SIP is publicly available on the school's webpage at ewfstirrup.com.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

To build positive relationships with parents, families, and community stakeholders, the school will host regular engagement events, such as parent-teacher meetings and workshops, to strengthen communication and collaboration. It will use various communication methods, including communication platforms such as Class Dojo, School Messenger phone calls, and social media, to keep parents informed about their child's progress and school activities. The school's Parental and Family Engagement Plan (PFEP) will be publicly available on the school's website (ewfstirrup.com),

ensuring transparency and accessibility. Additionally, the school will forge partnerships with local organizations and businesses to support student needs and enhance educational opportunities, fostering a strong connection between the school and the community.

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. (ESEA Section 1114(b)(7)(ii))

The school plans to strengthen its academic program by enhancing instructional quality, increasing learning time, and providing an enriched and accelerated curriculum. Key strategies include implementing data-driven instruction to tailor teaching to student needs, offering extended learning opportunities through after-school programs, tutoring for ELL students utilizing Title III funding, and targeted interventions, and providing ongoing professional development to teachers. These efforts focus on improving student outcomes, particularly in ELA, with a special emphasis on supporting English Language Learners (ELL), primary students in K-2, and students in the lowest 25%.

Additionally, the school will enrich the curriculum Gifted and TEAM programs, and accelerated courses in Mathematics to challenge high-achieving students. The Leadership Team will closely monitor progress, making adjustments as necessary to ensure continuous improvement. Through these initiatives, the school aims to create a rigorous and engaging academic environment that increases both the quality and quantity of learning time for all students.

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The development of the School Improvement Plan (SIP) is a collaborative process that integrates and coordinates with various agencies to provide resources, and programs to maximize impact and ensure comprehensive support for students. Key components of this integration include aligning the SIP with the requirements and initiatives of the Every Student Succeeds Act (ESSA), specifically focusing on ensuring equitable access to high-quality education for all students. Title I funding is used to provide targeted interventions, a community-parent liaison, instructional personnel and additional academic resources.

The school promotes a positive and safe learning environment free of violence by using social-emotional learning (SEL), and implementing positive behavior supports. Nutrition programs, such as

the National School Lunch Program, are integrated to ensure students receive the proper nutrition necessary for their academic success. Partnerships with local housing authorities and community organizations through the use of Project UPStart help address student housing instability, ensuring that external challenges do not impede educational progress. The school has three Voluntary Pre-Kindergarten (VPK) programs to enhance school readiness and provide a strong foundation for young learners.

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. (ESEA 1114(b)(7)(iii)(I))

The school enhances students' skills outside academic subjects by providing comprehensive support services. This includes counseling (available daily) and mental health services (weekly) to address emotional needs, specialized support for behavioral and developmental challenges (ESE programs, school-wide discipline policy, behavior intervention plans), and mentoring programs for guidance and role modeling. Additionally, the school offers extracurricular activities (FEA, Chess, orchestra, chorus) that build leadership and teamwork skills. The school provides medical/nursing and social work services through a partnership with Borinquen. The school engages parents and community members through workshops and collaborations to support overall student development.

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. (ESEA 1114(b)(7)(iii)(II))

At the elementary level, the school prepares students for postsecondary opportunities and the workforce by focusing on early career exploration and skill development. This includes integrating career awareness, financial literacy, and cultural awareness into the curriculum through activities that introduce various professions and skills. Additionally, it provides guidance on setting academic and personal goals, and fosters essential skills such as teamwork, problem-solving, and communication through classroom activities and extracurricular programs. These foundational experiences help students develop a sense of career possibilities and build essential skills for future educational and career opportunities.

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The school uses a tiered model and the MTSS problem solving framework to address problem behavior and provide early intervening services, aligning with IDEA requirements. At Tier 1, universal

strategies and a school-wide discipline policy are implemented to establish clear behavioral expectations and create a positive school climate. Tier 2 offers targeted interventions, such as small-group counseling, mental health services and educative interventions, for students showing early signs of behavioral issues. Tier 3 provides intensive, individualized support for students with severe or persistent behavioral challenges. Early intervening services involve screening and targeted support to prevent the need for special education, ensuring coordination with IDEA to deliver appropriate supports and services to students with disabilities.

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. (ESEA section 11149b)(7)(iii)(V)).

The school enhances instruction and data use by providing targeted professional learning for teachers, paraprofessionals, and other staff, focusing on effective teaching strategies and data-driven instruction. This includes training on interpreting academic assessments, progress monitoring, and using data reflections/conversations to inform teaching practices, as well as mentorship and coaching to support staff development. To recruit and retain effective teachers, the school creates a positive and supportive work environment. Comprehensive induction programs for new teachers and mentoring help attract and retain talented teachers.

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. (ESEA 1114(b)(7)(iii)(V))

To support preschool children in transitioning to elementary school, the school employs several key strategies. These include collaborating with early childhood providers to align learning experiences, offering transition programs, school tours, "visiting" days, and engaging parents through informational sessions/orientations to prepare them for the transition. The school offers voluntary pre-kindergarten and ensures teacher participate in professional learning and implement the state's curriculum. The school also ensures curriculum continuity by aligning preschool learning with future expectations, provides social and emotional support to help children adjust, and fosters collaboration between preschool and elementary teachers to share insights on student needs.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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