E.W.F. Stirrup Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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E.W.F. Stirrup Elementary School

330 NW 97TH AVE, Miami, FL 33172

http://stirrupelementary.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Simon, Naomi	Principal	The roles and responsibility of the principal 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 strategies to improve school-wide scores and issues.
Bode, Adriana	Assistant Principal	The roles and responsibility of the assistant principal 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 strategies to improve school-wide scores and issues.
Martinez, Anabelle	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.
Cuadra, Silena	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.
Vindell, Maria	Teacher, K-12	The roles and responsibility of the K-12 Teacher, are to deliver the information, strategies and data acquired in the meetings with their grade level colleagues and assure that it is understood and implemented.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

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

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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

the plan, accordingly. The faculty will convene monthly to formally review ongoing progress monitoring data, action steps implementation and share ideas for additional revisions to action steps.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	6	4	2	1	2	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	3	4	9	4	9	0	0	0	29
Course failure in Math	0	3	4	9	7	8	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	7	27	39	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	5	15	18	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	20	22	43	32	45	0	0	0	166

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	3	5	9	17	20	0	0	0	56

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	7	3	7	1	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	5	4	5	7	3	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	9	6	11	6	0	0	0	34
Course failure in Math	0	1	3	5	8	6	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	4	34	14	0	0	0	52
Level 1 on statewide Math assessment	0	0	0	3	23	9	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	16	18	39	20	0	0	0	97

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	6	25	9	29	0	0	0	72

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	9	4	1	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	3	2	3	2	1	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	6	9	9	2	0	0	0	31
Course failure in Math	0	8	7	10	9	2	0	0	0	36
Level 1 on statewide ELA assessment	0	0	0	37	46	27	0	0	0	110
Level 1 on statewide Math assessment	0	0	0	21	22	12	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	31	42	44	53	41	0	0	0	231

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	4	25	24	11	0	0	0	71

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	8	3	7	1	1	0	0	0	25
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	70	60	53	71	62	56	66		
ELA Learning Gains				72			62		
ELA Lowest 25th Percentile				66			70		
Math Achievement*	85	66	59	73	58	50	66		
Math Learning Gains				73			43		
Math Lowest 25th Percentile				69			42		
Science Achievement*	76	58	54	55	64	59	54		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	66	63	59	69			66		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	63			
ELL	74			
AMI				
ASN				
BLK				
HSP	74			
MUL				
PAC				
WHT				
FRL	72			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	66			
AMI				
ASN	85			
BLK				
HSP	68			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	68			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	70			85			76					66
SWD	53			67			80				5	63
ELL	67			83			78				5	66
AMI												
ASN												
BLK												
HSP	70			85			75				5	66
MUL												
PAC												
WHT												
FRL	72			84			74				5	61

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	71	72	66	73	73	69	55					69
SWD	41	56	57	48	62	50	26					64
ELL	66	63	58	73	74	76	50					69
AMI												
ASN	80			90								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	71	72	65	72	72	69	54					69
MUL												
PAC												
WHT												
FRL	69	71	69	71	74	69	49					68

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	66	62	70	66	43	42	54					66
SWD	34	50	73	37	22	29	25					52
ELL	65	63	68	65	43	43	50					66
AMI												
ASN	77			85								
BLK												
HSP	66	60	69	64	40	42	52					66
MUL												
PAC												
WHT												
FRL	65	60	63	62	39	38	53					66

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	56%	1%	54%	3%
04	2023 - Spring	54%	58%	-4%	58%	-4%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	51%	52%	-1%	50%	1%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	67%	63%	4%	59%	8%
04	2023 - Spring	72%	64%	8%	61%	11%
05	2023 - Spring	79%	58%	21%	55%	24%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	61%	50%	11%	51%	10%

III. Planning for Improvement

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

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

The results of the 2023 FAST ELA PM3 data indicate that 54% of students in Grades 3-5 demonstrated proficiency (Level 3 or above). Our school STAR Reading data indicates that only 49.5% of Grade 1 and 2 students scored at or above the minimum benchmark proficiency level which is lower than the district average of 56.2%. Our school STAR Early Literacy data indicates that only 52.6% of our Kindergarten students scored at or above the minimum benchmark proficiency level which is lower than the district average of 55.6%. The median percentile score on the STAR for our school is 41 which is significantly lower when compared to the district's median percentile (41) and other Tier 1 schools (59). iReady and SAT data indicate that students in Grades K-2 have historically demonstrated lesser proficiency. Contributing factors may be student attendance, self-contained classroom models, language acquisition and vocabulary development particularly the EL population, iReady usage and rigorous classroom instruction.

