Miami-Dade County Public Schools

E.W.F. STIRRUP ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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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

At E.W.F. 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, 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
Naomi P. Simon

pr5381@dadeschools.net

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

msbode@dadeschools.net

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
Silena Cuadra

scuadra@dadeschools.net

Position Title
Teacher

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 #4

Employee's Name
Anabelle Martinez

236809@dadeschools.net

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 #5

Employee's Name
Silvia Pena-Velasquez

spena-velasquez@dadeschools.net

Position Title
SPED Teacher

Job Duties and Responsibilities

The SPED-Varying Exceptionalities teacher is a key part of the educational team, primarily responsible for the instruction and support of students with diverse disabilities. Her responsibilities include developing and implementing Individualized Education Plans (IEPs), adapting curriculum, and providing specialized instruction to meet the unique needs of each student. She collaborates with general education teachers to ensure accommodations and modifications are provided in the inclusive classroom, and she also manages documentation, conducts assessments, and communicates with parents. Her expertise ensures that school improvement efforts are equitable and inclusive of all learners, making them an indispensable asset to the school's success.

Leadership Team Member #6

Employee's Name

Maria Vindell

vindellm@dadeschools.net

Position Title

Teacher

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.

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.

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.

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)).

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.

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	**82.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **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	87	115	93	105	116	100				616
Absent 10% or more school days	1	6	3	2	5	3				20
One or more suspensions	0	0	0	0	0	1				1
Course failure in English Language Arts (ELA)		1	3	15	6	8				33
Course failure in Math		5	6	3	5	13				32
Level 1 on statewide ELA assessment				16	16	11				43
Level 1 on statewide Math assessment				12	8	6				26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	11	14	31	20	19				103
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	3	5	7	4					22

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	3	4	9	26	18	17				77

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	3	3	0	3	0	2				11
Students retained two or more times	0	0	0	0	0	1				1

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	64	101	80	93	111	77				526
One or more suspensions		1				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

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		6	1	6	19	14				46

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

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	65	59	67	63	57	60	60	53
Grade 3 ELA Achievement	68	65	59	67	63	58	75	60	53
ELA Learning Gains	75	65	60	69	64	60			
ELA Lowest 25th Percentile	67	62	56	58	62	57			
Math Achievement*	80	72	64	81	69	62	85	66	59
Math Learning Gains	79	66	63	67	65	62			
Math Lowest 25th Percentile	71	59	51	66	58	52			
Science Achievement	68	63	58	70	61	57	76	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	66	63	78	64	61	74	63	59

*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 (FPPI) 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)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	653
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
73%	69%	74%	69%	59%		63%

* 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	54%	No		
English Language Learners	70%	No		
Hispanic Students	73%	No		
Economically Disadvantaged Students	74%	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	69%	68%	75%	67%	80%	79%	71%	68%					76%
Students With Disabilities	44%	38%	57%	50%	61%	60%	60%	47%					70%
English Language Learners	64%	67%	72%	66%	79%	78%	67%	64%					76%
Hispanic Students	69%	68%	75%	67%	80%	79%	71%	68%					76%
Economically Disadvantaged Students	66%	68%	80%	67%	75%	78%	80%	72%					77%

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%					78%
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%

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	54%	60%	-6%	57%	-3%
ELA	4	61%	59%	2%	56%	5%
ELA	5	64%	60%	4%	56%	8%
Math	3	71%	69%	2%	63%	8%
Math	4	75%	68%	7%	62%	13%
Math	5	68%	62%	6%	57%	11%
Math	6	100%	64%	36%	60%	40%
Science	5	62%	56%	6%	55%	7%

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 most significant academic growth was observed in the English Language Arts (ELA) learning gains among students in the lowest 25% of performers, which increased from 58% to 67%. This improvement reflects the successful implementation of a multi-tiered, data-driven instructional approach that prioritized equity and responsiveness to student needs.

Several action steps contributed directly to this outcome. Tier 2 and Tier 3 interventions were delivered with fidelity, using structured programs such as Reading Horizons. These interventions were aligned to student data and monitored bi-weekly through progress assessments and data chats. Oral reading fluency routines were embedded into weekly instruction, and students participated in a before-school fluency tutoring club that emphasized prosody, expression, and accuracy through repeated and echo reading strategies.

