

Miami-Dade County Public Schools

E.W.F. Stirrup Elementary School



2016-17 Schoolwide Improvement Plan

E.W.F. Stirrup Elementary School

330 NW 97TH AVE, Miami, FL 33172

<http://stirrupelementary.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	B	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for E.W.F. Stirrup Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of E.W.F. Stirrup Elementary School is to enhance oral and written language development in a polyethnic, multicultural population through varied learning experiences, enabling each student to achieve his/her maximum academic and social potential within the total educational program. Teachers, parents and community members will nurture the confidence, self-esteem, and expressive abilities necessary for students to ultimately become productive members of a global society.

b. 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 he/she may become a productive member of the community. We nurture intellectual curiosity, collaborative critical thinking and effective communication. Instruction is aimed at supporting each student's 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.

2. School Environment

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

The Community Liaison Specialist creates a series of informative parent workshops throughout the school year to facilitate a better understanding of the school environment and the challenges that students will be facing. The school also hosts a Literacy Night in which parents, teachers and students come together to enjoy a theatrical play performed by students.

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

Students are encouraged to seek help/support from their teachers and staff, should they feel intimidated by another student. Students receive age-appropriate skill acquisition through character education, social-emotional learning and standard-based instruction. Before and after school music programs are offered to the students who wish to participate. The aftercare also provides parents a safe environment for students to play recreational activities, home learning assistance and enriching their learning through computer based programs. Community based resources are available for the families who are in need of help and support.

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

Students are expected to follow school and classroom rules as explained in the Student Code of Conduct. As a result of acting against these rules the consequences are as follows: teacher has a

phone conference/ parent teacher conference at the school, counselor meets with the student and/or teacher, administration meets with student, teacher and parents.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school counselor provides academic counseling for students who are Tier I, II and III. The counselor provides counseling for behavior concerns in order to give the student strategies they may use to reach the conduct desired. The school also provides parents and students with outside resources to continue academic and behavior counseling outside of the school setting and additional counseling is provided by outside sources to students who are in need of therapy.

3. Early Warning Systems

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

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

The early warning system showed a total of one hundred eighty-nine (189) students in grades K-5 testing at a Level 1 or 2 on a statewide assessment. Sixty-two (62) students in Grade 5 ,received a Level 1 or 2 on statewide assessments. Students exhibiting two or more indicators totaled one hundred three (103). There was a total of seventeen (17) students whose attendance was below 90 percent in grades K-5.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	5	6	1	3	1	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	5	5	9	9	8	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	8	29	28	13	49	62	0	0	0	0	0	0	0	189

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	6	9	14	13	24	37	0	0	0	0	0	0	0	103

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

The following strategies will be implemented to improve students' performance as identified by the early warning system; provide i-Ready,Imagine Learning, pull out intervention, WonderWorks,and Accelerated Reader. Title III funds will provide funding for before school, after-school and/or Saturday Academy in the areas of Language Arts and Reading.

Pull out intervention, Saturday Academy, Pacing Guides, Year-at-a Glance and McGraw Hill will be implemented to improve and prepare students for the Florida Standards Assessment (FSA) in

Writing.

The following strategies will be implemented to improve student performance as identified by the early warning system; provide i-Ready, Gizmos, pull out intervention, River Deep, and Reflex Math. Title III funds will provide funding for before school, after-school and Saturday Academy in the area of Mathematics

Gizmos, the Scientific Method, a Science Fair and Discovery Education will be implemented to improve students performance in Science. A Robotics and SECME club/competition teams will be established for enrichment in grades 3-5. Science Speed bags will also be used in the fifth grade as a supplement to the curriculum.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

"SEE TITLE I PIP"

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Simon, Naomi	Principal
Stanfield, Griselda	Assistant Principal
Cabrera, Dawn	Instructional Coach
Martinez, Anabelle	Assistant Principal
Cuadra, Silena	SAC Member

b. Duties

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

The members of the Leadership Team are as follows:

Dr. M. Hernandez, Principal

Ms. G. Stanfield, Assistant Principal

Ms. Sandra Moise, Assistant Principal

Grade Level Chairpersons: Pre-K/K Ms. G. Molina, First grade Ms. P Walton, Second grade Ms. E. Reveron, Third grade Ms. M. Crespo, Fourth grade Ms. S. Sessions, Fifth grade Ms. O. Vila, Special Areas Ms. M. Ramos, Bilingual Ms. Laura Rojas, Counselor Ms. A. Diaz

The roles and responsibility of the administration is to facilitate knowledge of school-wide data and concerns to the rest of the team so that discussions may occur that will result in problem solving and strategies to improve school-wide scores and issues. The roles and responsibility of the Reading Coach is to keep the team abreast of any new information needed to implement in the curriculum so that our students can succeed. The roles and responsibility of the Grade Level Chairpersons are to deliver the information, strategies and data acquired in the meeting with their grade level colleagues and assure that it is understood and implemented.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The following steps will be considered by the school's Leadership Team to address how we can utilize the Multi-tiered System of Support (MTSS) process to enhance data collection, data analysis, problem solving, differentiated instruction, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention (RTI) problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Title I, Part A

At E.W.F. Stirrup Elementary, services are provided to ensure students requiring additional remediation are assisted through after-school programs, such as ENLACE (ENgaging LATino Communities for Education) and before and/or after school tutoring. The District coordinates with Title II and Title III to ensure staff development needs are provided. Reading coach develops, leads, and

evaluates school core content standards/programs; identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school-wide program includes an extensive parental program and supplemental educational services.

Title I, Part C- Migrant

E.W.F. Stirrup provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL, ESE
- training and substitute release time for the Professional Development Liaisons (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well a Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide; tutorial programs, professional development on best practices for ESOL and content area teachers, reading and supplementary materials, hardware and software for the development of language and literacy skills in reading, mathematics, and science.

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' Board approved the School Board Policy 5111.01 titled, Homeless Students. The Board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento

Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. Violence Prevention Programs, Drug Abuse Resistance Education (DARE) school program addresses violence and drug prevention.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Parental

E.W.F. Stirrup will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services. Increase parental engagement/involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. In addition, Title I schools must complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mary Mellon	Teacher
Janel Luciani	Teacher
Mattie Ramos	Teacher
Gail Jenkins	Teacher
Yvette Mestre	Teacher
Edna Reveron	Teacher
Dr. M. Hernandez	Principal
Sheryl Henderson	Teacher
Sonia Diaz	Parent
Gabriela Morales	Parent
Juan Borges	Business/Community
Javid Mortazavi, MBA	Business/Community
Christy Gutierrez	Student
Jorge Valdez	Parent
Maricruz Gonzalez	Parent
Yenneirys Gonzalez	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Educational Excellence School Advisory Council (EESAC) Committee conducts a mid-year review of the implementation of the current School Improvement Plan (SIP) in order to assess where resources need to be targeted for the remainder of the school year. Additionally, a progress assessment meeting is scheduled at the end of the school year. At this meeting, the EESAC makes a presentation of findings. Included in this presentation are data elements that identify the Barriers that stand in the way of the school achieving its goals. These results provide guidance for the future direction of the school and are included, as appropriate, as goals and strategies in next year's SIP.

Recommendations from faculty members at E.W.F. Stirrup Elementary reviewed the status of the SIP goals and strategies and will collaborate with the EESAC to determine how student achievement will be addressed the following year.

b. Development of this school improvement plan

Educational Excellence School Advisory Council (EESAC) assists in creating, monitoring and implementing the SIP with all stakeholders. E.W.F. Stirrup Elementary School's administrative Leadership Team and faculty members collaborate with SAC members in order to implement an Action Plan that will address strategies necessary for the achievement of goals throughout the present school year.

c. Preparation of the school's annual budget and plan

The EESAC approves the monies allocated by the state for materials, equipment and/or tutoring that will enhance students academic performance and address the specific needs of the students. The EESAC recommends parent workshops, which are conducted at the school site. They also recommend school-wide staff development in the areas of Reading, Writing, Mathematics and

Science.