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

The results of 22-23 iReady AP2 ELA showed 23% of students scored at Tier 3 when compared to 17% of students on the 21-22 iReady AP2 ELA. The decline from the prior year can be contributed to a larger percentage of EL students who have not been in a US school for more than 2 years, as well as a decline in attendance resulting in decreased iReady usage. Additionally, the results of the 2022-2023 School climate survey indicate that 25% percent of staff responders "strongly agreed" and 43% percent "agreed"

with the statement "I feel a lack of concern/support from parents." These responses show a decrease of 59% on the same statement when compared to the 2021-2022 School Climate survey.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The results of the FAST PM3 ELA show that 40% of students in Grade 3 and 35% of students in Grade 4 scored a Level 1. This is a significant gap when compared to the state average which demonstrates that 27% of students in Grade 3 and 23% of students in Grade 4 scored a Level 1. The discrepancy in performance when comparing the school's results to the state can be attributed to the large percentage of EL students in Grades 3 and 4 who have been in a US school less than 2 years.

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

The results of the FAST PM3 Math indicate significant improvement from the 22-23 FAST PM1 Math and the 21-22 Math FSA. The results show that 87% in Grades 3-5 demonstrated proficiency (Level 3 or above). These results are significantly improved when compared to 18% proficiency on the FAST PM1 Math and 73% proficiency on the 21-22 Math FSA. Another significant area of growth was our 2023 NGSSS Science assessment in which there was a gain of 20 percentage points when compared to the 2022 assessment. Possible actions contributing to these improved results are the implementation of the Grade 3 Accelerated Math class and the scheduling of a Grade 5 "wheel" in which one teacher was responsible for 4 math classes and another teacher was responsible for 4 science classes. Departmentalization in Grades 3-5 also continues to result in improved outcomes.

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

Attendance data from the 2022-2023 school year demonstrates that 23% of students in Grades K-5 had 11 or more absences and 31% of students had 6-10 absences during the 2022-2023 school year. More significantly, 30% of students in Grades K (rising 1st graders) and Grade 2 (rising 3rd graders) had 11 or more absences. The significant percentage of "truant" students is concerning particularly as it seems to correlate to lower student performance on the state assessments.

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

1. Reducing the percentage of student absences in the primary grades
2. Improving the percentage of students demonstrating proficiency on the 2024 FAST ELA PM3 in Grade 3.
3. Improving the percentage of students "at or above benchmark" on the STAR assessment in Grades K-2.
4. Providing interventions to students demonstrating a substantial reading deficiency and additional supports to EL students in Grades 3-4.
5. Increase family engagement in order to positively impact teacher-parent relationships and school culture.

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The results of the 2023 FAST ELA PM3 data indicate that 54% of students in Grades 3-5 demonstrated proficiency (Level 3 or above). Our school STAR Reading data indicates that only 49.5% of Grade 1 and 2 students scored at or above the minimum benchmark proficiency level which is lower than the district average of 56.2%. Our school STAR Early Literacy data indicates that only 52.6% of our Kindergarten students scored at or above the minimum benchmark proficiency level which is lower than the district average of 55.6%. Our school has a large EL student population (approximately 63%) and only 49% of this subgroup achieved proficiency on the 2023 FAST ELA PM3. In grades K-2, 76% of the students are English Language Learners (ELL) (37% Level 1, 9% Level 2, 17% Level 3, 12% Level 4). In grades 3-5, 52% of the students are English Language Learners (24% Level 1, 8% Level 2, 16% Level 3, 5% Level 4). This large percentage of ELL students indicates a crucial need to utilize English Language Learners (ELL) Strategies in order to improve overall student proficiency and obtain learning gains in Grades K-5.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the targeted element of English Language Learners (ELL) Strategies, 50% of ELL students in Grades K-5 will demonstrate gains when comparing PM1 to PM 3 STAR Early Literacy (K-1), STAR Reading (1-2) and FAST ELA (3-5).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will plan with grade levels to ensure that ELL strategies are included in all lesson plans as delineated in the district's ELA/ESOL pacing guides, that the supplemental program, Imagine Learning, is implemented with fidelity and that targeted lessons are assigned to students in iReady. The PLST will provide professional development and help teachers access the ELL Resources available in Schoology that include WIDA CAN DO Descriptors, ELL Planning Checklist, ESOL Strategies Matrix, accommodations for testing and student-view/teacher-view audio recordings. Administrators will monitor the implementation of ELL strategies via walkthroughs, lesson plans, and OPMs. Data will be analyzed during Leadership Team meetings and individual data chats with teachers.

