

School Name and Number : 5381 - E. W. F. Stirrup Elementary School

School Performance Excellence Plan

Principal: George Thorpe

Telephone #: (305) 226-7001

High School Feeder Pattern: 7271 - Miami Coral Park Senior

Region: Region III

Board District #: 5 - Mr. Frank J. Bolaños

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 5381 - E. W. F. Stirrup Elementary School

2002 School Performance Grade: B

Vision/Mission/Belief Statement(s):

VISION: To instill in each child a respect for himself, others, and the cultures of all people, while achieving his/her highest academic potential as a student.

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

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- IIa. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- IIc. Reduce school overcrowding.
- IId. Increase skills, knowledge, and professionalism of school staff.
- IIe. Increase the number of educationally productive partnerships with the community.
- IIf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- IIg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

E. W. F. Stirrup Elementary School

E.W.F. Stirrup Elementary School is located at 330 N.W. 97th. Avenue in Miami, Florida. It encompasses the area in and around Fontainebleau Park. Stirrup was founded in 1976 and consisted of portable and relocatable classrooms. Its present, permanent structure was built in 1986. Stirrup currently serves a diverse multicultural community of 1,080 students, consisting of 92 percent Hispanic, three percent White, two percent Black, and three percent Other in grades PreKindergarten through grade five. It also has a Mathematics/Science/Aerospace Magnet Program for fourth and fifth grade students, a second and third grade Teaching Enrichment Activities to Minorities (TEAM), a Career Opportunities Motivated through Educational Technology (COMET) class for Alternative Education students and two Academic Excellence classes. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profiles, Stanford Achievement Reports, the Scholastic Reading Inventory (SRI), FCAT reading, writing and mathematics results, School Report Card, and the School Improvement Plan results from 2001-2002, the staff of E.W.F. Stirrup Elementary, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as schoolwide priorities for the 2002-2003 school year:

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 66 percent of students reaching the state required mastery level, 70 percent making annual learning gains, and 77 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will increase their Mathematics skills as evidenced by 63 percent of students reaching the state required mastery level and 78 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test.

Given instruction using the Sunshine State Standards, fourth grade students will score greater than 54 percent based on the average of the percent of students scoring 3 or better and the percent of students scoring 3.5 or better on the FCAT Writing Test of 2003.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 50 percent of fifth grade students reaching the state required mastery level.

In order to achieve these objectives, appropriate strategies have been planned by all of the school's stakeholders. Strategies to be implemented include, but are not limited to, the following: Accelerated Reader, vocabulary lists, informational calendars for parents, computer mathematics, original word problems, Miami-Dade County Reading Comprehension Plan, School-To-Career activities, Title 1 initiatives, teacher and parent inservices, science experiments and the continuous monitoring of the Performance Excellence Plan.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

E.W.F. Stirrup Elementary adheres to the Competency-Based Curriculum and is a Magnet School for Science, Mathematics and Aerospace. Our school has two TEAM classes (Teaching Enrichment Activities to Minorities), a Comet lab, and two Academic Excellence classes. We have a vibrant language program that includes ESOL, Spanish S, CCHL and Spanish SL. Art, music, and physical education provide for a well rounded education. Two special education and speech classes help provide for individual needs.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

E.W.F. Stirrup Elementary is proud to exemplify a multicultural student and staff population. Our mission is to develop a mutual understanding and respect for all cultures. In turn, our knowledge and our day to day interactions with others will improve. We will provide our children with that knowledge that will allow each of them to achieve his/her maximum academic and social potential to ultimately become productive members of a global society.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Stirrup Elementary employs three administrators, 82 full time staff members and 20 part time personnel. Additional teachers include: Art(two), Music(two), Physical Education(three), ESOL(three), Bilingual(seven), as well as one Counselor, one Speech Therapist, five full-time office staff, seven full-time and two part-time custodians. Stirrup also employees 10 After School Care workers. The average teaching experience is 13 years.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

The EESAC committee has assisted in the allocation of funds for computers and other classroom materials. Stirrup has internet access for all grades in our main building. Portables are to follow. The entire school is utilizing the Accelerated Reader. All textbooks are up to date. Science equipment is widely available

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

E.W.F. Stirrup Elementary adheres to a policy of nondiscrimination in educational programs and in all hiring procedures. Stirrup adheres to all local, state and federal regulations that prohibit any type of discrimination based on gender, race, color, age, religion, ethnic or national origin, political beliefs, marital status and sexual orientation. Stirrup is a school that respects all individuals.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Stirrup's Magnet Program serves seventy-five students from both the Stirrup community and targeted areas throughout Dade County. Our magnet program emphasizes instruction in mathematics, science and aerospace. Stirrup's ESOL program serves more than six hundred students in either a self-contained model or a pull-out program.

