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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The staff, parents and community of Earlington Heights Elementary School believe all students have the right and ability to learn. We are committed to providing a solid educational foundation for our students so they may achieve their highest academic potential, while maintaining steady, positive growth.

Provide the school's vision statement

All stakeholders of Earlington Heights Elementary School envision a learning environment that nurtures and encourages students to achieve their full potential as life-long learners who become productive citizens and leaders.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Vernatta Lee-Morrison

vernatta@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

As the school's principal, Ms. Vernatta Lee-Morrison provides a clear mission and shapes a shared vision for academic success for all students. She utilizes data to drive decision-making, cultivates leadership in others, and ensures that appropriate curriculum offerings are provided. Ms. Lee-Morrison establishes high expectations for every student and oversees the implementation of a Multi-

Tiered System of Support (MTSS) to address diverse academic and behavioral needs. She will conduct walkthroughs, provide targeted feedback, participate in collaborative planning, pull small groups, and make data-driven decisions to improve student outcomes. Additionally, Ms. Lee-Morrison will serve as the innovative ambassador for the attendance initiative plan, leading efforts to reduce absences and promote consistent student engagement.

Leadership Team Member #2

Employee's Name

Glorianne Milanes

gmilanes@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

As the assistant principal, Ms. Glorianna Milanes works in collaboration with the principal to implement the school's vision and mission. Ms. Milanes ensures fidelity of MTSS monitoring by evaluating the instructional staff's implementation of tiered instruction, overseeing the assessment process, and ensuring professional development is aligned with faculty needs. She will conduct walkthroughs, provide feedback, ensure MTSS meetings are held consistently so that students receive the appropriate services, and support the school's attendance initiative to improve student engagement and academic success.

Leadership Team Member #3

Employee's Name

Adriane Floyd

adrianef1@dadeschools.net

Position Title

Instructional Literacy Coach

Job Duties and Responsibilities

As the reading coach, Ms. Floyd provides direct instructional support to strengthen classroom teaching and improve student learning outcomes. She utilizes the coaching model to guide teachers in implementing evidence-based instructional strategies that drive academic success. Ms. Floyd will conduct impact cycles, facilitate collaborative planning, co-teach lessons, and monitor the schoolwide data tracker to ensure instructional decisions are data-driven. Additionally, she will support teachers in creating and delivering small-group instruction aligned to student needs, ensuring that instructional practices are responsive, targeted, and effective.

Leadership Team Member #4

Employee's Name

Marvin Brown

Mr.Brown@dadeschools.net

Position Title

Student Success Specialist

Job Duties and Responsibilities

Mr. Brown, as the Student Success Coach, will support the academic and social-emotional growth of students by promoting consistent attendance, fostering positive relationships, and providing targeted interventions. He will monitor student attendance daily and review data weekly to identify trends, address chronic absences, and implement strategic interventions. By collaborating with teachers, administrators, families, and community agencies, Mr. Brown will ensure that barriers to learning are addressed proactively.

Additionally, Mr. Brown will provide direct support to students through mentoring, goal setting, and facilitating small group or individual sessions that build social-emotional skills, resilience, and self-management. He will work alongside the mental health team to connect students and families with appropriate resources when additional support is needed. Through ongoing communication, data monitoring, and personalized student support, Mr. Brown will play a key role in ensuring students are present, engaged, and prepared to succeed academically and socially.

Leadership Team Member #5

Employee's Name

Shahlyhnn Ramontal

sramontal@daadechools.net

Position Title

Magnet Lead Teacher

Job Duties and Responsibilities

As our Magnet Lead Teacher, Shahlynn Ramontal leads the development and implementation of the magnet curriculum, mentors staff, coordinates program activities, and fosters a positive learning environment that emphasizes critical thinking, collaboration, and technology integration. Ms. Ramontal will support collaborative planning, facilitate impact cycles, assist with school attendance initiatives, conduct NEST (New Educator Support Team) sessions, and lead academic resource "Power Hours" to enhance teacher effectiveness and student achievement.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The School Leadership Team initiated the SIP development process during Synergy by reviewing student performance data and analyzing feedback from the Climate and Professional Development surveys. This collaborative review helped identify key areas for improvement and informed the initial draft of the School Improvement Plan.