The EESAC has the opportunity to provide books, computer software and supplies; which will enhance the Reading, Writing, Mathematics, and Science programs.

The EESAC reviews and considers the use of funds to upgrade and enhance existing technology in order to complement instructional activities across every academic area (ie. Promethean Boards, SMART Boards).

The EESAC recommends for funds to be appropriated for additional staff as needed.

The EESAC recommends the continued support of The Children's Trust ENLACE MIAMI grant by disseminating information to parents and the community about services provided by these partners.

The EESAC recommends that all students be informed of the new Student Code of Conduct and that assemblies be conducted to reinforce VALUES MATTER.

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

The EESAC funded Saturday Academy to enrich and remediate student learning to ensure success on the Florida Standards Assessment (FSA).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Simon, Naomi	Principal
Cabrera, Dawn	Instructional Coach
Martinez, Anabelle	Assistant Principal
Stanfield, Griselda	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team(LLT) is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The Reading Coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP). The Reading Coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, analyzing data; and providing professional development.

D. Public and Collaborative Teaching

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

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

The administration has encouraged and provided common planning times so that teachers may have positive working relationships through collaborative planning and instruction. The teachers have the opportunity to discuss District pacing guides and activities, strategies for success on the FSA assessments, and implementation of activities acquired through Professional Development.

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

- Place university education students with Clinical Supervision Certified teachers to complete observation hours (Administration).
- Place interns with Clinical Supervision Certified teachers to complete internships (Administration).
- Provide leadership roles and supplements to teachers (Administration).

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

The Reading Coach provides support and mentoring activities for teachers through the MINT program. She guides the teacher in the development of activities to differentiate lessons for appropriate delivery according to the needs of her students.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional programs and materials are aligned to Florida's Standards by following the District's pacing guides. The District's pacing guides are aligned to the Florida Standards and provide support and activities for students to reach mastery.

b. Instructional Strategies

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

Data gathered from District assessments, such as Reading, Writing, Mathematics and Science Interims, will provide teachers and administration with more information about the individual student. Students will be able to be placed in groups for tutoring or enrichment based on their current knowledge and mastery of specific standards. The teacher will be able to work with the students in small groups, so those students having difficulty attaining the proficient level on state assessments will have the support they need and those with an advanced level will continue to make gains.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 720

Students will receive assistance with homework and access to educational technology programs such as Imagine Learning, Reading Plus, i-Ready, Reflex Math and online access to their reading and math textbooks.

Strategy Rationale

The after school care activity leaders will provide support to the students attending the program on a daily basis in the areas of home learning and computer-based reading and mathematics.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Simon, Naomi, pr5381@dadeschools.net

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

Attendance sheets, Reading Plus Reports, i-Ready Reports, Imagine Learning Reports

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

At E.W.F. Stirrup Elementary School, Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. All Pre-Kindergarten and Kindergarten students are assessed prior to entering the Pre-Kindergarten program. The students are given the Oral Language Proficiency Scale (OLPS) by the ELL Department Chair. During the school year Kindergarten students' print/letter knowledge and level of phonological awareness/processing will be determined by the Florida Assessments of Instruction in Reading (FAIR). Data from the FAIR will be used to plan for instruction and to determine the need for interventions. The FAIR will be administered three times a year for progress monitoring. Parents of entering Pre-Kindergarten and Kindergarten students attended an orientation meeting prior to the opening of schools. Entering Pre-Kindergarten and Kindergarten students have the opportunity of visiting the classroom and meeting the teacher for the upcoming school year.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The areas of strength as identified by the last Diagnostic Assessment of the i-Ready was in the area of Mathematics , showing 20% of the students in the school on grade level or above and in Reading, 32% of the students are on grade level or above.