Independent reading was promoted through the Accelerated Reader (AR) program, which was revitalized with Power Up Reading sessions and an AR Challenge. These initiatives were supported by Reading Rockets Wednesdays and Vocabulary Bootcamp, which provided targeted vocabulary instruction across content areas. Instruction was scaffolded using the Gradual Release of Responsibility Model, ensuring students moved from guided practice to independent mastery. These strategies were reinforced through collaborative planning, walkthroughs, and coaching, ensuring consistency and alignment with schoolwide goals.

Lowest Performance

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

Despite overall gains in ELA, Grade 3 proficiency remained the lowest among tested grade levels, increasing only slightly from 67% to 68%. This outcome is particularly concerning given the foundational importance of third-grade literacy and its role in long-term academic success.

The reflections and SIP action steps identified several contributing factors. A high proportion of English Language Learners (ELLs) in Grade 3, many with less than two years of English instruction,

presented challenges in vocabulary acquisition and comprehension. Foundational skill deficits in phonics and fluency were evident, and independent reading time was limited. The instructional model in Grade 3, which remained largely self-contained, may have restricted the depth of literacy instruction and the integration of specialized supports.

To address these challenges, the school implemented the ELA 10-Day Instructional Framework, which structured instruction into focused blocks with clear student outcomes. Teachers used Wordly Wise and Wonders ELL resources to support vocabulary development and oral language skills. However, reflections noted inconsistent implementation of vocabulary routines and delayed rollout of Power Up Reading sessions. Moving forward, earlier and more consistent application of these strategies, along with increased collaboration between general education and ELL support staff, will be essential to improving Grade 3 outcomes.

Greatest Decline

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

Science proficiency declined slightly from 70% to 68%, marking the most notable subject-area regression. While the decrease was modest, it signals a need to reestablish science as a core instructional priority.

The SIP and reflections suggest that instructional time for science was reduced due to a heightened focus on ELA and Math. Hands-on, inquiry-based learning experiences were limited, and science content was not consistently integrated into literacy or other subject areas. Additionally, science-specific professional development and planning time were not emphasized to the same extent as other content areas.

To reverse this trend, the school plans to increase experiential learning opportunities, embed science content into reading and writing blocks, and provide targeted professional development to strengthen science instruction. These steps will help ensure that students continue to grow across all academic domains and that science receives the instructional attention it requires.

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 most pronounced achievement gap was observed in the ELA proficiency of Students With Disabilities (SWD). While overall ELA proficiency reached 69%, only 44% of SWD students demonstrated proficiency, revealing a 25-point gap. This disparity underscores the need for more intentional and consistent support for students with exceptionalities.

The SIP directly addressed this through a dedicated area of focus on differentiated instruction and inclusion practices. Action steps included the delivery of small-group instruction aligned to IEP goals using evidence-based materials such as Wonders, Reading Horizons, and i-Ready Toolbox. General education and ESE teachers participated in weekly collaborative planning meetings to align instruction with accommodations and scaffolds. AI-supported tools like Microsoft Immersive Reader and i-Ready were introduced to personalize instruction and support decoding, comprehension, and writing.

Despite these efforts, reflections noted variability in the implementation of accommodations and the need for more consistent use of assistive technologies. To close this gap, the school will continue to strengthen co-teaching models, increase the frequency of data chats focused on SWD progress, and ensure that instructional practices are aligned to both grade-level standards and individual learning needs.

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

1. Attendance - Student attendance emerged as a significant concern during the 2024–2025 school year. According to Early Warning Systems data, 20 students were identified as having missed 10% or more school days, placing them at risk for academic underperformance and disengagement. While this number may appear modest in isolation, its impact is amplified when considering the academic profiles of these students—many of whom also fall into other vulnerable subgroups such as English Language Learners and Students With Disabilities. To improve attendance outcomes, the school must prioritize early identification and proactive outreach. Strengthening communication with families, reinforcing the connection between attendance and academic success, and expanding incentives for consistent attendance will be essential. Additionally, integrating attendance data into instructional planning and student support services will help ensure that students at risk of chronic absenteeism are engaged and supported throughout the school year.