During the Opening of Schools meeting, the SIP Areas of Focus were presented to faculty and staff. Teacher input will be actively solicited through structured team-building activities designed to foster dialogue and gather actionable feedback.

To engage families, the SIP was shared during Open House, where parents received an overview of the plan and participated in discussions about the strategies the school will implement to address identified areas of need. This ensures transparency and encourages parent involvement in the school's continuous improvement efforts.

The Educational Excellence School Advisory Council (EESAC) will also play a vital role in the SIP process. The plan will be reviewed during EESAC meetings, and stakeholder feedback—including that from community and business leaders—will be documented in the official meeting minutes to ensure accountability and inclusivity.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Leadership Team will utilize monthly Faculty meetings, weekly Collaborative planning sessions, and quarterly Educational Excellence School Advisory Council (EESAC) meetings to ensure that all stakeholders receive regular information about our School Improvement goals and

action steps based on the most current data. The process entails the School Leadership Team reviewing FAST data during faculty meetings following each administration, facilitating data chats during collaborative planning after each Topic Assessment and PMA to discuss action steps, and making necessary adjustments to our plan. Intervention groups will be modified based on student performance data, and Transformation Coaches will plan targeted remediation. Formal data reviews will occur after PM1, PM2, i-Ready Diagnostics 1 and 2, and after each Topic Assessment. Based on this process, which entails data disaggregation and review, stakeholder data chats, collaborative planning, and any necessary revisions to the implementation of the SIP, we will ensure that our plan is being executed for maximum, positive impact.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: C 2021-22: A 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	23	16	22	35	27	26				149
Absent 10% or more school days	1	4	8	9	8	4				34
One or more suspensions	0	0	2	1	0	1				4
Course failure in English Language Arts (ELA)	0	0	3	7	2	3				15
Course failure in Math	0	0	4	4	1	2				11
Level 1 on statewide ELA assessment	0	0	0	7	5	6				18
Level 1 on statewide Math assessment	0	0	0	5	6	10				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	7	19	8	9				48
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	4	9	3	0				20

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	11	28	61	33	35				171

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				12						12
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		12	12	12	7	8				51
One or more suspensions		1	3	9	3	3				19
Course failure in English Language Arts (ELA)			7	18	15	3				43
Course failure in Math			8	14	4	6				32
Level 1 on statewide ELA assessment				14	12	14				40
Level 1 on statewide Math assessment				7	9	15				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	40	49						98
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	11	19	4					36

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4	19	36	22	21				102

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times					1	3				4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	65	59	56	63	57	43	60	53
Grade 3 ELA Achievement	70	65	59	36	63	58	31	60	53
ELA Learning Gains	62	65	60	79	64	60			
ELA Lowest 25th Percentile	65	62	56	81	62	57			
Math Achievement*	66	72	64	75	69	62	62	66	59
Math Learning Gains	81	66	63	81	65	62			
Math Lowest 25th Percentile	81	59	51	75	58	52			
Science Achievement	55	63	58	56	61	57	38	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	63	59	64	61	49	63	59	

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	541
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	66%	47%	62%	45%		43%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	70%	No		
English Language Learners	62%	No		
Black/African American Students	69%	No		
Hispanic Students	66%	No		
Economically Disadvantaged Students	70%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%	70%	62%	65%	66%	81%	81%	55%					
Students With Disabilities	63%	100%	48%		79%	80%	90%	29%					
English Language Learners	56%	65%	58%	50%	68%	78%		58%					
Black/African American Students	63%	69%	67%	80%	64%	80%	82%	48%					
Hispanic Students	62%	75%	58%	45%	73%	83%		63%					
Economically Disadvantaged Students	61%	67%	61%	82%	66%	82%	79%	61%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	36%	79%	81%	75%	81%	75%	56%					59%
Students With Disabilities	59%	50%	83%		78%	83%		47%					57%
English Language Learners	59%	46%	84%	83%	86%	81%		82%					59%
Black/African American Students	55%	37%	74%	81%	72%	81%	72%	45%					
Hispanic Students	59%	35%	86%	80%	80%	81%	80%	76%					59%
Economically Disadvantaged Students	58%	39%	78%	77%	72%	82%	77%	55%					55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%	31%			62%			38%					49%
Students With Disabilities	41%	31%			59%			21%					62%
English Language Learners	47%	25%			63%								62%
Black/African American Students	44%	36%			60%			37%					
Hispanic Students	43%	24%			65%			40%					62%
Economically Disadvantaged Students	43%	31%			61%			39%					71%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	64%	60%	4%	57%	7%
ELA	4	46%	59%	-13%	56%	-10%
ELA	5	56%	60%	-4%	56%	0%
Math	3	55%	69%	-14%	63%	-8%
Math	4	67%	68%	-1%	62%	5%
Math	5	59%	62%	-3%	57%	2%
Science	5	47%	56%	-9%	55%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was Grade 3 English Language Arts, which increased from 36% proficiency to 70% proficiency. The actions that contributed to this growth included reducing class sizes, providing direct student support from instructional coaches, and leveraging highly impactful grade-level instructors.