The areas of weakness as identified by the last Diagnostic Assessment of the i-Ready was in the area of Reading, showing 68% of the students falling under Tier II or Tier III and in mathematics 80% of the students falling under Tier II or Tier III.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

After the review of of the data acquired from the i-Ready Diagnostic Assessment, the EESAC and the Leadership Team identified the root cause for the areas of need. The demographics of the school, a high

population of ESL students and transient students, were identified as being the root causes for the areas of need.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Parental Involvement: "SEE PIP"
- G2.** Increase the number of students participating in STEM-related project-based learning activities in order to become a 21st Century School.
- G3.** Identify at risk students to provide support and intervention to increase student achievement.
- G4.** To increase student achievement by increasing rigor of core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Parental Involvement: "SEE PIP" **1a**

 **G088191**

Targets Supported **1b**

Indicator	Annual Target
District Parent Survey	

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

.

G2. Increase the number of students participating in STEM-related project-based learning activities in order to become a 21st Century School. 1a

G088192

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Limited participation in project-based learning activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Elementary Science Fair, STEM Fair, SECME COMPETITION, VEX IQ, SECME/Robotics Club, TEAM Fairchild Challenge, Green Team, C-Palms, and Gizmos

Plan to Monitor Progress Toward G2. 8

Project-based learning sign in sheets, results of formative assessments, completed projects and Labs.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Project-based learning sign in sheets, results of formative assessments, completed projects and Labs.

G3. Identify at risk students to provide support and intervention to increase student achievement. 1a

G088193

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	

Targeted Barriers to Achieving the Goal 3

- Parents lack of information and support to address the needs of at risk students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Guidance counselor, school social worker, classroom teachers, school psychologist, Community Involvement Specialist (CIS), Monthly Parent Academy, monthly rewards, and Health Connect in Our Schools.

Plan to Monitor Progress Toward G3. 8

Monitoring District Yearly Attendance for trend in increasing attendance.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

District Yearly Attendance Report data

G4. To increase student achievement by increasing rigor of core instruction in all content areas. 1a

G088194

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	

Targeted Barriers to Achieving the Goal 3

- Lack of instructional rigor and higher order thinking skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready, Reading Plus, Accelerated Reader, pull out interventions, WONDERWorks; Title III Funds to provide before, after-school and Saturday Academy

Plan to Monitor Progress Toward G4. 8

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Griselda Stanfield

Schedule

Monthly, from 8/22/2016 to 11/18/2016

Evidence of Completion

Follow up activity, District sign in sheets, registration and data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. Increase the number of students participating in STEM-related project-based learning activities in order to become a 21st Century School. **1**

 G088192

G2.B1 Limited participation in project-based learning activities. **2**

 B234517

G2.B1.S1 Increase student participation in STEM related project-based learning activities. **4**

 S247246

Strategy Rationale

Include all students, especially those not in STEAM classes.

Action Step 1 **5**

Increase of student participation in project-based learning activities.

Person Responsible

Anabelle Martinez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Project-based learning, sign in sheets, results of formative assessments, completed projects and Labs.

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

Increase of student participation in project-based learning activities.

Person Responsible

Anabelle Martinez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Project-based learning sign in sheets, results of formative assessments, completed projects and Labs.

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

Increase of student participation in project-based learning activities.

Person Responsible

Anabelle Martinez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Project-based learning sign in sheets, results of formative assessments, completed projects and Essential labs.

G3. Identify at risk students to provide support and intervention to increase student achievement. 1

G088193

G3.B1 Parents lack of information and support to address the needs of at risk students. 2

B234518

G3.B1.S1 Monthly parent meetings will be used as an informative session to help reduce this barrier. 4

S247247

Strategy Rationale

Action Step 1 5

Monitoring District Yearly Attendance for trend in increasing attendance.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

District Yearly Attendance reports data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring District Yearly Attendance for trend in increasing attendance.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

District Yearly Attendance report data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring District Yearly Attendance for trend in increasing attendance.