Stirrup's Academic Excellence Program serves sixty students who are high academic achievers. Our Comet Program serves twenty-seven children who are having real or potential problems in a regular classroom setting. They are given a strong academic foundation as well as opportunities to participate in career activities.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Realizing the importance of two languages, more 900 students receive instruction in Spanish for Spanish speakers, while 45 students take Spanish as a second language. Stirrup also has two TEAM classes. These classes use strategies to motivate students who appear to be in an average academic mode but have the potential for much higher achievement.

The Accelerated Reader program is a school wide program that tracks students progress and encourage students to read. Two ESE classes along with speech therapy allows special needs students individualized instruction. Our school wide Title I program allows for smaller class size by employing additional teachers and paraprofessionals to increase student achievement.

Stirrup's Art, Music and Physical Education classes provide for participation, enrichment, and appreciation of those subjects while allowing our students to broaden their experiences.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

EWF Stirrup Elementary links with the community in many ways. Our parents receive monthly workshops and our PTA has continually increased membership. Our parents have won attendance trophies at county wide meetings. Our children have won competitions and contests. A community newspaper has featured our school and activities. The cooperative effort of parents, teachers, and community members have enriched the lives of all our students as well as that of the care givers. Stirrup 's Before and After Care Program enroll more than 200 students. All of our programs touch and enhance our entire community.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The administrators of Stirrup Elementary are here to serve, support and assist all staff members. The Miami-Dade County School Board, along with the United Teachers of Dade, have negotiated a benefits package for all staff members. Stirrup's EESAC committee responds to many pertinent concerns of its employees. The staff morale at Stirrup is high and there is a sense of collegiality.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Stirrup Elementary enjoys a collaborative relationship with many local businesses such as Publix, Winn Dixie, and McDonalds. Businesses offer Stirrup goods and services while also participating during career week activities. McDonald's allows Stirrup to share in its proceeds for two nights during the school year while Stirrup staff members man the counters. Stirrup's PTA provides invaluable services to both students and teachers. They provide for dances, field trips, and lunches for students in need, as well as inservice activities for parents.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

At E.W.F. Stirrup Elementary our most important competition is ourselves. We utilize all the resources available to make our children better each day, both, academically and socially. We're proud to hold an "A" ranking for the second year in a row but at the same time realize this is only one aspect of success. The increase in parental involvement, and making our school a safer and better place to work are treated as equally important issues at EWF Stirrup.

3.2 Competitors

This item explores the alternate schools available to students.

When schools start looking at each other as competitors, as does the business world, we will lose our uniqueness and our compassion for the importance of each individual student. Our competition should always be to make ourselves better. We are the school of choice.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

The critical success factors include all stakeholders having a common vision of what our objectives are for each year. This begins with opening faculty and EESAC meetings where such objectives are discussed. Critical success factors continue with biweekly grade level meetings to further evaluate student progress, exchange ideas, discuss teaching techniques, and move forward. Parent workshops sponsored by Title I, are held monthly, while monthly PTA meetings address parental concerns.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Stirrup's administrators keep Stirrup on an even keel. Staff members always pull together in an unselfish way, especially in times of adversity. There is a tremendous dynamic comradery among staff members.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

The challenges Stirrup faces include a high mobility of its students as well as an influx of South American students at mid-term. There also appears to be an increase in the number of students recommended for ESE programs. These obstacles coupled with the influence of television and other media provide additional challenges to be overcome.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Stirrup Elementary has been fortunate to have hired some of the best teachers in Miami-Dade County. The attrition rate has been very slight. Once a teacher comes to Stirrup, he/she stays. Stirrup also fosters a relationship with Florida International University which brings student teachers to Stirrup. Stirrup has utilized Title I funds and discretionary funds to purchase seven excellent paraprofessionals for tutoring purposes. Teachers take advantage of several inservice activities that relate to instruction. Stirrup teachers also provide inservice instruction for fellow teachers.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Stirrup Elementary always has an open door policy for parents and staff members. Parents appreciate the easy accessibility to all teachers and administrators.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