Lowest Performance

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

The data component that showed the lowest performance schoolwide was **ELA learning gains**, with a **17% decline**. In 2024, the performance rate was 79%, but in 2025 it dropped to 62%. A contributing factor to this decline was that the instructional coach was primarily utilized to provide additional support for Grade 3, which left Grade 4 and Grade 5 ELA teachers to make data-driven decisions independently and limited their opportunities for collaborative planning.

Greatest Decline

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

The data component that showed the greatest decline was English Language Arts for the Lowest 25th Percentile, which dropped from 81% to 65%. However, the school outperformed both the district and state within this subgroup. Contributing factors to the decline include student attendance issues, discipline measures, and students entering Grade 3 without adequate foundational skills. Additionally, while teachers are still focusing on “learning to read” rather than “reading to learn,” explicit benchmark-aligned instruction is being provided. Despite this, many students lack the fluency and comprehension skills necessary to perform at grade-level expectations.

Greatest Gap

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

The data component that showed the greatest gap compared to the state was Mathematics for the

Lowest 25th Percentile. The state average was 63%, while the school performed at 81%. Contributing factors included data-driven small-group instruction, direct instruction provided by instructional coaches, immediate corrective feedback, and ample extended learning opportunities.

EWS Areas of Concern

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

The two potential areas of concern based on the EWS data from Part I are the number of students with significant deficiencies in Reading and Mathematics.

Highest Priorities

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

Attendance

Grade 3 ELA proficiency

Grade 5 Science

Student-centered instruction

Primary grades (K–2) foundational literacy skills

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 FAST PM3 Grade 3 ELA data, 70% of students demonstrated proficiency, a significant increase from 30% in 2024. Given this growth and the state of Florida's accountability requirements for 3rd grade, which include two proficiency buckets for school grades, our focus will remain on further increasing proficiency. To support this goal, we will implement the metacognition instructional strategy to strengthen reading comprehension and foster student ownership of learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, between 50% and 70% of Grade 3 students will demonstrate proficiency in reading, as measured by FAST PM3 Grade 3 ELA data, through the consistent implementation of metacognitive strategies such as Think Alouds and deeper text analysis during instruction.

Monitoring

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

The Leadership Team will conduct walkthroughs to ensure teachers are receiving the necessary support based on feedback notes. Instructional coaches will provide ongoing impact cycles and facilitate collaborative planning to ensure students are engaged in benchmark-aligned instruction. A focus will be placed on the instructional strategy of metacognition, allowing students to take ownership of their learning and apply critical thinking to mathematical concepts. Progress monitoring assessment data will be reviewed regularly to track student growth and adjust instruction as needed.

Person responsible for monitoring outcome

Adriane Floyd, Vernatta Lee-Morrison, Glorianne Milanes

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Metacognition is a technique used to teach students how to think about their thinking. It is an increasingly useful mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Think Alouds is an example of a metacognitive strategy. Think Alouds enable students to improve their comprehension while reading independently. With this technique, the teacher models the thought process he/she engage in while reading. To do so, the teacher verbalizes what he/she is thinking (this can be done specifically for every reading standard and/or skill) in order to construct meaning.