Person responsible for monitoring outcome:

Adriana Bode (msbode@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If teachers develop lessons that include ELL Strategies and ensure students utilize Imagine Learning/ iReady with fidelity our ELL students will improve English-language acquisition, vocabulary skills and reading comprehension resulting in improved performance on the state assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29 Teachers will utilize the McGraw-Hill Wonders ELL Resources with special emphasis on the Language Warm-Up routines with the use of the Newcomer Teacher's Guide, Newcomer Cards and oral language sentences frames. As a result ELL students will build oral language skills and communicate with teachers.

Person Responsible: Adriana Bode (msbode@dadeschools.net)

By When: 9/29/23

8/14-9/29 Teachers will assign Imagine Learning lessons to ESOL 1 students for a total of 60 min/weekly and iReady lessons to ESOL 2-4 for a total of 45 min/weekly and monitor progress. As a result, ELL students will build language skills resulting in learning gains on benchmark and progress monitoring assessments.

Person Responsible: Adriana Bode (msbode@dadeschools.net)

By When: 9/29/23

8/14-9/29 Administrators will conduct weekly walk-throughs utilizing the ELL Instructional Walkthrough Checklist to monitor the implementation of ELL strategies, language development and scaffolded assessments. As result, teachers will receive feedback and modify instructional practices to maximize ELL students learning gains.

Person Responsible: Naomi Simon (pr5381@dadeschools.net)

By When: 9/29/23

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The results of 22-23 iReady AP2 ELA showed 23% of students scored at Tier 3 when compared to 17% of students on the 21-22 iReady AP2 ELA. Additionally, the results of the 2023 FAST ELA PM3 show that 40% of students in Grade 3 and 35% of students in Grade 4 scored a Level 1. Approximately 25 students were retained during the 22-23 school year and 231 are demonstrating a substantial reading deficiency. Based on the 2023-2024 Reading Placement report on Power Bi, 40 students require Tier 2 interventions, and 81 students require Tier 3 interventions based on established criteria. Additionally, the results of the 2022-2023 School climate survey indicate that 18% percent of staff responders "strongly agreed" and 68% percent "agreed" with the statement "I feel students are deficient in basic academic skills." Additionally, 55% of our current 3rd grade students scored below the 50th percentile on the 2023 STAR Reading PM3 and 7% of students were previously retained in 3rd grade. These students will require significant support and Tier 2/3 interventions.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of our targeted element: Response to Intervention, the percentage of students demonstrating a substantial reading deficiency will decrease by five percentage points as measured by ongoing progress monitoring assessments and the 2024 FAST ELA PM 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will utilize the intervention decision tree to identify students showing reading deficiencies, develop an intervention schedule, assign certified interventionists, and provide support for the implementation of the intervention program. Administrators will monitor the delivery of interventions via walkthroughs, lesson plans, and OPMs. Data will be analyzed during Leadership Team meetings and individual data chats with teachers. Adjustments to intervention groups will be made based on student performance, and resources will be aligned to address student needs.

Person responsible for monitoring outcome:

Naomi Simon (pr5381@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

RtI is a structured program designed to help at-risk students make enough progress and ideally achieve comparable results to their peers. It involves screening students to see who is at risk, deciding whether supporting intervention will be given in class or out of class, using research-based teaching strategies within the chosen intervention setting, closely monitoring the progress, and adjusting the strategies being used when
enough progress is not being made.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Interventions/RtI will ensure that students are receiving explicit, systematic, and research-based quality instruction customized to meet their needs and reduce learning loss. Teachers and interventionists will continually make adjustments to their instruction through the process of ongoing progress monitoring resulting in a decrease in the number of students demonstrating a substantial reading deficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29 The Administration will be conducting walk throughs during scheduled intervention times to monitor the fidelity of program implementation as evidenced by instructional delivery, student work folders, and skills checks and assessments. As a result, there will be an increase in student achievement on the skill checks and assessments.