FCAT scores as well as the results of the Performance Excellence Plan provide a basis for improving educational design. Parent and staff surveys are additional ways of ascertaining process improvement.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

E.W.F. Stirrup allows teachers to review, critique, and evaluate educational programs at school. Teachers are allowed to change or adapt these programs to their children's needs. Teachers are always encouraged to develop new methodology in meeting the objectives of learning. Parents are informed of such programs at the beginning of the year and are able to support these programs.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

The processes used to deliver the educational programs are many and varied and are often the result of collaborative planning and addressing "workable programs." The EESAC committee along with grade level meetings and administrative guidance, all help to facilitate the delivery process.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

The process begins with initial meetings of teachers, parents, and administrators. The EESAC is involved. Grade levels examine prior data to plan for the year. Our Community Involvement Specialists have been extremely successful at increasing parental involvement. As such, it has resulted in much educational support. School scores have risen, so too has, educational support.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

FCAT results, as well as results from parental and staff surveys, coupled with Performance Excellence Plans, are the processes that support the work of Stirrup Elementary. Utilizing this information along with their support system, teachers will instruct their students.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	4	Sep. '92
Accelerated Reader	1-5	Sep. '90
Competency Based Curriculum (CBC)	k-5	Sep. '96
Comprehensive Reading Plan	k-5	Sep. '97
Prekindergarten Early Intervention	pre-k	Sep. '92
Sunshine State Standards (SSS)	k-5	Sep. '96
Waterford Early Reading Program (WERP)	kg	Sep. '97

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	4	Sep. '92
Accelerated Reader	1-5	Sep. '90
Competency Based Curriculum (CBC)	k-5	Sep. '96
Comprehensive Reading Plan	k-5	Sep. '97
Prekindergarten Early Intervention	pre-k	Sep. '92
Sunshine State Standards (SSS)	k-5	Sep. '96
Waterford Early Reading Program (WERP)	kg	Sep. '97

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Academic Excellence Program (AEP)	4	Sep. '92
Competency Based Curriculum (CBC)	k-5	Sep. '96
Biscayne Nature Center for Environmental Education (BNCEE)	5	Sep. '92
Competency Based Curriculum (CBC)	k-5	Sep. '96

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Mathematics and Science Literacy Bridges to Careers	2-5	Sep. '00
Prekindergarten Early Intervention	pre-k	Sep. '92
Sunshine State Standards (SSS)	k-5	Sep. '96

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Academic Excellence Program (AEP)	4	Sep. '92
Competency Based Curriculum (CBC)	k-5	Sep. '96
Mathematics and Science Literacy Bridges to Careers	2-5	Sep. '00
Sunshine State Standards (SSS)	k-5	Sep. '96
Windows on Science	2-5	Sep. '97

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT update	13	Oct. 31, '01
FCAT Reading	7	Nov. 02, '01
Teacher Made Manipulatives	6	Mar. 18, '02
Project B.E.A.R.	5	Nov. 08, '01
Project B.E.A.R.	5	Dec. 13, '01
Project B.E.A.R.	5	Nov. 19, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writing	12	Oct. 30, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Best Practices	30	Nov. 26, '01
Success in school	51	Nov. 14, '01

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Developing the scientific method	40	Jan. 17, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

All members of the Educational Excellence School Advisory Council (EESAC) were given copies of the school budget and participated in activities which enabled them to keep abreast of spending throughout the year. With suggestions from classroom teachers, EESAC members overwhelmingly approved and contributed to all EESAC spending.

Training:

The EESAC membership, in collaboration with classroom teachers, helped in the formation of yearly inservice activities for teachers and parents. Stirrup teachers provided inservice activities for staff and parents. Outside agencies were contacted to provide inservices for parents and teachers.

Instructional Materials:

All grade level teachers as well as special area teachers met to discuss their needs for instructional materials. Grade chairpersons presented their requests to the EESAC committee. The committee recommended that all requests be funded.

Technology:

The EESAC committee has recommended a wireless computer system be utilized so that classes in portables will have access to the internet. The QZAB Grant allowed the purchasing of 50 computers.