Rationale:

Metacognition, or the practice of “thinking about one’s thinking,” is a powerful instructional approach that supports students in becoming independent and reflective learners. By integrating metacognitive strategies into daily instruction, students are better equipped to monitor their understanding, make adjustments while reading, and strengthen comprehension skills. Incorporating metacognitive strategies schoolwide will create consistency in instruction, enhance reading comprehension, and foster student ownership of learning. This evidence-based approach will directly support the school’s goal of maintaining at least 70% proficiency in Grade 3 ELA by ensuring students not only comprehend texts but also understand how to apply strategies to new and complex reading tasks. By developing these lifelong learning skills, students will be better prepared to meet grade-level expectations and achieve long-term academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

School-wide professional learning

Person Monitoring:

Adriane Floyd

By When/Frequency:

09/26/2025

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

Provide a professional learning session to introduce the concept of metacognition. This will be monitored through regular walkthroughs to ensure that strategies presented during professional learning sessions are consistently incorporated and embedded into daily student lessons.

Action Step #2

Collaborative planning with a transformation coach

Person Monitoring:**By When/Frequency:**

Adriane Floyd, Vernatta Lee-Morrison, Gloriane Milanés 09/26/25

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

The instructional coach will facilitate collaborative planning with teachers and guide a deep analysis of the text. This will be monitored through direct teacher support provided by the instructional coach during Tier 1 and Tier 2 instruction. The coach and teachers will meet consistently to evaluate effectiveness and adjust instruction and strategies as needed.

Action Step #3

Impact Cycles

Person Monitoring:

Adriane Floyd

By When/Frequency:

09/26/25

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

The instructional coach will conduct impact cycles with the third-grade team, focusing on metacognition and emphasizing deeper analysis of the text. Teachers will select a specific area of focus and continue the cycles, making adjustments as needed to strengthen instructional practices and student outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024–2025 school year Early Literacy and STAR PM3 data, more than 50% of students in grades K–2 scored below Level 3. Specifically, 75% of kindergarten students scored below Level 3, 81% of first-grade students scored below Level 3, 69% of second-grade students scored at Level 3, and 53% of fourth-grade students scored at Level 3.

To establish the foundational skills necessary for a smooth academic transition, it is imperative to strengthen early interventions, foundational literacy instruction, and high-quality, benchmark-aligned instruction across grade levels. This focus will ensure that students develop strong decoding, fluency, and comprehension skills that serve as the building blocks for future academic success.

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

Establishing and Implementing Instructional Frameworks is a structured planning tool designed to promote and sustain a consistent set of inquiry-based practices that support the achievement of all

students during the instructional block. The instructional period is divided into clearly defined segments—such as an opening routine, whole-group instruction, small-group instruction, and a closing activity—to maximize learning and ensure bell-to-bell engagement.

This strategy was chosen because primary teachers (K–2) will focus on a specific instructional framework that aligns with students' individual learning levels, rather than continuing instruction that may center on students' levels of frustration. By intentionally planning and structuring lessons based on students' instructional needs, teachers can provide differentiated support that builds foundational literacy skills and promotes academic growth for all learners.

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

Data-Driven Decision Making (DDDM) is an intentional process where educators consistently use multiple data sources—such as progress monitoring assessments, formative classroom assessments, diagnostic tools, and student work samples—to inform instructional planning and delivery. In grades 3–5, teachers will analyze the most up-to-date data points (e.g., FAST, STAR, iReady, classroom-based assessments, and small group progress checks) to adjust instruction, target student needs, and implement interventions. This process ensures instruction is responsive, personalized, and aligned with both state benchmarks and individual student growth goals. Teachers will engage in collaborative data chats with the instructional coach and leadership team to review student performance trends, set instructional goals, and determine strategies for reteaching or enrichment. The data will not only guide lesson planning but also support decisions regarding interventions, grouping, scaffolding, and differentiation.

This strategy was chosen to ensure that teachers in grades 3–5 are making instructional decisions that are student-centered, evidence-based, and immediately actionable. By embedding DDDM into the culture of the school, teachers avoid relying on assumptions or outdated information and instead make decisions based on real-time student performance.

Grades K-2: Measurable Outcome(s)

By the 2026 FAST PM3 assessment, English Language Arts proficiency for students in kindergarten, first grade, and second grade will increase to 50%. This reflects growth from the current baseline of 28% in kindergarten, 19% in first grade, and 31% in second grade.