Person Responsible: Naomi Simon (pr5381@dadeschools.net)

By When: 9/29/23

8/14-9/29 The Intervention Liaison will attend district provided Professional Development and share updates with the staff as well as offer coaching, modeling and support to assist teachers and interventionists to implement the Reading Horizons resulting in improved student achievement on ELA progress monitoring assessments.

Person Responsible: Adriana Bode (msbode@dadeschools.net)

By When: 9/29/23

8/14-9/29 Teachers will utilize the revamped Tier 2 and Tier 3 pacing guides to ensure effective implementation of the Reading Horizons program. As a result, teachers will deliver daily lessons and assessments with fidelity and consistency resulting in improved student achievement on ELA progress monitoring assessments.

Person Responsible: Silena Cuadra (scuadra@dadeschools.net)

By When: 9/29/23

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance data from the 2022-2023 school year demonstrates that 23% of students in Grades K-5 had 11 or more absences and 31% of students had 6-10 absences during the 2022-2023 school year. More significantly, 30% of students in Grades K (rising 1st graders) and Grade 2 (rising 3rd graders) had 11 or more absences. The significant percentage of "truant" students is concerning particularly as it seems to correlate to lower student performance on the state assessments.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the targeted element of Attendance Initiatives, there will be a reduction of 5 percentage points in the number of students with 11 or more absences as shown on the Power Bi report titled SC-Attendance & EWI.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Attendance Review Committee will develop an Attendance Action Plan to monitor attendance that includes weekly meetings to review attendance data, parent contacts, home visits, ARC meetings, i3 referrals and truancy referrals. Parent workshops will be conducted to educate parents about the impact of student attendance on academic performance and the school-wide attendance policy. Grades will be monitored to ensure student grades and classroom performance is aligned to daily attendance. Incentive programs will be developed to recognize students for perfect attendance.

Person responsible for monitoring outcome:

Adriana Bode (msbode@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Developing strategic attendance initiatives, monitoring student attendance and developing incentives for students will result in improved student achievement and contribute to a positive school culture.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29 The Leadership Team will conduct parent workshops and orientations to share the school's attendance policy and help parents understand the impact of attendance on student grades and achievement. As a result, there will be a reduction in the number of students with unexcused absences.

Person Responsible: Maria Vindell (vindellm@dadeschools.net)

By When: 9/29/23

8/14-9/29 The Attendance Committee will meet weekly to monitor students' attendance in Grades K-5. They will follow an Attendance Action Plan which includes contacting parents, conducting home visits, and providing them with a list of resources that they may utilize to help understand the impact of attendance on student achievement. As a result, there will be a reduction in the percentage of students with 6 or more absences.

Person Responsible: Adriana Bode (msbode@dadeschools.net)

By When: 9/29/23

8/14-9/29 The Attendance Review Committee will develop an Attendance Action Plan that includes a monthly student incentive program (attendance challenges) to recognize students who demonstrate perfect attendance. As a result, there will be an increase in the number of students with 0 absences

Person Responsible: Naomi Simon (pr5381@dadeschools.net)

By When: 9/29/23

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The results of the 2022-2023 School climate survey indicate that 25% percent of staff responders "strongly agreed" and 43% percent "agreed" with the statement "I feel a lack of concern/support from parents." These responses show a decrease of 59% on the same statement when compared to the 2021-2022 School Climate survey. Our attendance data which indicates that 23% of students in Grades K-5 had 11 or more absences and 31% of students had 6-10 absences during the 2022-2023 school year may also be indicative of lack of parental engagement in supporting students academic growth. Additionally, Title I sign-in logs demonstrate a lack of participation from parents in DAC meetings, ARC meetings and parent workshops.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the targeted element of Family Engagement, there will be a reduction of 15 percentage points in the number of teachers indicating a lack of concern/support from parents as measured by the 23-24 School Climate survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team and Title I Community Liaison Specialist will develop a Family Engagement Plan to plan activities, parent workshops and events that foster collaborative relationships with families and help build our families' capacities for supporting students' academic growth. Parent surveys through the Title I program will be disseminated and used to develop annual activities calendar tailored to parent needs. EESAC and PTA minutes, sign-in logs and the Title I CLS monthly log will be used to monitor participation in parent workshops and school-wide activities.