Staffing:

The administration shared staffing procedures with EESAC members. EESAC was apprised of the drop in enrollment and various class changes.

Student Support Services:

EESAC members have always placed a high priority for the safety and welfare of all students and staff. They have encouraged the hiring of additional security monitors. EESAC members have worked closely with counselors and other agencies that serve our children.

School Safety and Discipline:

The EESAC committee recommended that Stirrup's Safety Committee meet monthly and include two EESAC parent representatives.

Other Matters of Resource Allocation:

Stirrup's EESAC led the way in analyzing, revising, clarifying and funding the School Excellence Plan. They have assisted in proofreading and editing this document and have disseminated such to all staff members.

Benchmarking:

EESAC members have been apprised of standards to be met by elementary students. EESAC members have contributed benchmark activities as is evident in the PEP.

School Profile/ Needs Assessment: (continued)

TITLE I ASSESSMENT ISSUES

Parent Involvement

Community Involvement Specialists continue to visit homes and plan activities that allow for improved parental skills. Day and evening meetings (workshops) are established for parents on a monthly basis. The annual Title I information meeting will be held in September 2002.

Family Literacy

Stirrup's Reading Leader, in conjunction with the Media Specialist, provide for a minimum of two family literacy nights per year. Parents are encouraged to read with/to their children on a daily basis. The Media Center remains open until 4:30 p.m. with assistance from Stirrup's After School Care Program. Parents receive monthly "tips" to improve literacy. Compacts are developed between the home and school so parents become more aware of their responsibilities. Parents will sign the compacts.

School Climate

A school's climate begins in the office and permeates through out the school. As such, office staff received training in human relations. Students of the week and month are recognized by the administration. Classroom teachers are developing a reward/recognition program to improve the classroom environment. The PTA continues their quarterly recognition program.

Health Services

Counselors are developing a brochure of pertinent health related issues that affect all students. This will include agencies that treat both mental and physical ailments. One PTA meeting is dedicated to health issues. Stirrup's broadcast team provides weekly health tips for students.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
B	A	A	C

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	65	62	53	180
% Making Learning Gains	69	77		146
Adequate Progress of Lowest 25% in the school?	76			76
Total School Grade Points	210	139	53	402

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Number of students tested	Mean Score	Reading					Mathematics						
			1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	176	284	34	13	33	18	2	176	297	25	19	34	16	6
2000-2001	187	272						188	294					

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	186	290	38	15	24	14	9	187	285	32	24	25	17	3
2000-2001	185	279	37	18	30	12	4	185	266					
1999-2000	216	266	46	14	24	14	2							
1998-1999	223	279	40	18	30	9	3							

Grade Level: 05

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	175	280	29	19	35	13	4	175	320	25	21	25	25	5
2000-2001	206	263						205	308	30	25	25	14	6
1999-2000								267	317	21	35	22	18	3
1998-1999								204	290	42	32	16	7	2

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	187	2.8	2	3	18	8	42	10	11	4	0	0	0
2000-2001	182	3.2	7	1	5	4	30	18	20	4	7	0	0
1999-2000	209	2.8	10	3	12	7	37	12	12	3	0	1	0
1998-1999	223	2.9	4	2	13	11	30	17	17	2	0	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	91	2.7	2	5	24	9	37	7	12	1	0	0	0
2000-2001	89	3.3	8	0	2	4	33	20	20	2	9	0	0
1999-2000	105	2.9	10	6	7	6	36	16	14	3	1	1	0
1998-1999	112	2.8	3	4	14	14	33	16	12	2	0	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	96	2.9	2	0	13	7	46	13	9	6	0	0	0
2000-2001	93	3.1	6	1	9	4	28	16	19	5	5	0	0
1999-2000	104	2.7	10	1	17	9	38	9	10	3	0	1	0
1998-1999	111	3	6	1	13	7	28	19	23	2	0	1	0

School Name: E. W. F. Stirrup Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 2 3

State Goal #: 1 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2002 FCAT Reading test indicate that 65 percent of students have met the state required mastery level, 69 percent have made annual learning gains and 76 percent out of the required 50 percent of student scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 66 percent of students reaching the state required mastery level, 70 percent making annual learning gains, and 77 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 65 percent of students reach the state required mastery level, 69 percent make annual learning gains, and if 77 percent scoring in the lowest 25 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Almeda, Leo		Lunn, Patrick			
Estrada, Nievess		Mellon, Mary			
Gehr, Maria		Smith, James			
Jenkins, Gail		Thorpe, George			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide information and instruction that will allow parents to better assist with school supporting activities.	1. Asst. Principal *Doretha Pratt	1. Title I	Sep. '02	Jun. '03
2 . Contact with appropriate providers to provide on-site professional development activities.	2. Reading Leader, *Dawn Thompson	2. Dawn Thompson, Reading Leader	Sep. '02	Jun. '03
3 . Continue to emphasize school wide participation in the Accelerated Reading Program.	3. Media Specialist *Mattie Ramos	3. Media Funds	Sep. '02	Jun. '03
4 . Examine appropriate strategies that would increase recreational reading, as stated in parental compact.	4. EESAC Chairperson, *James Smith	4. EESAC	Sep. '02	Jun. '03
5 . Develop grade level timelines that would identify skills to be taught and basal source to ensure all Sunshine State Standards being tested are taught prior to January 15, 2003.	5. Grade Chairpersons, *Mayi Vega	5. Teachers	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: E. W. F. Stirrup Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 2 : Mathematics

Aligns with District Goal #: 2 3

State Goal #: 1 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2002 FCAT Mathematics test indicate that 62 percent of students have met the state required mastery level and that 77 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their Mathematics skills as evidenced by 63 percent of students reaching the state required mastery level and 78 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 63 percent of students reach the state required mastery level and if 78 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Almeda, Leo	Lunn, Patrick	Thorpe, George			
Estrada, Nievess	Mellon, Mary				
Gehr, Maria	Jinete, Arturo				
Chestaro, Bernice	Smith, James				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Challenge each class with weekly problem solving activities.	1. Grade Chairpersons, *Maria Crespo	1. Math Advantage Series	Sep. '02	Jun. '03
2. Construct a daily class attendance graph to demonstrate the process of graphing and to address student's attendance.	2. Classroom Teachers, *Olga Ramos	2. Teacher Resources	Sep. '02	Jun. '03
3. Students in grades 2-5 will use the FCAT Math Advantage series on a weekly basis to promote critical thinking and problem solving skills.	3. Classroom Teachers, *Gail Jenkins	3. Math Advantage Series	Sep. '02	Jun. '03
4. Establish a compact with parents to provide ten minutes of drill each evening on grade level mathematical facts and concepts.	4. Dawn Thompson, *Reading Leader	4. Title I	Sep. '02	Jun. '03
5. Contact with appropriate providers to provide onsite professional development activities.	5. Dawn Thompson, *Reading Leader	5. Title I	Sep. '02	Jun. '03
6. Provide small group tutoring and at home supporting activities to students scoring in the low range on the FCAT.	6. Asst. Principal, *Doretha Pratt	6. PTA	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: E. W. F. Stirrup Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 3 : Writing

Aligns with District Goal #: 2 3

State Goal #: 1 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2002 FCAT Writing test indicate that 53 percent of students have met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards, fourth grade students will score greater than 54 percent based on the average of the percent of students scoring 3 or better and the percent of students scoring 3.5 or better on the FCAT Writing Test of 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Almeda, Leo	Jenkins, Gail	Thorpe, George			
Cestaro, Bernice	Lunn, Patrick				
Estrada, Nievess	Mellon, Mary				
Gehr, Maria	Smith, James				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Assist children in developing their career communication skills such as letter writing, interviewing, fill out forms, addressing envelopes and telephone skills by maintaining writing portfolios in all classes.	1. Classroom Teachers, *Nieves Estrada	1. Media Services	Sep. '02	Jun. '03
2 . Provide monthly writing topics appropriate for each level.	2. Reading Leader, *Dawn Thompson	2. Basal Readers	Sep. '02	Jun. '03
3 . Analyze the monthly prompts to determine strengths and weaknesses of student results and teaching techniques.	3. Grade Chairpersons, *Carmen Sanchez	3. FCAT Writing skills.	Sep. '02	Jun. '03
4 . Provide inservice activities on Writing for all teachers.	4. Reading Leader, *Dawn Thompson	4. Title I	Sep. '02	Jun. '03
5 . Establish a compact with parents to assist their children with weekly writing assignments.	5. Reading Leader, *Dawn Thompson	5. Title I	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: E. W. F. Stirrup Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 1 2 3

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2002 Stanford Science Test indicate that the median percentile for fifth grade students was 60.

Objective

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 50 percent of fifth grade students reaching the state required mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 50 percent of students reach the state required mastery level.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Almeda, Leo	Lunn, Patrick	
Estrada, Nievess	Mellon, Mary	
Gehr, Maria	Smith, James	
Jenkins, Gail	Thorpe, George	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Instruct all teachers in the utilization of the Foss Kits and the scientific process as needed.	1. Magnet Lead Teacher, *Patrick Lunn	1. Foss Science Kits	Sep. '02	Jun. '03
2 . Demonstrate biweekly science experiments to assist students in understanding the scientific process using McGraw-Hill Science lab activities.	2. Grade Chairpersons, *Mary Gonzalez	2. McGraw-Hill Science text	Sep. '02	Jun. '03
3 . Students in grades 2-5 will complete a science project using the scientific process and enter this project in a schoolwide Science Fair.	3. Magnet Lead Teacher, *Patrick Lunn	3. PTA	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed ***all*** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 5381 - 33 E.W.F. STIRRUP ELEMENT

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
FUNCTION 5100 BASIC INSTRUCTION-CONTR P				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5144 NO DESCRIPTION FOR LOCATI	2	93,572	24,244	117,816
LINE 0004 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5149 NO DESCRIPTION FOR LOCATI	15	1,125	135	1,260
LINE 0012 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5150 NO DESCRIPTION FOR LOCATI	1,400	37,800	7,000	44,800
LINE 0013 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5150 NO DESCRIPTION FOR LOCATI	5,000	40,000	5,000	45,000
LINE 0014 LOC 5381 PROG 4179 FUNC 5100				
SUB-TOTAL SALARIES	6,417	172,497	36,379	208,876
OBJECT 5510 NO DESCRIPTION FOR LOCATI		17,731		17,731
LINE 0022 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5641 NO DESCRIPTION FOR LOCATI		1,000		1,000
LINE 0025 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5642 NO DESCRIPTION FOR LOCATI		1,000		1,000
LINE 0026 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5643 NO DESCRIPTION FOR LOCATI		1,000		1,000
LINE 0027 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5644 NO DESCRIPTION FOR LOCATI		1,000		1,000
LINE 0028 LOC 5381 PROG 4179 FUNC 5100				
OBJECT 5691 NO DESCRIPTION FOR LOCATI		1,000		1,000
LINE 0029 LOC 5381 PROG 4179 FUNC 5100				
SUB-TOTAL NON-SALARIES		22,731		22,731
TOTAL FUNCTION - 5100	6,417	195,228	36,379	231,607
FUNCTION 6150 PARENTAL INVOLVEMENT				
PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5150 NO DESCRIPTION FOR LOCATI	2,300	18,400	2,300	20,700
LINE 0037 LOC 5381 PROG 4179 FUNC 6150				
SUB-TOTAL SALARIES	2,300	18,400	2,300	20,700
OBJECT 5330 NO DESCRIPTION FOR LOCATI		500		500
LINE 0039 LOC 5381 PROG 4179 FUNC 6150				
OBJECT 5510 NO DESCRIPTION FOR LOCATI		500		500
LINE 0040 LOC 5381 PROG 4179 FUNC 6150				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 5381 - 33 E.W.F. STIRRUP ELEMENT

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
SUB-TOTAL NON-SALARIES		1,000		1,000
TOTAL FUNCTION - 6150	2,300	19,400	2,300	21,700
FUNCTION 7800 PUPIL TRANSPORTATION SERV PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0 OBJECT 5332 NO DESCRIPTION FOR LOCATI LINE 0033 LOC 5381 PROG 4179 FUNC 7800		1,000		1,000
SUB-TOTAL NON-SALARIES		1,000		1,000
TOTAL FUNCTION - 7800		1,000		1,000
33 E.W.F. STIRRUP ELEMENT	8,717	215,628	38,679	254,307
TOTAL AVAILABLE REVENUE	254,307	TOTAL BUDGET	254,307	AMOUNT DIFFERENCE