Grades 3-5: Measurable Outcome(s)

By the 2026 FAST PM3 assessment, English Language Arts proficiency will show measurable improvement across grades three through five. Third-grade students will demonstrate at least 70% proficiency, with performance not falling below 50%. Fourth-grade students will increase proficiency to 50%, improving from the current baseline of 47%. Fifth-grade students will maintain at least 60% proficiency, ensuring performance does not fall below 50%.

Monitoring

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

The implementation of instructional frameworks will be monitored through weekly collaborative planning sessions between instructional coaches and teachers to ensure resources are updated and students are strategically grouped based on data-driven decisions. In addition, the leadership team will conduct monthly walkthroughs, guided by the instructional team, to verify that strategies are implemented with fidelity. Progress will also be monitored through the use of a schoolwide and grade-level data tracker, ensuring timely adjustments are made based on the most current student performance data.

Person responsible for monitoring outcome

Vernatta Lee-Morrison

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale:

This strategy was adjusted to prioritize interventions that directly address student learning gaps. By implementing targeted interventions, students will be met at their current level of understanding, and individualized plans will be developed to address identified weaknesses. This ensures that students not only build the foundational skills needed but are also equipped to successfully engage in benchmark-aligned, grade-level work. Intervention is an evidence-based strategy designed to teach new skills, build fluency in existing skills, and support students in applying learned skills across new situations and settings. By embedding interventions into the instructional framework, the school creates opportunities for students to close gaps more efficiently, thereby increasing their ability to meet proficiency benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Foundational SKills

Person Monitoring:

Shahlynn Ramontal

By When/Frequency:

09/26/25

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

The instructional coach will meet with primary literacy teachers to introduce the instructional focus and the resources that will be used to create frameworks, organize student groups, and implement progress monitoring. Additionally, the instructional coach will provide direct student support and conduct impact cycles to ensure the effective implementation of the foundational framework.

Action Step #2

Fluency and Academic Vocabulary

Person Monitoring:

Vernatta Lee-Morrison, Gloranne Milanese

By When/Frequency:

08/26/25

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

Teachers in grades 1 and 2 will be provided with a list of grade-level high-frequency words and oral reading fluency passages, along with a structured plan to ensure implementation aligned with the district pacing guides. Additionally, parents will receive professional learning on how to support their students in mastering high-frequency words and practicing oral reading fluency passages at home.

Action Step #3

Comprehension

Person Monitoring:

Shahlynn Ramontal, Adriane Floyd

By When/Frequency:

08/26/25

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

The instructional coach will provide Grade 1 and 2 teachers with grade-level appropriate comprehension passages for small-group instruction. Additionally, during collaborative planning, the instructional coach and teachers will review the texts and create benchmark-aligned comprehension questions to ensure students' understanding of the material.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024–2025 FAST Math assessment data, the school's overall performance was 66%, a decrease from 75% in the 2023–2024 school year. While the school outperformed the state average by 64%, performance trailed the district average of 72% by 9 percentage points. This decline is attributed to several factors, including gaps in foundational skills, challenges during grade-level transitions, new teachers adjusting to the subject area, and limited mathematical reasoning skills

among students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school aims to increase math proficiency in grades 3–5 from a baseline of 66% in the 2024–2025 school year to at least 70% by the end of the 2025–2026 school year, as measured by the FAST PM3 assessment. This goal will be achieved through the intentional use of scaffolding, strategic instructional planning, and the continuous development and delivery of high-impact lessons designed to meet the diverse needs of all learners.

Monitoring

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

Monitoring will take place through a schoolwide data tracker with a focus on benchmarks rather than overall topic assessment data. Additional data points, including iReady, FAST, and teacher-created assessments, will also be included to provide a comprehensive view of student progress. The mathematics team will conduct intentional walkthroughs with monthly focus areas to ensure that instructional strategies are being implemented with fidelity and accuracy.

Person responsible for monitoring outcome

Vernatta Lee-Morrison

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

Rationale:

Scaffolding is a teaching method that enables students to solve a problem, carry out a task, or achieve a goal through the gradual removal of external support. This strategy was chosen to promote student ownership of learning over time by systematically releasing responsibility while ensuring students actively engage with each step of a mathematical concept. Through structured support, students are able to fully understand, practice, and retain the steps necessary to solve a given problem or concept. This gradual release approach not only helps students complete mathematical tasks independently but also fosters deeper conceptual understanding, critical thinking skills, and confidence in applying these skills across new situations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Claunie St.Louis / Shahlynn Ramontal

By When/Frequency:

08/26/25

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

Instructional coaches and math teachers will meet weekly to design lessons that incorporate scaffolding techniques, gradually releasing responsibility to students while aligning tasks to grade-level benchmarks.