2. Substantial Reading Deficiency - A substantial number of students (103) were identified with reading deficiencies. Specifically, 64 students in Grades K–3 were flagged through diagnostic assessments and progress monitoring tools, indicating systemic gaps in foundational literacy instruction. This trend is particularly concerning, as early literacy is a critical predictor of long-term academic success and reading proficiency by third grade is strongly correlated with future achievement.

To address these deficiencies more effectively, the school must ensure that foundational literacy instruction is prioritized and consistently delivered across all early grade classrooms. This includes

embedding phonics and vocabulary instruction into core reading blocks, integrating literacy across content areas, and providing ongoing professional development. Furthermore, literacy initiatives such as DEAR and Reading Buddies should be embedded into the instructional day to maximize participation and impact. Strengthening early literacy systems will be essential to closing achievement gaps and ensuring that all students enter upper elementary grades with the skills needed to succeed.

Highest Priorities

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

1. **Improve Grade 3 ELA Proficiency** Grade 3 continues to demonstrate the lowest ELA proficiency among tested grade levels. Addressing this requires early and consistent implementation of foundational literacy strategies, including structured vocabulary instruction, scaffolded reading routines, and targeted support for English Language Learners. Embedding independent reading into the instructional day and strengthening collaborative planning will be essential to improving outcomes.

2. **Close the Achievement Gap for Students With Disabilities** A significant gap persists between the ELA proficiency of Students With Disabilities and their peers. To address this, instruction must be more intentionally aligned to IEP goals, with consistent use of differentiated materials, co-planning between general and ESE teachers, and expanded access to personalized learning tools. Monitoring progress through data chats and classroom walkthroughs will ensure supports are effective and equitable.

3. **Strengthen Science Instruction Across All Grade Level** A decline in science proficiency highlights the need to reestablish science as a core instructional priority. Increasing hands-on, inquiry-based learning, integrating science content into literacy blocks, and providing targeted professional development will help ensure students are engaged and achieving across all grade levels.

4. **Reduce Chronic Absenteeism** Twenty students were identified as chronically absent, missing 10% or more school days. This impacts academic performance and engagement. Strengthening early identification systems, increasing family outreach, and reinforcing the connection between attendance and achievement will be key to reversing this trend.

5. **Decrease the Number of Students with Substantial Reading Deficiencies in Grades K–3** Over 100 students in the early grades were flagged for significant reading deficiencies. Addressing this requires consistent implementation of foundational skills instruction, integration of literacy routines like DEAR and Reading Buddies into the school day, and early intervention using structured programs and diagnostic monitoring. Ensuring these supports are embedded and sustained will be critical to building strong literacy foundations.

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 required by RAISE (specific questions)

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.

The 2025 FAST PM3 data reveals that only 54% of Grade 3 students achieved proficiency in ELA, which is below the district average of 61%. Additionally, only 47.7% of Grade 2 students are projected to reach proficiency on the state Reading assessment. This falls below the state-identified 50% threshold, resulting in our identification as a RAISE school. Contributing factors include a high percentage of English Language Learner (ELL) and ESE students, as well as notable gaps in foundational reading skills—particularly in phonics and vocabulary. These gaps have been exacerbated by limited phonics instruction, inconsistent implementation of Tier 2 and Tier 3 interventions, and a lack of structured opportunities for independent reading practice. Addressing these foundational skill deficits is essential to improving early literacy outcomes and increasing overall proficiency levels.

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

 In Grades K–2, teachers will implement systematic, explicit instruction in foundational reading skills, including phonemic awareness, phonics, high-frequency word recognition, and vocabulary development. Instruction will be guided by diagnostic and progress monitoring data, delivered in whole-group and small-group settings, and reinforced through structured practice in decoding, oral reading fluency, and interactive read-alouds. Strategies will include the use of Wonders, Reading Horizons, and daily phonics routines embedded within the literacy block.

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

In Grades 3–5, teachers will deliver targeted instruction in reading comprehension, vocabulary acquisition, and text-based analysis to strengthen students' ability to understand and respond to complex literary and informational texts. Instruction will incorporate strategies for close reading, annotating text, responding to text-dependent questions, and building academic vocabulary across content areas. Differentiated small-group instruction will address identified gaps from progress

monitoring and be supported by the Wonders ELL resources, Wordly Wise vocabulary activities, and collaborative discussions to deepen comprehension.