Person Responsible

Anabelle Martinez


Schedule

Monthly, from 8/22/2016 to 6/4/2017

Evidence of Completion

District Yearly Attendance Report Data

G4. To increase student achievement by increasing rigor of core instruction in all content areas. 1

 G088194

G4.B1 Lack of instructional rigor and higher order thinking skills 2

 B234519

G4.B1.S1 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Reading and Language Arts. 4

 S247248

Strategy Rationale

Action Step 1 5

Provide a common planning time for intermediate teachers (Grades 3-5), Primary teacher (K -2) will continue to engage in their common planning schedule.

Person Responsible

Griselda Stanfield

Schedule

Weekly, from 8/22/2016 to 9/23/2016

Evidence of Completion

Sign in sheet, minutes and agenda

Action Step 2 5

Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.

Person Responsible

Griselda Stanfield

Schedule

Monthly, from 8/22/2016 to 12/23/2016

Evidence of Completion

Lesson Plans, Classroom Walk Throughs, Student Generated Work, Data

Action Step 3 5

Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement.

Person Responsible

Griselda Stanfield

Schedule

On 12/23/2016

Evidence of Completion

Registration, Agenda, Sign in sheet, Professional Development Action Plan

Action Step 4 5

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Griselda Stanfield

Schedule

Monthly, from 8/22/2016 to 12/23/2016

Evidence of Completion

Follow up activity, District sign in sheets, registration

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

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Griselda Stanfield

Schedule

Monthly, from 8/22/2016 to 12/16/2016

Evidence of Completion

Follow up activity, District sign in sheets, registration

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

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Griselda Stanfield

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activity, District sign in sheets, registration, data

G4.B1.S2 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Mathematics **4**

 S247249

Strategy Rationale

Action Step 1 **5**

Provide a common planning time for intermediate teachers (Grades 3-5) Primary teachers (K -2) will continue to engage in their common planning schedule.

Person Responsible

Naomi Simon

Schedule

On 9/23/2016

Evidence of Completion

Sign-in sheets, minutes and agendas

Action Step 2 **5**

Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.

Person Responsible

Naomi Simon

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Classroom Walk Throughs, Student Generated work, and Data

Action Step 3 5

Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement. Provide Professional development on effective differentiated instruction in mathematics.

Person Responsible

Naomi Simon

Schedule

On 6/2/2017

Evidence of Completion

Registration, Agenda, Sign in sheet, Professional Development Action Plan

Action Step 4 5

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Naomi Simon

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activity, District sign in sheets, registration

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Naomi Simon

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activity, District sign in sheets, registration, and data

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Naomi Simon

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activity, District sign in sheets, registration and data

G4.B1.S3 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Science **4**

 S247250

Strategy Rationale

Action Step 1 **5**

Provide a common planning time for intermediate teachers (Grades 3-5) Primary teachers (K -2) will continue to engage in their common planning schedule.

Person Responsible

Anabelle Martinez

Schedule

On 9/23/2016

Evidence of Completion

Sign in sheets, minutes and agendas

Action Step 2 **5**

Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Classroom Walk Throughs, Student Generated Work, Data, Science Journals

Action Step 3 5

Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement.

Person Responsible

Anabelle Martinez

Schedule

On 12/23/2016

Evidence of Completion

Registration, Agenda, Sign in sheet, Professional Development Action Plan

Action Step 4 5

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activity, District sign in sheets, registration

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activity, District sign in sheets, registration and data

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activity, District sign in sheets, registration and data

G4.B1.S4 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Writing **4**

 S247251

Strategy Rationale

Action Step 1 **5**

Provide a common planning time for intermediate teachers (Grades 3-5), Primary teacher (K -2) will continue to engage in their common planning schedule.

Person Responsible

Griselda Stanfield

Schedule

On 9/23/2016

Evidence of Completion

Sign in sheets, minutes and agenda

Action Step 2 **5**

Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.

