E.W.F. Stirrup Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	C*	B

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for E.W.F. Stirrup Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 the oral and written language development in a multicultural population through varied learning experiences, enabling each student to achieve his/her maximum 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 citizens.

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 Involvement 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. E.W.F. Stirrup Elementary School is also a STEAM Designated Silver School. Through this effort students have been able to enter district approved competitions and participate in Science, Math, Engineering, Arts and Technology showcases where they can share their hard work with other students and their parents.

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 thirty-six(136) students in grades K-5 testing at a Level 1 or 2 on a statewide assessment. Forty-four (44) students in Grade 4, received a Level 1 or 2 on statewide assessments. Students exhibiting two or more indicators totaled one hundred twenty-two(122).

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	2	11	6	6	20	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	2	9	24	19	44	38	0	0	0	0	0	0	0	136

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	4	4	25	5	42	42	0	0	0	0	0	0	0	122

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, MyOn and Accelerated Reader. Title III funds will provide funding for before school, after-school and/or Saturday Academy in the areas of Language Arts, Reading and Math.

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, MyOn 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 continue this school year for enrichment in grades 3-5. Science Speed bags from J&J Boot Camp 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

EWF Stirrup Elementary School will use its Title I Parent and Family Engagement Policy to build 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.

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

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
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- 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.

Ms. Sandra Moise, Assistant Principal- 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.

Reading Coach- 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.

Grade Level Chairpersons/EESAC Chair- The roles and responsibility of the Grade Level Chairpersons , as well as the EESAC Chair, 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
Juan Borges	Business/Community
Javid Mortazavi, MBA	Business/Community
Christy Gutierrez	Student
Jorge Valdez	Parent
Yenneirys Gonzalez	Parent
Marileyda Pagarizabal	Parent
Sheynid Rojas	Parent
Luciana Medina	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 $4081.00 to implement a 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

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(IV).

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 though 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 and Midyear assessments, such as Reading, Writing, Mathematics and Science, 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 with 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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 Kindergarten Readiness Screener (FLKRS). Data from the FLKRS will be used to plan for instruction and to determine the need for interventions. The i-Ready Diagnostic Test 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.
Students in the Fifth grade are also prepared for the transition into middle school by their teachers and the school counselor.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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"Â? 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.

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.   If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096940

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	

Targeted Barriers to Achieving the Goal 3

- Students insufficient exposure of non-fiction text within content area creates a deficiency in student achievement with the core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- J & J Science Boot Camp, i-Ready, Time For Kids, Accelerated Reader, MyOn and the new Social Studies Series.

Plan to Monitor Progress Toward G1. 8

Ensuring teachers are disseminating i-Ready data in order to implement data-driven and differentiated instruction.

Person Responsible
Anabelle Martinez

Schedule
Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion
i-Ready data charts and Data Binder.

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

G1. If core instruction is increased in all content areas, then student achievement will improve. 1

🔑 G096940

G1.B1 Students insufficient exposure of non-fiction text within content area creates a deficiency in student achievement with the core instruction. 2

🔑 B260785

G1.B1.S1 The use of J & J Science Boot Camp series to enrich the Science curriculum will expose students to non-fiction text more often. 4

🔑 S276161

Strategy Rationale

Standards and Big Ideas are explained in non-fiction as well as fiction text within this series to give the reader a better understanding of the topic.

Action Step 1 5

Conduct a survey to all faculty to determine professional development needs.

Person Responsible

Naomi Simon

Schedule

On 10/27/2017

Evidence of Completion

Collect survey sent to faculty concerning professional development needs

Action Step 2 5

Provide professional development based on the needs assessment.

Person Responsible

Naomi Simon

Schedule

On 5/25/2018

Evidence of Completion

Collect survey sent to faculty concerning professional development needs

Action Step 3 5

Classroom walkthroughs will be conducted on an on-going basis.

Person Responsible

Naomi Simon

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student work folders, interactive notebooks, teacher lesson plans and data binders.

Action Step 4 5

Attend grade level meeting to assure that professional development best practices are shared and implemented.

Person Responsible

Anabelle Martinez

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, follow-up activities, grade level agendas and minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor sign-in sheets, grade level meeting minutes, professional development attendance and data.

Person Responsible

Naomi Simon

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Data chats will be conducted with individual classroom teachers three times a year to discuss progress monitoring and determine student needs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Conduct monthly Leadership Team meetings to discuss effectiveness of strategies being used.

Person Responsible

Naomi Simon

Schedule

On 5/25/2018

Evidence of Completion

Leadership Team meeting agenda and sign-in sheets.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 🔑 A371687	Conduct a survey to all faculty to determine professional development needs.	Simon, Naomi	8/21/2017	Collect survey sent to faculty concerning professional development needs	10/27/2017 one-time
G1.B1.S1.MA1 🔑 M399927	Conduct monthly Leadership Team meetings to discuss effectiveness of strategies being used.	Simon, Naomi	8/21/2017	Leadership Team meeting agenda and sign-in sheets.	5/25/2018 one-time
G1.B1.S1.MA1 🔑 M399928	Monitor sign-in sheets, grade level meeting minutes, professional development attendance and data.	Simon, Naomi	8/21/2017	Data chats will be conducted with individual classroom teachers three times a year to discuss progress monitoring and determine student needs.	5/25/2018 biweekly
G1.B1.S1.A2 🔑 A371688	Provide professional development based on the needs assessment.	Simon, Naomi	8/21/2017	Collect survey sent to faculty concerning professional development needs	5/25/2018 one-time
G1.B1.S1.A3 🔑 A371689	Classroom walkthroughs will be conducted on an on-going basis.	Simon, Naomi	8/21/2017	Student work folders, interactive notebooks, teacher lesson plans and data binders.	5/31/2018 weekly
G1.B1.S1.A4 🔑 A371690	Attend grade level meeting to assure that professional development best practices are shared and...	Martinez, Anabelle	8/21/2017	Sign-in sheets, follow-up activities, grade level agendas and minutes.	5/31/2018 monthly
G1.MA1 🔑 M399929	Ensuring teachers are disseminating i-Ready data in order to implement data-driven and...	Martinez, Anabelle	8/21/2017	i-Ready data charts and Data Binder.	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Students insufficient exposure of non-fiction text within content area creates a deficiency in student achievement with the core instruction.

G1.B1.S1 The use of J & J Science Boot Camp series to enrich the Science curriculum will expose students to non-fiction text more often.

PD Opportunity 1

Provide professional development based on the needs assessment.

Facilitator

Dawn Cabrera

Participants

All Faculty

Schedule

On 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct a survey to all faculty to determine professional development needs.	$0.00
2	G1.B1.S1.A2	Provide professional development based on the needs assessment.	$0.00
3	G1.B1.S1.A3	Classroom walkthroughs will be conducted on an on-going basis.	$0.00
4	G1.B1.S1.A4	Attend grade level meeting to assure that professional development best practices are shared and implemented.	$0.00
		Total:	$0.00