Grades K-2: Measurable Outcome(s)

By June 2026, the percentage of Grade 2 students projected to score at proficiency or above on the state Reading assessment will increase from 47.7% to at least 53%, as measured by the 2026 STAR Reading assessment. Progress toward this goal will be monitored using STAR Reading PM1 and PM2 and i-Ready Diagnostics AP1 and AP2.

Grades 3-5: Measurable Outcome(s)

By June 2026, the percentage of Grade 3 students achieving proficiency or above in ELA will increase from 54% to at least 59%, as measured by the 2026 FAST PM3 assessment. Progress toward this goal will be monitored using FAST PM1 and PM2, and i-Ready Diagnostics.

Monitoring

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

To effectively monitor the goal of increasing ELA proficiency by 5% in Grade 2 and 3 students on FAST PM3 and STAR Reading by June 2026, the leadership team will drive the monitoring process. This involves regularly analyzing data from STAR Reading and FAST PM 1 and 2, and i-Ready Diagnostic disaggregating it by student subgroups, and tracking progress against baseline percentages. Simultaneously, the leadership team will observe and review instructional strategies in action, ensuring targeted interventions are implemented with fidelity. They will also facilitate consistent communication with teachers, students, and parents to review progress, address challenges, and make data-driven adjustments throughout the year.

Person responsible for monitoring outcome
Naomi Simon

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:
Making Text Connections is a reading comprehension strategy that helps students find meaning in a text by connecting it to their background knowledge. Text connections can be divided into three categories: Text-to-Self: The connections readers make to their own knowledge and previous experiences. Text-to-Text: The connections readers make to another piece of written text. Text-to-World: The connections readers make to the community and world around them.

Rationale:

Intervention is an effective school improvement strategy because it provides targeted support to students who need help building new skills, strengthening existing ones, or applying them in new contexts. By addressing specific learning gaps through data-driven instruction, interventions help boost student achievement, promote equity, and reduce the need for more intensive support later. Consistent implementation and progress monitoring lead to measurable gains, helping schools meet performance goals and improve overall outcomes.

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(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
Building Oral Reading Fluency

Person Monitoring:	**By When/Frequency:**
Silena Cuadra	September 26, 2025/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade 2 and 3 teachers will implement weekly oral fluency practice routines using grade-level fluency passages and timed readings. Students will engage in paired readings, choral reading, and performance-based fluency tasks.

Action Step #2
Reading Fluency Tutoring Club

Person Monitoring:	**By When/Frequency:**
Silvia Pena	September 26, 2025/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Selected students demonstrating a substantial reading deficiency from Grades 2 and 3 will participate in before-school fluency tutoring using short passages targeting prosody, expression, and accuracy. Tutors will use Repeated Reading and Echo Reading techniques.

Action Step #3
Intervention

Person Monitoring:	**By When/Frequency:**
Adriana Bode	September 26, 2025/ Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide students with Tier 2/3 interventions, and administer the progress monitoring assessments as delineated in the District's Intervention Pacing.

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.

Current data shows that only 44% of ESE students demonstrated proficiency in ELA on the 2025 FAST PM3, with a three-year declining trend. This continued decrease highlights the need for more intentional, scaffolded instruction aligned to IEP goals, differentiated instructional strategies, and increased inclusion support. Addressing this decline is essential to improving equitable outcomes and ensuring all learners meet grade-level expectations.

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 implementing targeted instructional strategies including small-group differentiated instruction, progress monitoring aligned to IEP goals, and expanded inclusion supports, ESE student proficiency in ELA will increase by at least 6% on the 2026 FAST PM3.

Monitoring

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

To effectively monitor the goal of increasing ELA proficiency by 6% among ESE students by June 2026, the leadership team will lead a focused monitoring process. This includes analyzing ESE student data from STAR Reading, FAST PM1 and PM2, and i-Ready Diagnostics, with specific attention to progress toward IEP goals and grade-level standards. Data will be disaggregated by exceptionality to identify trends and guide instructional adjustments. The team will conduct classroom walkthroughs to observe the implementation of differentiated instruction, accommodations, and inclusion practices. Regular data chats will be held with ESE teachers and support staff to track individual student progress and intervention effectiveness. The leadership team will also maintain ongoing communication with families to review progress and reinforce supports at home. Adjustments will be made based on data to ensure students receive appropriate scaffolds and supports to meet expected outcomes.