Person Responsible

Griselda Stanfield

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom walk throughs, student generated work, and data

Action Step 3 5

Provide professional development on the effective use of academic writing as a part of an instructional framework to support students in the production of a more coherent writing about text; by analyzing, interpreting and evaluating text.

Person Responsible

Griselda Stanfield

Schedule

On 1/27/2017

Evidence of Completion

Registration, Agendas, Sign in sheets, and Professional Development Action Plan

Action Step 4 5

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Griselda Stanfield

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Follow up activities, District sign in sheets, and registration

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Griselda Stanfield

Schedule

On 6/2/2017

Evidence of Completion

Follow up activities, District sign in sheets, registration and data

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.

Person Responsible

Griselda Stanfield



















Schedule

On 6/2/2017
















Evidence of Completion

Follow up activity, District sign in sheets, registration and data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G4.B1.S1.A1  A321840	Provide a common planning time for intermediate teachers (Grades 3-5), Primary teacher (K -2) will...	Stanfield, Griselda	8/22/2016	Sign in sheet, minutes and agenda	9/23/2016 weekly
G4.B1.S2.A1  A321844	Provide a common planning time for intermediate teachers (Grades 3-5) Primary teachers (K -2) will...	Simon, Naomi	8/22/2016	Sign-in sheets, minutes and agendas	9/23/2016 one-time
G4.B1.S3.A1  A321848	Provide a common planning time for intermediate teachers (Grades 3-5) Primary teachers (K -2) will...	Martinez, Anabelle	8/22/2016	Sign in sheets, minutes and agendas	9/23/2016 one-time
G4.B1.S4.A1  A321852	Provide a common planning time for intermediate teachers (Grades 3-5), Primary teacher (K -2) will...	Stanfield, Griselda	8/22/2016	Sign in sheets, minutes and agenda	9/23/2016 one-time
G4.MA1  M334978	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Stanfield, Griselda	8/22/2016	Follow up activity, District sign in sheets, registration and data	11/18/2016 monthly
G4.B1.S1.MA1  M334971	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Stanfield, Griselda	8/22/2016	Follow up activity, District sign in sheets, registration	12/16/2016 monthly
G4.B1.S1.A2  A321841	Teachers will meet and have collaborative conversations as an instructional framework to encourage...	Stanfield, Griselda	8/22/2016	Lesson Plans, Classroom Walk Throughs, Student Generated Work, Data	12/23/2016 monthly
G4.B1.S1.A3  A321842	Provide professional development on the effective use of technology to increase higher order...	Stanfield, Griselda	8/22/2016	Registration, Agenda, Sign in sheet, Professional Development Action Plan	12/23/2016 one-time
G4.B1.S1.A4  A321843	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Stanfield, Griselda	8/22/2016	Follow up activity, District sign in sheets, registration	12/23/2016 monthly
G4.B1.S3.A3  A321850	Provide professional development on the effective use of technology to increase higher order...	Martinez, Anabelle	8/22/2016	Registration, Agenda, Sign in sheet, Professional Development Action Plan	12/23/2016 one-time
G4.B1.S4.A3  A321854	Provide professional development on the effective use of academic writing as a part of an...	Stanfield, Griselda	8/22/2016	Registration, Agendas, Sign in sheets, and Professional Development Action Plan	1/27/2017 one-time
G2.MA1  M334966	Project-based learning sign in sheets, results of formative assessments, completed projects and...	Martinez, Anabelle	8/29/2016	Project-based learning sign in sheets, results of formative assessments, completed projects and Labs.	5/26/2017 monthly
G4.B1.S1.MA1  M334970	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Stanfield, Griselda	8/22/2016	Follow up activity, District sign in sheets, registration, data	6/2/2017 monthly
G4.B1.S2.MA1  M334972	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Simon, Naomi	8/22/2016	Follow up activity, District sign in sheets, registration and data	6/2/2017 monthly
G4.B1.S2.MA1  M334973	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Simon, Naomi	8/22/2016	Follow up activity, District sign in sheets, registration, and data	6/2/2017 monthly
G4.B1.S2.A2  A321845	Teachers will meet and have collaborative conversations as an instructional framework to encourage...	Simon, Naomi	8/22/2016	Lesson Plans, Classroom Walk Throughs, Student Generated work, and Data	6/2/2017 monthly
G4.B1.S2.A3  A321846	Provide professional development on the effective use of technology to increase higher order...	Simon, Naomi	8/22/2016	Registration, Agenda, Sign in sheet, Professional Development Action Plan	6/2/2017 one-time
G4.B1.S2.A4  A321847	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Simon, Naomi	8/22/2016	Follow up activity, District sign in sheets, registration	6/2/2017 monthly

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E.W.F. Stirrup Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S3.MA1  M334974	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Martinez, Anabelle	8/22/2016	Follow up activity, District sign in sheets, registration and data	6/2/2017 monthly
G4.B1.S3.MA1  M334975	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Martinez, Anabelle	8/22/2016	Follow up activity, District sign in sheets, registration and data	6/2/2017 monthly
G4.B1.S3.A2  A321849	Teachers will meet and have collaborative conversations as an instructional framework to encourage...	Martinez, Anabelle	8/22/2016	Lesson Plans, Classroom Walk Throughs, Student Generated Work, Data, Science Journals	6/2/2017 monthly
G4.B1.S3.A4  A321851	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Martinez, Anabelle	8/22/2016	Follow up activity, District sign in sheets, registration	6/2/2017 monthly
G4.B1.S4.MA1  M334976	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Stanfield, Griselda	8/22/2016	Follow up activity, District sign in sheets, registration and data	6/2/2017 one-time
G4.B1.S4.MA1  M334977	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Stanfield, Griselda	8/22/2016	Follow up activities, District sign in sheets, registration and data	6/2/2017 one-time
G4.B1.S4.A2  A321853	Teachers will meet and have collaborative conversations as an instructional framework to encourage...	Stanfield, Griselda	8/22/2016	Lesson plans, classroom walk throughs, student generated work, and data	6/2/2017 monthly
G4.B1.S4.A4  A321855	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk...	Stanfield, Griselda	8/22/2016	Follow up activities, District sign in sheets, and registration	6/2/2017 quarterly
G3.B1.S1.MA1  M334967	Monitoring District Yearly Attendance for trend in increasing attendance.	Martinez, Anabelle	8/22/2016	District Yearly Attendance Report Data	6/4/2017 monthly
G3.MA1  M334969	Monitoring District Yearly Attendance for trend in increasing attendance.	Martinez, Anabelle	8/22/2016	District Yearly Attendance Report data	6/8/2017 monthly
G2.B1.S1.MA1  M334964	Increase of student participation in project-based learning activities.	Martinez, Anabelle	8/22/2016	Project-based learning sign in sheets, results of formative assessments, completed projects and Essential labs.	6/8/2017 quarterly
G2.B1.S1.MA1  M334965	Increase of student participation in project-based learning activities.	Martinez, Anabelle	8/22/2016	Project-based learning sign in sheets, results of formative assessments, completed projects and Labs.	6/8/2017 quarterly
G2.B1.S1.A1  A321838	Increase of student participation in project-based learning activities.	Martinez, Anabelle	8/22/2016	Project-based learning, sign in sheets, results of formative assessments, completed projects and Labs.	6/8/2017 quarterly
G3.B1.S1.MA1  M334968	Monitoring District Yearly Attendance for trend in increasing attendance.	Martinez, Anabelle	8/22/2016	District Yearly Attendance report data	6/8/2017 monthly
G3.B1.S1.A1  A321839	Monitoring District Yearly Attendance for trend in increasing attendance.	Martinez, Anabelle	8/22/2016	District Yearly Attendance reports data	6/8/2017 monthly

V. Professional Development Opportunities

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

G4. To increase student achievement by increasing rigor of core instruction in all content areas.