Person responsible for monitoring outcome:

Adriana Bode (msbode@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Leadership Team and Title I Community Liaison Specialist will develop a Family Engagement Plan to develop activities, parent workshops and events that foster collaborative relationships with families and help build our families' capacities for supporting students' academic growth. Parent surveys through the Title I program will be disseminated and used to develop annual activities calendar tailored to parent needs. Sign-in logs and the Title I CLS monthly log will used to monitor participation in parent workshops and school-wide activities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-9/29 A Parent Resource Center will be established to support and empower parents. This will include offering information, guidance, and educational materials to help parents navigate their child to academic success. As a result, parents will become equal stakeholders in their child's education.

Person Responsible: Anabelle Martinez (amartinez3@dadeschools.net)

By When: 9/29/23

8/14-9/29 A Family Engagement Team will be developed to plan and coordinate family events and activities to promote family involvement. These will include parent-teacher conferences, family fun nights, cultural celebrations, and educational workshops. Additionally, it will enable connecting families with social services, healthcare providers, or extracurricular activities. As a result, strong partnerships will be developed that will lead to positive student achievement.

Person Responsible: Silena Cuadra (scuadra@dadeschools.net)

By When: 9/29/23

8/14-9/29 A student and parent orientation will be provided to familiarize incoming students and their parents or guardians with the educational institution, academic ,and behavior expectations. As a result, the information shared will ensure a smooth transition into the school community and school year.

Person Responsible: Maria Vindell (vindellm@dadeschools.net)

By When: 9/29/23

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Our school 2022-2023 STAR Reading data indicates that 43% of students in Kindergarten scored below the 40th percentile, 41% of students in 1st grade scored below the 40th percentile and 50% of students in 2nd grade scored below the 40th percentile. Approximately 76% of students in grades K-2 are EL students Levels 1-4 (37% Level 1, 9% Level 2, 17% Level 3, 12% Level 4). These results indicate a crucial need in the Instructional Practice of Academic Vocabulary Instruction in order to improve vocabulary development and overall student proficiency in Grades K-2.

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

Our school 2022-2023 FAST ELA data indicates that 39% of students in 3rd grade scored below a Level 3, 41% of students in 4th grade below a Level 3, 39% of students in 5th grade scored below a Level 3. Our school has a large EL student population (approximately 43%) and only 49% of this subgroup achieved proficiency on the 2023 FAST ELA PM3. Approximately 52% of students in grades 3-5 are EL students Levels 1-4 (24% Level 1, 8% Level 2, 16% Level 3, 5% Level 4). Additionally, the 2023 FAST ELA PM3 indicates that 25% of students in Grades 3-5 scored Below the Standard in "Reading Across Genres and Vocabulary."

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of the targeted element of Academic Vocabulary Instruction, there will be a decrease of 5 percentage points in the number of students in Grade 2 scoring below the 40th percentile on the 2024 STAR Reading PM3.

Grades 3-5 Measurable Outcomes

With the implementation of the targeted element of Academic Vocabulary Instruction, there will be an increase of 3 percentage points in the number of students in Grades 3-5 who demonstrate proficiency (Level 3 or higher) on the 2024 FAST ELA PM3.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will plan with grade levels to ensure that vocabulary instruction is included in all lesson plans as delineated in the district's ELA pacing guides, that the supplemental program, Wordly Wise, is implemented with fidelity and that targeted vocabulary lessons are assigned to students in iReady and Imagine Learning for EL Level 1 students. Additionally, collaborative planning in all grade levels will be monitored to ensure teachers select suggested books and diverse texts aligned to the B.E.S.T. standards (as delineated in the K-5 ELA Handbook). The PLST will provide professional

development and meet monthly with teachers to develop best practices for teaching reading across genres, vocabulary, creating interactive word walls and bulletin boards. Administrators will monitor the implementation of vocabulary lessons via walkthroughs, lesson plans, and OPMs. Data will be analyzed during Leadership Team meetings and individual data chats with teachers.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Bode, Adriana, msbode@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

If teachers develop lessons that include rigorous Academic Vocabulary Instruction all students will have improved vocabulary skills and reading comprehension resulting in improved performance on the FAST ELA