Person responsible for monitoring outcome

Maria Vindell

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:
Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

Rationale:
Student-centered learning is an effective instructional approach because it actively engages students in their own learning process, promoting deeper understanding, independence, and critical thinking. By shifting the focus from teacher-led instruction to student ownership, learners are encouraged to collaborate, explore, and apply knowledge in meaningful ways. This approach supports differentiated instruction, addresses diverse learning styles and needs, and is especially beneficial for ESE students who thrive with personalized support. When students take responsibility for their learning, motivation and academic achievement increase—contributing directly to improved outcomes and schoolwide improvement goals.

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(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
Targeted Small-Group Instruction

Person Monitoring:	**By When/Frequency:**
Naomi Simon	September 26, 2025/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers and interventionists will deliver targeted small-group instruction using evidence-based materials (e.g., Wonders, Reading Horizons, or i-Ready Toolbox) aligned to specific student deficits and IEP goals.

Action Step #2
Inclusive ELA Planning Meetings

Person Monitoring:	**By When/Frequency:**
Adriana Bode	September 26, 2025/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education and ESE teachers will participate in collaborative planning meetings to align ELA instruction with IEP goals, scaffolds, and accommodations. These meetings will ensure lessons are appropriately differentiated and standards-based, with embedded supports for ESE learners.

Action Step #3

AI-Supported Personalized Learning for ESE Students

Person Monitoring:
Silvia Pena

By When/Frequency:
September 26, 2025/ Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize AI-powered tools (e.g. approved Google Classroom applications) to deliver personalized reading instruction for ESE students. These tools will provide targeted scaffolds—such as text-to-speech, adaptive questioning, translation support, and guided writing prompts—aligned to individual IEP goals, supporting growth in decoding, comprehension, and writing skills.

Area of Focus #3

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.

The 2025 FAST PM3 Science results show a slight decline in proficiency from 70% to 68% indicating a need to strengthen science instruction across all grade levels. In recent years, less instructional time and emphasis have been observed in the lower grades due to the increased focus on ELA and Math in preparation for state accountability assessments. As a result, opportunities for early exposure to hands-on, inquiry-based science have been limited. To address this, the school will launch a new science lab in 2025–2026, ensuring that students in Grades K–4 participate in scheduled science inquiry blocks that promote active investigation and exploration of concepts aligned to the Florida B.E.S.T. Science Standards. Additionally, departmentalization in Grades K–5 will allow teachers more dedicated planning time and focused delivery of science instruction, ensuring alignment, consistency, and increased instructional quality across all grade levels.

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 June 2026, Grade 5 science proficiency will increase by at least 5 percentage points on the FAST Science Assessment. Grades K–4 will be monitored through participation in hands-on science inquiry blocks, quarterly assessments, and lab usage logs to ensure consistent exposure and skill development.

Monitoring

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

The leadership team will review Grade 5 topic assessment data, quarterly K–4 assessment results, science lab schedules, and participation logs to ensure full implementation. Lesson plans and student science notebooks will be reviewed quarterly to confirm alignment to standards and integration of inquiry-based practices. Science benchmark data will be analyzed in collaborative planning meetings to adjust instruction and target areas of need.

Person responsible for monitoring outcome
Naomi Simon

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:
Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

Rationale:
Collaborative Learning is an effective instructional approach for science because it actively engages students in constructing their own understanding of scientific concepts through interaction, discussion, and problem-solving. By working in structured peer groups, students practice applying the scientific method, testing hypotheses, and analyzing results in real-world contexts. This approach develops critical thinking, communication, and teamwork skills—essential competencies for success in science and beyond. Research shows that collaborative learning improves retention of content, deepens conceptual understanding, and increases engagement, particularly in hands-on, inquiry-based settings such as a science lab. It also supports diverse learners, as students benefit from peer modeling, shared problem-solving strategies, and opportunities to explain their thinking, thereby reinforcing both content mastery and scientific literacy.