G4.B1 Lack of instructional rigor and higher order thinking skills

G4.B1.S1 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Reading and Language Arts.

PD Opportunity 1

Provide a common planning time for intermediate teachers (Grades 3-5), Primary teacher (K -2) will continue to engage in their common planning schedule.

Facilitator

Dawn Thompson Cabrera

Participants

Teachers K-5

Schedule

Weekly, from 8/22/2016 to 9/23/2016

PD Opportunity 2

Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.

Facilitator

Dawn Thompson Cabrera

Participants

Teachers K-5

Schedule

Monthly, from 8/22/2016 to 12/23/2016

PD Opportunity 3

Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement.

Facilitator

Dawn Thompson Cabrera

Participants

Teachers K-5

Schedule

On 12/23/2016

G4.B1.S2 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Mathematics

PD Opportunity 1

Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement. Provide Professional development on effective differentiated instruction in mathematics.

Facilitator

Dawn Thompson Cabrera

Participants

Schedule

On 6/2/2017

G4.B1.S3 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Science

PD Opportunity 1

Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement.

Facilitator

Science Liaison and STEAM Liaison

Participants

Teachers K-5

Schedule

On 12/23/2016

G4.B1.S4 Provide common planning time in order to assist teachers in implementing a variety of higher-order thinking and questioning strategies to increase rigor in Writing

PD Opportunity 1

Provide professional development on the effective use of academic writing as a part of an instructional framework to support students in the production of a more coherent writing about text; by analyzing, interpreting and evaluating text.

Facilitator

Dawn Thompson Cabrera

Participants

Teachers K-5

Schedule

On 1/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	Increase of student participation in project-based learning activities.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	5381 - E.W.F. Stirrup Elementary School	Title I, Part A		\$2,000.00
			Notes: STEM Based Project Materials			
2	G3.B1.S1.A1	Monitoring District Yearly Attendance for trend in increasing attendance.				\$0.00
3	G4.B1.S1.A1	Provide a common planning time for intermediate teachers (Grades 3-5), Primary teacher (K -2) will continue to engage in their common planning schedule.				\$0.00
4	G4.B1.S1.A2	Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.				\$0.00
5	G4.B1.S1.A3	Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement.				\$0.00
6	G4.B1.S1.A4	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.				\$0.00
7	G4.B1.S2.A1	Provide a common planning time for intermediate teachers (Grades 3-5) Primary teachers (K -2) will continue to engage in their common planning schedule.				\$0.00
8	G4.B1.S2.A2	Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.				\$0.00
9	G4.B1.S2.A3	Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement. Provide Professional development on effective differentiated instruction in mathematics.				\$0.00
10	G4.B1.S2.A4	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.				\$0.00
11	G4.B1.S3.A1	Provide a common planning time for intermediate teachers (Grades 3-5) Primary teachers (K -2) will continue to engage in their common planning schedule.				\$0.00
12	G4.B1.S3.A2	Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.				\$0.00
13	G4.B1.S3.A3	Provide professional development on the effective use of technology to increase higher order thinking skills, rigor and improve student achievement.				\$0.00

14	G4.B1.S3.A4	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.	\$0.00
15	G4.B1.S4.A1	Provide a common planning time for intermediate teachers (Grades 3-5), Primary teacher (K -2) will continue to engage in their common planning schedule.	\$0.00
16	G4.B1.S4.A2	Teachers will meet and have collaborative conversations as an instructional framework to encourage the exchange of ideas of Best Practices to increase rigor in order to reach their performance task.	\$0.00
17	G4.B1.S4.A3	Provide professional development on the effective use of academic writing as a part of an instructional framework to support students in the production of a more coherent writing about text; by analyzing, interpreting and evaluating text.	\$0.00
18	G4.B1.S4.A4	Administrators will look for teachers to be engaged in collaborative conversations, conduct walk throughs for evidence of implementation, and review their follow up activities.	\$0.00
Total:			\$2,000.00