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
8/14-9/29 The PLST will conduct Professional Development session(s) to build capacity and provide best practices on the B.E.S.T standards. As a result, students will demonstrate an increase in ELA proficiency as measured by progress monitoring assessments.	Martinez, Anabelle, amartinez3@dadeschools.net
8/14-9/29 Teachers will assign targeted vocabulary lessons and closely monitor Imagine Learning & i-Ready usage and passing rate to reinforce the B.E.S.T. Standards. The required minutes will be completed during the school day with fidelity, as a result students will demonstrate learning gains as measured by ongoing progress monitoring assessments.	Bode, Adriana, msbode@dadeschools.net
8/14-9/29 Teachers will utilize the suggested books from the B.E.S.T. Literature Library during Tier 1 instruction as indicated in the ELA K-5 Handbook, as a result, students will demonstrate an increase in FAST and STAR proficiency.	Vindell, Maria, vindellm@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

School Website: Create a dedicated section on the school website where all relevant documents and information can be easily accessed. Ensure that the website is user-friendly and accessible across various devices.
Printed Materials: Develop a parent-friendly summary of the SIP, UniSIG budget, and SWP in a language that is easily understandable. Create printed materials such as brochures or newsletters and distribute them to families during school events, parent-teacher conferences, or through students' backpacks.
Parent Information Sessions: Organize information sessions or workshops specifically designed for

parents to explain the SIP, UniSIG budget, and SWP. These sessions should be held at convenient times and in English languages, if necessary, to accommodate the diverse backgrounds of parents. Parent-Teacher Association (PTA) Meetings: Collaborate with the PTA to present the SIP, UniSIG budget, and SWP during their regular meetings. This allows for direct communication and discussion with parents, providing them with the opportunity to ask questions and provide feedback.

School Newsletters: Include updates and progress reports on the SIP, UniSIG budget, and SWP in school newsletters. Make sure the information is concise, clear, and easily understandable by parents. Use visual aids, charts, and graphs whenever possible to present data in an accessible format.

Social Media Platforms: Utilize social media platforms such as Facebook, Twitter, or Instagram to share key highlights, updates, and milestones related to the SIP, UniSIG budget, and SWP. These platforms can reach a wide range of stakeholders and provide opportunities for interactive discussions.

School Assemblies or Events: During school assemblies or special events, provide brief presentations or displays highlighting the key goals, initiatives, and achievements of the SIP, UniSIG budget, and SWP. Make sure the information is visually engaging and easy to comprehend.

By implementing this plan or protocol, you can ensure effective dissemination of the SIP, UniSIG budget, and SWP to stakeholders, while also providing information in a language parents can understand. Regular updates, transparency, and opportunities for engagement will foster a collaborative environment, promoting the success of the school improvement initiatives.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Open Communication Channels: The school will provide multiple channels such as email, phone, newsletters, and a parent portal to enable easy and regular communication between parents, teachers, and staff.

Regular Parent-Teacher Conferences: The school will schedule periodic meetings between parents and teachers to discuss their child's progress, strengths, and areas for improvement, fostering collaboration and understanding.

Parent Education Programs: Workshops, seminars, and webinars will be organized to educate parents on topics such as effective study habits, parent-child communication, and understanding curriculum goals.

Parent Involvement in School Activities: Parents will be encouraged to participate in school events, fairs, associations, and volunteer opportunities, fostering a sense of belonging and strengthening the parent-school relationship.

Parent Feedback Mechanisms: The school will establish ways for parents to provide feedback through surveys or suggestion boxes, demonstrating a commitment to improvement and valuing parent input.

Community Partnerships: Collaborating with community organizations, businesses, and stakeholders will provide additional resources and opportunities for students, such as internships, mentorship programs, and career guidance.

Regular Progress Reports: Parents will receive regular updates on their child's academic progress, attendance, and behavior, ensuring they stay informed and can actively engage in their child's education.

Parent Education and Resource Library: A dedicated library will be set up, offering books, articles, and online resources on parenting, child development, and education to support parents' understanding and involvement.

Cultural and Diversity Awareness: The school will celebrate diverse backgrounds, cultures, and beliefs, incorporating diverse perspectives into the curriculum and fostering an inclusive environment that respects and appreciates everyone's differences.