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(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
5E Science Instructional Framework and Interactive Science Notebooks

Person Monitoring:	**By When/Frequency:**
Adriana Bode	September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement the 5E Model (Engage, Explore, Explain, Elaborate, Evaluate) for science instruction to foster inquiry and conceptual understanding. Interactive Science Notebooks will be used in Grades K–5 for students to document observations, record data, reflect on learning, and synthesize information. Lesson plans and student notebooks will be reviewed quarterly for alignment to standards and depth of student thinking.

Action Step #2
Science Lab Integration for Grades K–4 and Inquiry-Based Learning

Person Monitoring:	**By When/Frequency:**
Naomi Simon	September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students in Grades K–4 will complete hands-on investigations during scheduled science inquiry blocks in the new science lab. Activities will be aligned to the Florida B.E.S.T. Science Standards and designed to encourage collaborative problem-solving. Teachers will maintain lab usage logs and submit reflection forms documenting student engagement and content mastery.

Action Step #3
Professional Development and Implementation of the New Science Series

Person Monitoring:	**By When/Frequency:**
Anabelle Martinez	September 26, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in PD focused on implementing the newly adopted M-DCPS science series, ensuring lessons integrate the 5E framework, interactive notebooks, and lab activities. Follow-up support will include coaching, collaborative planning, and classroom walkthroughs to ensure fidelity of use and alignment to standards.

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.

Current data shows a concerning trend in student attendance, with a 28% of students missing more

than 11 days across multiple grade levels. Additionally, 20 students have missed 18 or more days. Chronic absenteeism directly impacts student achievement, particularly among at-risk subgroups, including ESE and ELL students. This continued decline in attendance highlights the need for proactive, targeted strategies that emphasize early identification, family engagement, and consistent follow-up. Improving attendance is essential to ensuring equitable access to instruction, increasing academic performance, and supporting the overall well-being of all students.

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 June 2026, the percentage of students missing 11 or more days of school will decrease by at least 3 percentage points, as measured by the district's attendance reporting system and reflected in the Early Warning Indicators (EWI) dashboard.

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 student attendance data bi-weekly using the Early Warning Indicators (EWI) dashboard and district attendance reports. Attendance trends will be disaggregated by grade level to identify students at risk of chronic absenteeism. The team will conduct regular data chats with teachers and attendance committee to review patterns and implement interventions. Parent contact logs, attendance contracts, and home visits will be tracked to ensure follow-up is consistent. Monthly review meetings will be held to assess the impact of interventions and adjust strategies as needed to meet the attendance goal.

Person responsible for monitoring outcome
Naomi Simon

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:
Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:
Improving student attendance is critical to academic success, as consistent attendance directly correlates with higher achievement and stronger learning outcomes. Chronic absenteeism leads to

missed instructional time, learning gaps, and decreased engagement—particularly for vulnerable student populations such as ESE, ELL, and students in the lowest 25%. Data from recent years shows an upward trend in students missing 11 days or more school days, indicating the need for targeted efforts to promote regular attendance. Focusing on attendance will help ensure equitable access to instruction, improve student outcomes across content areas, and support the overall goals of school improvement.

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(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
Parent Outreach and Attendance Contracts

Person Monitoring:	**By When/Frequency:**
Adriana Bode	September 26, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and support staff will initiate direct outreach to families of students with attendance concerns. Attendance contracts will be developed collaboratively with families to set clear expectations and outline supports. Follow-up meetings will be scheduled to review progress and adjust strategies.

Action Step #2
Attendance Monitoring

Person Monitoring:	**By When/Frequency:**
Anabelle Martinez	September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will monitor attendance data bi-weekly using the EWI dashboard. Students with emerging attendance concerns will be flagged early, and grade-level teams will conduct data chats to identify root causes and develop individualized support plans.

Action Step #3
Attendance Incentive Program

Person Monitoring:	**By When/Frequency:**
Adriana Bode	September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a schoolwide attendance incentive program to recognize and reward students with improved or perfect monthly attendance. Incentives may include certificates, classroom celebrations, school store rewards, and recognition during morning announcements. Attendance data will be reviewed monthly to identify eligible students, and trends will be shared with teachers and families to encourage continued participation and improvement.

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.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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, 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 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)).

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 PreKindergarten (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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 Citrus Health. 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 ATSIor 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.

N/A

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).

N/A

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