Action Step #2

Structured Classroom Implementation

Person Monitoring:

Claunie St.Louis / Shahlynn Ramontal

By When/Frequency:

09/26/25

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

Teachers will implement scaffolded instruction during whole group, small group, and independent practice, ensuring students engage with each step of a mathematical concept while receiving appropriate support.

Action Step #3

Progress Monitoring and Adjustment

Person Monitoring:Claunie St.Louis, Vernatta Lee-Morrison,
Shahlynn Ramontal**By When/Frequency:**

09/26/25

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

Student understanding will be regularly assessed using topic assessment data by benchmark, along with other measures such as iReady and ongoing differentiated progress monitoring. Instruction will be adjusted based on these data trends, and monthly walkthroughs will be conducted to ensure that scaffolding strategies are implemented with fidelity.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024–2025 school year, 53% of students missed seven or more days of school. Contributing factors include transportation challenges, inconsistent monitoring of attendance, insufficient parental involvement, and students facing various personal or family crises.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school aims to reduce the percentage of students with 11 or more absences from 53% in the 2024–2025 school year to 40% in the 2025–2026 school year. This will be achieved through the implementation of a strategic intervention initiative designed to improve student attendance. In addition, a reward system will be established to incentivize both students and parents, encouraging consistent school attendance and reinforcing the importance of being present every day.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data will be reviewed weekly by the leadership team, and intervention plans will be adjusted based on observed trends. Progress updates will be shared with staff during faculty meetings and communicated to parents throughout the year, creating transparency and allowing all stakeholders to be informed and active participants in improving student attendance.

Person responsible for monitoring outcome

Mr. Marvin Brown

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

This evidence-based strategy was selected to ensure that students, teachers, administrators, families, and local agencies collaborate effectively to improve overall attendance during the 2025–2026 school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring

Person Monitoring:

Mr. Marvin brown, Ms. Vernatta Lee-Morrison, Ms. Glorianne Milanés

By When/Frequency:

08/26/25 / Daily

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

Attendance will be confirmed daily for all students, and the leadership team will review attendance trends on a weekly basis to identify areas of concern and implement timely interventions.

Action Step #2

Family Engagement

Person Monitoring:

Mr. Marvin Brown

By When/Frequency:

08/26/25

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

Families will be consistently informed about attendance expectations and provided with support through workshops, ongoing communications, and available resources.

Action Step #3

Targeted Interventions

Person Monitoring:

Mr. Marvin Brown and Mrs. Glorianne Milanés

By When/Frequency:

08/26/25

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

Intervention plans will be developed and adjusted based on weekly attendance data to provide support for students with chronic absences and ensure timely interventions.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://earlingtonheightselementary.com/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://earlingtonheightselementary.com/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

As a school, we will enhance our academic program by supporting teachers and students through modeling, planning, and professional development provided by Transformation Coaches. After-school programs will emphasize Tier 1 instruction and targeted remediation of the lowest-performing standards in reading and math. Additionally, interventionists will provide small-group support to reinforce learning and address student needs.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our school is ensuring student support on a daily basis through the use of a Student Success Coach, mental health coordinator, and social worker. Students are referred based on their needs and receive either individual or group support services.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Given our elementary school setting, we currently offer after-school programs and opportunities for students.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school provides all students with the district's Code of Conduct, and teachers use multiple strategies to review school rules with students. Students requiring additional support receive Tier 2 interventions through our mental health support team.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

School staff engage in data chats and weekly planning sessions to review student data and align resources to meet student needs. NEST sessions are conducted for new teachers as well as veteran

teachers who may need refreshers or additional support. Additionally, teachers are provided opportunities to attend district, state, or national professional learning sessions to enhance their instructional practices.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Students participate in structured transition sessions alongside their families. Meetings are held with both parents and students to provide guidance and support, and students have the opportunity to visit kindergarten classrooms to become familiar with the learning environment.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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