By implementing these strategies, the school aims to build positive relationships with parents, families, and the community, fulfill its mission, support students' needs, and keep parents well-informed about

their child's progress.
View school website: https://ewfstirrup.com/title-i/

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

EWF Stirrup ES plans to strengthen its academic program by enhancing the curriculum, increasing learning time, and providing an enriched and accelerated learning experience. This includes reviewing and revising the curriculum, extending instructional time, offering advanced coursework, implementing differentiated instruction, and integrating technology. These efforts align with the school's Area of Focus in the School Improvement Plan, emphasizing continuous improvement and student development.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The development of the plan involves coordination with other Federal, State, and local services, programs, and resources. This includes aligning with the goals and requirements of the Every Student Succeeds Act (ESSA), integrating violence prevention programs, considering nutrition programs, collaborating with housing programs, aligning with Head Start programs for early childhood education, incorporating adult education programs, partnering with career and technical education (CTE) programs, and coordinating with schools implementing CSI or TSI activities under section 1111(d) of ESSA. The plan aims to create a comprehensive and integrated approach to education by leveraging and coordinating resources from these various initiatives.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Schools ensure students' well-being and holistic development through various strategies. They provide counseling services to address personal, social, and emotional concerns, as well as school-based mental health services with professionals who offer therapy and support. Specialized support services cater to students with diverse needs, while mentoring programs provide guidance and positive role models. Schools also offer extracurricular activities, workshops, and seminars to improve students' skills beyond academics. These initiatives create an inclusive environment that supports students' overall growth and success.

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

Preparation for postsecondary opportunities and the workforce in secondary education involves several key components. Firstly, career and technical education (CTE) programs offer a blend of academic instruction and hands-on training, enabling students to develop practical skills and earn industry certifications. Secondly, high schools broaden students' access to postsecondary coursework by providing options like Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment programs, allowing them to earn college credits before graduating. Additionally, career counseling and

guidance services help students explore their interests, assess their strengths, and make informed decisions about their educational and career pathways. Work-based learning experiences, such as internships and collaborations with industry partners, provide students with real-world exposure and help them build networks.

In summary, secondary schools prepare students for postsecondary opportunities and the workforce through career and technical education programs, access to college-level coursework, career counseling services, and work-based learning experiences. These initiatives aim to equip students with the necessary skills, knowledge, and awareness to succeed in their chosen careers and seamlessly transition into higher education or the workforce.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The implementation of a schoolwide tiered model to prevent and address problem behavior involves a multi-tiered system of support aligned with the Individuals with Disabilities Education Act (IDEA). At Tier 1, a positive school climate is established through evidence-based practices, promoting positive behavior and academic success for all students. Tier 2 provides targeted interventions for students who require additional support, but may not qualify for special education services. Finally, Tier 3 offers intensive interventions for students who demonstrate significant problem behavior and may qualify for special education services under IDEA. Throughout the implementation, coordination with IDEA ensures that students with disabilities receive appropriate evaluations, individualized education plans (IEPs), and specialized instruction and services. The tiered model also supports the provision of early intervening services (EIS) to students at risk of academic or behavioral difficulties, aiming to prevent the intensification of challenges and promote academic success. Overall, this comprehensive approach fosters a positive and inclusive learning environment, catering to the needs of all students while addressing individualized support for those with disabilities.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and activities for teachers, paraprofessionals, and school personnel are crucial for improving instruction and utilizing academic assessment data effectively. To achieve these goals and recruit/retain effective teachers, several strategies can be implemented.

Firstly, schools can organize professional development programs focused on instructional strategies, data analysis, and assessment techniques. These programs provide opportunities for educators to enhance their skills and knowledge. Collaboration platforms like professional learning communities can be established to facilitate knowledge sharing and reflective discussions among teachers.

Secondly, subject-specific training programs can attract and retain teachers in high need subjects like STEM or special education. By offering specialized training in pedagogy and content knowledge, educators can become more effective in these areas. Additionally, mentoring and coaching programs can be established to support professional growth, with experienced teachers guiding and providing feedback to their colleagues.

Overall, by investing in professional development, subject-specific training, mentoring, and coaching, schools can create an environment that fosters continuous improvement in instruction, data utilization, and teacher recruitment/retention. These initiatives contribute to the overall success of the educational institution and enhance the learning experiences of students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

EWF Stirrup ES employs several strategies to assist preschool children in transitioning from early childhood education programs to local elementary school programs. These strategies include orientation programs to familiarize children and parents with the new school environment, effective communication and collaboration between preschools and elementary schools to exchange information, individualized transition plans for children with specific needs, familiarization activities to introduce children to the elementary school routine, collaboration with parents through orientation sessions and workshops, social-emotional support services to address emotional challenges, and teacher sensitization to understand and address the unique needs of preschool children. These strategies work together to ensure a smooth and successful transition for the children.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes