
SCHOOL IMPROVEMENT PLAN

2005-2006



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

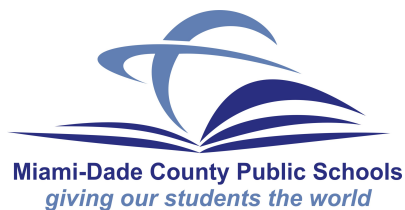
FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Marisel Elias-Miranda

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

E. W. F. Stirrup Elementary School

Since its inception E.W.F. Stirrup Elementary has consistently adhered to its mission to provide an enhanced learning experience so that each child can achieve his/her maximum learning potential. This commitment to the educational process is demonstrated by its administration and staff members in the service rendered to the multicultural student population of the school, their families and the immediate community. The administration and leadership team/staff constantly strive to identify and implement new programs and activities that better meet the ever changing needs of its constituencies. The commitment and effort expended by the administration and staff is commensurate with the high expectations that is communicated to the students and reflected in the school's high ratings. E.W.F. Stirrup Elementary is located at 330 NW 97 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 for 958 students. The population consists of ninety-three percent Hispanic, two percent White Non-Hispanic, one percent African American and three percent Other.

In an effort to further meet the individual needs and challenges of our very diverse student population, Stirrup has instituted various unique programs. These include the Mathematics/Science/ Aerospace Magnet Program which consists of two fourth and two fifth grade classes of 25 students in each class. The staff of the magnet program consists of a team of three full time teachers and a full time lead teacher. The magnet program staff utilizes a team-teaching approach. The curriculum is designed by using the Sunshine State Standards as a base, however, this program features an integrated hands-on laboratory approach to the subjects, in contrast to the textbook centered curriculum encountered at a regular classroom setting in most elementary schools. This program seeks to increase the students' interest and motivation by the use of hands on science experiments, mathematics manipulatives and computer technology within a small classroom setting. In addition, the students participate in many field trips related to the curriculum. Reading and Language Arts activities correlate to the topics of study. Special emphasis is placed on critical thinking and problem solving skills involving laboratory experiences. Students participating in the program are from diverse cultures and backgrounds and many are actively recruited to further diversify the composition of the student group. Stirrup also has a self-contained Academic Excellence Class at the fourth and fifth grade level, and is currently serving 50 students. The program's goal is to develop intellectual growth through problem solving, decision making, inductive and deductive reasoning and divergent thinking. The students will develop and enhance their critical thinking using hands on science activities and will perform experiments using FOSS kits. In keeping with the administration/staff's goal to identify new programs to enhance the learning process, Stirrup has implemented a Gifted Program. This program challenges the student's cognitive and affective needs via creative and critical thinking skills. The program is delivered using the gifted elementary content model. The students receive interdisciplinary instruction in reading, language arts, and social studies in small group settings. Theatre, and historical site visits enhance the program. The program presently serves 37 students. Furthermore, a Teaching Enrichment Activities to Minorities (TEAM) program for one second grade and one third grade classroom is offered. The program is designed to enrich the educational program for minority students at the elementary level. Students are selected on the basis of their ability to exhibit characteristics which may be indicative of future potential for placement in an advanced program. The classroom environment promotes student interest and interaction. The cooperative learning model is an effective way to peak student interaction through the use of small groups. Through the use of experiments, research and original projects, the students may investigate various facets of a concept. Enrichment activities are used to extend the basic curriculum. Stirrup's Exceptional Student Education (ESE) Program includes one self-contained Pre-

Kindergarten class, as well as an inclusion model for Students with Disabilities(SWD).

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills by an increase of five percent of the students reaching the state required mastery level as documented by the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by an increase of five percent of the students reaching the state required mastery level as documented by the 2006 administration of the FCAT Mathematics Test, as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 FCAT Mathematics Test, as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percent of the students reaching the state required mastery level as documented by the 2006 administration of the FCAT Writing Test, as compared to the 2005 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the administration of the 2006 FCAT Science Test.

Given increased contact via the efforts of the Community Involvement Specialists, parent/family/community involvement will improve by an increase of five percent of Kindergarten through fifth grade parent/family/community members attending school-sponsored activities during the 2005-2006 as compared to the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease of ten percent in the number of Student Case Management (SCM) Referral forms.

Given an emphasis on the use of technology in education, students will demonstrate a five percent increase in the use of the Accelerated Reader Program during the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by a five percent increase of the number of students taking the 2005-2006 administration of the FITNESSGRAM Test.

Given emphasis on the importance of using a musical instrument, the Strings Program population will increase by five percent as evidenced by the 2005-2006 Strings Program attendance logs as compared to the 2004-2005 Strings Program attendance logs.

E.W.F. Stirrup Elementary School will improve its ranking on the State of Florida Return On Investment index publication from the percentile in 2003 to the 64th percentile on the next publication of the index.

Results of the Organizational Performance Improvement Snapshot survey tool indicate two areas in need of improvement. Our clients feel that the organization needs to remove things that get in the way of progress. A score of 3.7 indicates a need for improvement. Grade level and department meetings will be held to identify things that get in the way of progress and solutions will be identified. The second area addresses the school's finances. The clients need to know how well the organization is doing financially. A score of 3.5 indicates a need for improvement. A school financial report will be presented to the faculty and staff after each budget conference, during the month of January and at the end of the school year.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

E. W. F. Stirrup Elementary School

VISION

The vision of E.W.F. Stirrup Elementary is to instill in each child a respect for himself, others, and cultures of all people, while achieving his/her highest academic potential as a student.

MISSION

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

CORE VALUES

Citizenship

Helping to create a society based upon democratic values.

Cooperation

Working together toward goals.

Fairness

Treating people impartially, not playing favorites.

Integrity

Standing up for your beliefs about what is right and what is wrong.

Kindness

Being sympathetic, helpful, and compassionate toward people and other living things.

Pursuit of Excellence

Doing your best with the talents you have.

Respect

Showing regard for the worth and dignity of someone or something, being courteous and polite.

Responsibility

Thinking before you act and being accountable for your actions.

Honesty

Dealing truthfully with people.

School Demographics

Stirrup currently serves a diverse multicultural community of 958 students, consisting of ninety-three percent Hispanic, two percent White Non-Hispanic, one percent African American, and three percent Other in grades Pre-kindergarten through grade five. Stirrup employs two administrators, seventy-seven full time staff members and fifteen part time personnel. Additional teachers include: Art(two), Music(two), Physical Education(two), ESOL(nine), Bilingual(seven), as well as two Counselors, one Speech Therapist, five full-time office staff, and seven full-time custodians. Stirrup also employs ten After School Care workers. Fifty-four percent of the staff members are Hispanic, twenty-five percent Black, and nineteen percent are White. Eighty-eight percent of Stirrup's staff members are female, and twelve percent are male. The average teaching experience is thirteen years. E.W.F. Stirrup's teachers' greatest challenge is a diverse multicultural population, including a significant number of students from foreign countries, some with limited exposure to educational systems. The result of these challenges is a student population and families with deficient English language skills and correspondingly limited economic opportunities and social hurdles encountered by recent immigrant groups. Teachers must develop innovative teaching strategies and methodologies to deal with these challenges. The counselors provide this assistance through individual and small group counseling sessions and intervention programs. The Community Involvement Specialists have developed communication strategies to stress the importance of regular school attendance and accordingly reduce absenteeism while establishing better communication between the home and school. To address these challenges, E.W.F. Stirrup will utilize Title I and FCAT funds to hire teachers and paraprofessionals in order to facilitate instruction to LEP students.

Stirrup has been awarded two grants. The FLORIDA Project is designed to involve fourth grade students with limited English proficiency (LEP)in a multi-cultural, multi-disciplinary, and technological investigation into the rich history of Florida, culminating in a musical theatre production that the students will develop, design, and implement. The production will include student-produced scripts, choreography, music, artwork and sets. This collaborative effort will involve the input and participation of the school's art teachers, fourth grade teachers, parents and administrators, as well as community members, while the students immerse themselves in the processes of discovery, exploration, application, and creation. One of the key elements involved in the implementation of this project is to demonstrate its replicability. Through a filmed documentary of the process involved in researching, developing and executing the production, it is hoped that other schools will be able to model similar projects after the FLORIDA Project at Stirrup Elementary.

The Sequoia Foundation, a nonprofit organization, is the lead sponsor for the "English as a Second Language Project"grant. It is administered in cooperation with the Brazil Foundation and the Dade Community Foundation. The project is focused on Kindergarten through grade one second language learners in the U. S.A. and Brazil. Its main objective is to help English language learners develop their English language skills in a natural and supportive environment in order to help students' speaking, reading and writing confidence. The grant's research-based premise, is that oral language is the foundation of literacy and learning.

School Foundation

Leadership:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.0. The Leadership Team encourages professional development of faculty and staff, and parental involvement which fosters students' academic growth. Long term goals are aligned with Miami Dade County Public Schools' strategic plan. Short term goals are aligned with the School Improvement Plan. The administration communicates organizational values, direction and expectations through a multi-tiered team based leadership system. The administrative team involves and encourages all staff members and teachers to develop and drive the curriculum's direction. The staff plays a role in data analysis and the planning and delivery of a differentiated instructional model that targets all students.

At E.W.F. Stirrup Elementary School, the teachers, parents, office staff, and paraprofessionals are represented on the EESAC Committee. Other staff members are represented in the Curriculum Leadership and the Reading Leadership Teams. The school's administrative team creates an environment for empowerment by encouraging and supporting participation in committees and school-wide activities.

District Strategic Planning Alignment:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.1. The E.W.F. Stirrup Elementary School Strategic Planning Process is a process that incorporates the expectations of our faculty, staff, students, parents and community members and reflects our vision, mission and core values. This process is ongoing and incorporates the academic and operational functioning of the school. The strategic planning process utilizes the Plan-Do-Study-Act cycle and includes seven steps: Collect, Interpret, Develop, Implement, Review, Study, and Act. This process is used to develop short and long term plans in alignment with the Miami Dade Public Schools' Strategic Plan.

Stakeholder Engagement:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.3. E.W.F. Stirrup Elementary School determines requirements, expectations and preferences of its customers/stakeholder groups by following the results of the stakeholder's survey results. Decisions are made based on the principles of consensus, collaboration and with the child in mind. The organization adheres to the required customer and market requirements established by Florida Department of Education, Miami-Dade Public Schools and the No Child Left Behind Federal Legislation.

Faculty & Staff:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.2. The administration, faculty and staff plans collaboratively and works in teams to address all aspects of the total school program. Grade level chairpersons meet with their grade levels on a weekly basis to plan for instruction and to discuss strategies that address individual students' needs. The Educational Excellence School Advisory Council meets monthly to plan, establish, and monitor the School Improvement Plan. Teacher Mentoring Programs: National Board Certified teachers collaborate with less experienced teachers,

providing them with sample lesson plans, classroom management techniques and curriculum. Teachers strive to improve professional standards and expand opportunities for success in the classroom. Based on the recommendation of both the administration and the EESAC Committee, novice teachers or teachers new to Stirrup have been paired with teachers that have either National Board Certification or have had more than five years of instructional experience.

Data/Information/Knowledge Management:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.3.

At E.W.F. Stirrup Elementary School our ultimate goal is for students to achieve academic, personal excellence and success. The staff demonstrates an awareness of the importance of data analysis in order to better prepare and plan the instruction of the students. This data is imperative in measuring the success and progress towards meeting the goals set in our plan. Analyzing data and students' progress, performance and achievement on a regular basis, coupled with the implementation of the Plan-Do-Study-Act, functions on an ongoing basis among all staff member and administrative teams.

Education Design:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 3.9.

E.W.F. Stirrup Elementary School is working on enhancing its daily curriculum by addressing the needs of all students, paying particular attention to the differentiated instruction necessary to target the needs of all subgroups. The staff and faculty of the school are providing supplemental instruction during the school day to students in need, as well as after school tutorial programs. These programs are implemented using Title I, ENLACE, and the Division of Bilingual Education and World Languages funds. These students work in small groups with individualized instruction, provided by certified teachers.

E.W.F. Stirrup Elementary School also provides a variety of programs that cater to the students interests such as: The Math/Science/Aerospace Magnet Program, two Academic Excellence Classes, two Team Programs, a Gifted Program in second through fifth grade and an Inclusion Model instruction for LEP and SWD students. The Gifted, Academic Excellence, and Magnet Programs, offer opportunities for the students to meet the challenges of high level creative and critical thinking skills, in a highly motivating environment.

E.W.F. Stirrup Elementary School implements the Plan-Do-Study-Act (PDSA) Instructional Cycle as the the school wide improvement model to support, drive and improve student achievement. This model allows us to focus our instruction while analyzing and breaking down needs based on data disaggregation. This, in turn, is taken a step further where teachers plan together to create a model of instruction and delivery that addresses all children's needs. This model allows for revision and reteaching of key skills and strategies based on the needs of the students. Stirrup will continue to refine the process by following the Plan-Do-Study-Act (PDSA) Instructional Cycle.

Performance Results:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.1.

Under the State of Florida A+ Plan, E.W.F. Stirrup Elementary School met Federal Adequate Yearly Progress under the No Child Left Behind Act. According to the State School Performance Scale, E.W.F. Stirrup Elementary has received an "A" for three consecutive years and met AYP for two consecutive years as well. The impetus behind this continued success, is attributed to the dedication of the staff and school community members who take the needs of each individual child and hold it to the upmost standards. The satisfaction rate, based on the school climate survey results, indicate that for the 2004-2005 school year, 90 percent of the students, 81 percent of the parents and 96 percent of the staff members, found the school to be a safe and secure place to learn. In addition to these results, 90

percent of the students, 93 percent of the parents, and 98 percent of the staff indicated that the overall climate at this school is positive and helps students to learn. As a result, not only has the school maintained an academic performance standard grade of three consecutive "A's" but also has achieved an "A" in the overall school climate. These results support the successful nature that has carried E.W.F. Stirrup Elementary School to reaching and obtaining its school wide goals.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

The students at E.W.F. Stirrup Elementary will improve proficiency in reading.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 67 percent of third grade students, 66 percent of fourth grade students, and 64 percent of the fifth grade students tested scored at or above Level 3. In addition, 72 percent of students achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report, for students in grades three through five. An assessment of the data indicates that the students in third grade require additional intensive instruction in the content area of words/phrases as well as reference/research. An assessment of the fourth and fifth grade data indicates that these students demonstrated a need for reinforcement in words/phrases and comparisons.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills by an increase of five percent of the students reaching the state required mastery level as documented by the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test, as compared to the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle school-wide to ensure academic progression of all students in reading.	Principal, Assistant Principal, Reading Leader	08/08/2005	05/24/2006
Identify all students in grades three through five with special emphasis on Students with Disabilities (SWD) who scored at achievement Levels 1 and 2 on the FCAT Reading Test and implement a plan to provide and monitor small group tutorial classes after school for a duration of three hours weekly in order to increase reading proficiency in collaboration with FIU Enlace Project.	Principal, Assistant Principal, Reading Leader, Enlace Coordinator	08/08/2005	01/03/2006
Utilize computer-assisted instruction (i.e., FCAT Explorer, Brainchild, Riverdeep) on a quarterly basis in order to increase student reading achievement among students in grades three through five.	Principal, Assistant Principal, Reading Leader	08/08/2005	05/24/2006
Provide 30 minutes of daily independent reading for Kindergarten through fifth grade students across the curriculum with both self-selected texts and structured activities in order to increase student proficiency.	Principal, Assistant Principal, Reading Leader	08/08/2005	05/24/2006
Continue to emphasize school-wide participation in the Accelerated Reader Program in order to facilitate the independent reading requirement and to increase students reading level.	Principal, Assistant Principal, Reading Leader	08/08/2005	05/24/2006
Implement the S.T.A.R. Reading Program on a	Principal, Assistant Principal,	08/08/2005	05/24/2006

quarterly basis to monitor the progress and ensure an increase in students reading level.	Reading Leader	
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Research-Based Programs

Houghton Mifflin Reading Series, Soar to Success , Early Success, Voyager Passport

Professional Development

Professional Development Calendar: August/September DIBELS (school-wide), August-Best Practices (beginning teachers), August/September-Houghton Mifflin Reading Series (school-wide) October- FCAT Explorer, Riverdeep, Brainchild (third through fifth grade teachers) September through May –Grade level meetings (school-wide)

Evaluation

SUMMATIVE: 1. 2006 FCAT Reading Test results FORMATIVE: S.T.A.R. Reading, Houghton Mifflin Reading Series FCAT Practice Activities, Test Ready Reading and Vocabulary In addition, the following is used to monitor the strategies : lesson plans, attendance rosters and computer-generated reports.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

The students at E.W.F. Stirrup Elementary will improve proficiency in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 69 percent of third grade students, 57 percent of fourth grade students and 51 percent of the fifth grade students tested, scored at or above Level 3. In addition, 70 percent of students achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report. However, the performance reveals the need for additional help in the areas of number sense, geometry, algebraic thinking for students in grade three. For students in grade four, a need for reinforcement in the areas of number sense, geometry, algebraic thinking, and data analysis. Their strength was found in the area of measurement. For students in grade five, a need for reinforcement in the areas of number sense, measurement, geometry, algebraic thinking, and data analysis.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by an increase of five percent of the students reaching the state required mastery level as documented by the 2006 administration of the FCAT Mathematics Test, as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 FCAT Mathematics Test, as compared to the 2005 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle school-wide to ensure academic progression of all students in mathematics.	Principal, Assistant Principal	08/08/2005	05/24/2006
Provide a daily mathematics problem of the day for students in grades Kindergarten through fifth in order to increase student's cognitive thinking skills.	Principal	08/08/2005	05/24/2006
Provide and monitor small group after school tutorial classes for Students with Disabilities (SWD) and Limited English Proficient (LEP) students in grades three through five who scored at achievement Levels 1 and 2 for a duration of two hours weekly in collaboration with FIU Enlace Project.	Principal, Assistant Principal	10/17/2005	01/03/2006
Utilize computer-assisted instruction for students in grades three through five for remediation and enrichment quarterly (i.e., FCAT Explorer, Brainchild and Riverdeep) to increase student achievement levels.	Principal, Assistant Principal	08/08/2005	05/24/2006
Assign a teacher mentor once a week to Students with Disabilities (SWD) to motivate and ensure academic progress.	Principal, Assistant Principal	10/17/2005	05/24/2006
Identify all students in grades three through five with special emphasis on Students with Disabilities (SWD) who scored at achievement Levels 1 and 2 on the FCAT Mathematics Test and implement a plan for instruction, assessment, and maintenance in benchmarks of lowest achievement on a weekly	Principal, Assistant Principal	08/08/2005	05/24/2006

basis in order to increase mathematics proficiency.	
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Research-Based Programs

Harcourt Brace Mathematics

Professional Development

Professional Development Calendar: October – Brainchild, Riverdeep, FCAT Explorer (third through fifth grade teachers) September – May Grade Level Meetings (school-wide)

Evaluation

SUMMATIVE 1. 2006 FCAT Mathematics Test Results

FORMATIVE 1. STAR Mathematics 2. Harcourt Brace Mathematics FCAT Practice Activities-weekly 3. Test Ready Mathematics. In addition, the following is used to monitor the strategies listed: lesson plans ,attendance roster and computer-generated reports.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

The students at E.W.F. Stirrup Elementary will improve their writing skills.

Needs Assessment

Results of the 2005 FCAT Writing Test indicates that 81 percent of the students tested met the state required mastery Level of 3.5 or higher. An assessment of the data indicates a need to increase the percent of students scoring 3.5 or higher. Our goal is to have the students improve the quality of writing by guided instruction and an ongoing assessment of student's writing that will address the focus, organization, support, conventions and to continue to monitor their overall writing progress.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one percent of the students reaching the state required mastery level as documented by the 2006 administration of the FCAT Writing Test, as compared to the 2005 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act(PDSA) Instructional Cycle school-wide to ensure academic progression of all students in writing.	Principal, Assistant Principal	08/08/2005	05/24/2006
Administer the District provided expository Pre and Post FCAT Writing Test to develop a remediation plan for students in grades one through five in order to increase writing proficiency.	Principal, Reading Leader	08/08/2005	05/24/2006
Provide school-wide monthly writing prompts appropriate for each grade level in order to improve writing skills.	Principal, Reading Leader	09/01/2005	05/24/2006
Provide and monitor small group tutorial classes after school for a duration of three hours weekly in order to achieve a 3.5 or higher.	Principal, Assistant Principal	09/01/2005	01/03/2006
Establish school-wide daily journal writing as part of the Comprehensive Reading Research-Based Plan in order to increase students writing level.	Principal, Reading Leader	08/08/2005	05/24/2006
Utilize the Student Writing Center on a quarterly basis to provide students in grades three through five with additional writing opportunities.	Principal, Reading Leader	09/01/2005	05/24/2006
Review the monthly writing prompts to determine strengths and weaknesses of student results and teaching techniques for students in grades one through five in order to improve writing proficiency.	Principal, Reading Leader	08/08/2005	05/24/2006

Research-Based Programs

Houghton Mifflin (Writing and Language) Reading Series.

Professional Development

Professional Development Calendar: August – Best Practices (beginning teachers) September- Holistic Scoring Writing Workshop/FCAT Writing(third through fifth grade teachers) October- CRISS (third through fifth grade teachers) June – The Writing Institute (available to selected staff) September through May- Grade Level meetings (school-wide).

Evaluation

SUMMATIVE: 1. 2006 FCAT Writing Test results. FORMATIVE: 1. Pre and Post Assessments District devised 2. Monthly Writing Assessments- Site devised 3. Daily Journal Writing 4. Houghton Mifflin Reading/Writing Topics Weekly 5. Florida Writes! Mascot Press, Beginning Level.

In addition, the following is used to monitor the strategies: lesson plans, classroom summary record sheet, attendance rosters and computer-generated reports.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

The students at E.W.F. Stirrup Elementary will improve their science skills.

Needs Assessment

Results of the 2005 FCAT Science Test indicate a mean scale score of 266 for fifth grade students. This represents a fifteen point decrease compared to the 2004 FCAT Science Test. Additional data shows the need for improvement in the content areas of Physical and Chemical Science, Earth and Space, Life and Environmental Science, and Scientific Thinking. These areas of need can be addressed by the use of science related materials and activities for the use of instruction and practice of skills necessary in order to increase student achievement Levels.

Measurable Objective

Given instruction using the Sunshine State Standards students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the administration of the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act(PDSA) Instructional Cycle school-wide to ensure academic progression of all students in science.	Principal, Assistant Principal	08/08/2005	05/24/2006
Conduct an annual school-wide Science Fair to enhance problem- solving, cognitive thinking skills and the use of the scientific process.	Principal, Magnet Lead Teacher	03/01/2006	04/01/2006
Provide weekly school-wide activities that incorporate the inquiry and discovery method of learning, addressing the Science Sunshine State Standards to increase science proficiency.	Principal, Assistant Principal	08/08/2005	05/24/2006
Utilize the Test Ready Science activities with fifth grade students on a quarterly basis for the purpose of remediation.	Principal, Assistant Principal	09/01/2005	05/24/2006
Utilize computer-assisted instruction on a quarterly basis (i.e., Riverdeep) in order to increase student achievement among students in grade five.	Principal, Assistant Principal	09/01/2005	05/24/2006
Conduct bi-weekly science experiments for students in grades Kindergarten through fifth in order to assist in understanding the scientific process using McGraw-Hill Science Lab activities and Foss Kits.	Principal, Assistant Principal, Magnet Lead Teacher	08/08/2005	05/24/2006

Research-Based Programs

McGraw-Hill Science Basal Series, Foss Kit

Professional Development

Professional Development Calendar: September/October Science Sunshine State Standards Overview (school-wide). September through May-Grade level meetings (school-wide)

Evaluation

SUMMATIVE 1. 2005 FCAT Science Test results FORMATIVE 1. Science Assessments-Site devised
2. Pre and Post Assessments-Site devised 3. Test Ready Science Book 5 4. Test Ready Science Book
5. McGraw-Hill Science Book 5 Teacher Resources for Practice. In addition, the following is used to monitor the strategies: lesson plans, Science Project checklist and computer-generated reports

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

The parent/ family/community members at E.W.F. Stirrup Elementary will increase parental involvement.

Needs Assessment

School Monthly Reports indicate an 11 percent decrease in the number of times parent/family/community member attended school-sponsored activities during the 2004-2005 school year as evidenced by Parental Sign-in Logs. An assessment of sign-in logs indicates that a total of 1,925 parents visited the Title I Welcome Center, 632 parents visited the Parent Outreach Center, 3,206 parents attended parental workshops, 189 parents were involved in other school activities, and 79 parents were involved in Parent Recognition Programs. While parental involvement activities were well attended, records indicate that participation in school sponsored activities for Kindergarten through fifth grade parents need improvement.

Measurable Objective

Given increased contact via the efforts of the Community Involvement Specialists, parent/family/community involvement will improve by an increase of five percent of Kindergarten through fifth grade parent/family/community members attending school-sponsored activities during the 2005-2006 as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of Kindergarten through fifth grade parents who attend inservices, in order to address attendance concerns.	Community Involvement Specialist, PTA	09/01/2005	05/24/2006
Provide workshop opportunities specifically to parents of Limited English Proficient(LEP)students and Students with Disabilities(SWD) to assist with the student academic achievement.	Principal, Assistant Principal, Community Involvement Specialist	09/01/2005	05/24/2006
Establish a parent compact and a monthly school-wide calendar to provide and facilitate the dissemination of home-school related information.	Principal, Assistant Principal, Community Involvement Specialist, PTA	08/08/2005	05/24/2006
Invite parents to attend Back to School Night, Family Literacy Nights, Science Fair, Black History Program and award ceremonies including: Honor Roll, Perfect Attendance, Spelling Bee Championship Breakfast, Kindergarten Recognition, Fifth Grade Recognition and Fifth Grade D.A.R.E. Graduation in order to increase parental involvement.	Principal, Assistant Principal, Community Involvement Specialist, PTA	09/01/2005	05/24/2006
Provide transportation to enable parents to attend District Advisory Council(DAC) meetings to be informed about school related activities.	Principal, Assistant Principal, Community Involvement Specialist, PTA	10/01/2005	05/24/2006
Continue to incorporate workshop opportunities that target topics that address the needs of the community such as immigration laws, home safety, health awareness, parenting and FCAT skills to increase student achievement.	Principal, Assistant Principal, Community Involvement Specialist	09/01/2005	05/24/2006
Provide Transition to School workshop for parents of entering Kindergarten students in order to create a successful home to school transition.	Principal, Assistant Principal, PTA	4/05/2006	05/24/2006
Continue with Parent Recognition Programs such	Principal, Assistant Principal,	08/08/2005	04/05/2006

as, Volunteer Breakfast, Parent and Teacher Appreciation Luncheons in order to increase parental involvement.	Community Involvement Specialist, PTA		
Provide School Readiness workshops to parents of Pre-Kindergarten students in order to ensure school readiness.	Principal, Assistant Principal, PTA	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Title I Community Involvement Specialist Provide Workshops: M-DCPS Information and Home learning Tips, Reading and Writing FCAT Tips for Parents, Safety and security at school and at home, Making wise money decisions that help families, Healthy families, Preventing, Identifying, and Treating substance abuse, Civil right and responsibilities, Immigration Laws and Procedures, FCAT Math and Science provided by The District Bilingual Department, and Division of Math and Science.

Evaluation

This objective will be evaluated by monitoring the parental sign-in logs. Additionally, the Title I Monthly School Reports will be analyzed continuously to ensure that Kindergarten through fifth grade parents involvement will increase as a result of the above mentioned strategies in order to achieve the objective .

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

The staff and students at E.W.F. Stirrup Elementary will create a safe environment.

Needs Assessment

Individual student case management referrals during 2004-2005 indicates a total of 35 entries regarding student's behavior. However, there is a need to reinforce the Code of Student Conduct and Functional Assessment of Behavior (F.A.B.) in order to decrease the number of referrals and ensure a safe learning environment for students.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease of ten percent in the number of Student Case Management (SCM) Referral forms.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act(PDSA) Instructional Cycle school-wide to ensure a safe and an orderly environment.	Principal, Assistant Principal	08/08/2005	05/24/2006
Implement a daily morning arrival procedure in order to procure a safe environment.	Principal, Assistant Principal	08/08/2005	05/24/2006
Implement a daily afternoon dismissal procedure in order to decrease the number of critical response incidents.	Principal, Assistant Principal	08/08/2005	05/24/2006
Identify students on an annual basis to serve as part of the school patrol program in order to facilitate safety practices.	Principal, Assistant Principal	04/03/2005	05/24/2006
Provide weekly counseling sessions for fourth and fifth grade students in the areas of conflict resolution in order to decrease negative behavior.	Principal, Assistant Principal	08/08/2005	11/01/2006

Research-Based Programs

Not Applicable

Professional Development

Functional Assessment of Behavior (F.A.B.), Accountability for School Counselors, TRUST Program, Conflict Resolution Professional Development Calendar: February- TRUST Program and Conflict Resolution April/May- Accountability for Counselors June- Functional Assessment of Behavior (F.A.B.)

Evaluation

Computer-generated final summary of Student Case Management Referrals will be used to monitor the strategies.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

The students at E.W.F. Stirrup Elementary will improve their ability to use technology.

Needs Assessment

Although school monthly library circulation statistics indicate an increase of Accelerated Reader books checked-out, there is still a need for students in grades three through five to augment Accelerated Reader online assessments due to the inaccessibility of computers.

Measurable Objective

Given an emphasis on the use of technology in education, students will demonstrate a five percent increase in the use of the Accelerated Reader Program during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize computer-assisted instruction(i.e.,FCAT Explorer, Brainchild, Riverdeep) on a quarterly basis in order to increase student reading achievement in grades three through five.	Principal, Assistant Principal	08/08/2005	05/24/2006
Provide all students access to computers in the Media Center during weekly library time in order to increase accessibility of technology.	Principal, Assistant Principal	10/17/2005	05/24/2006
Implement the S.T.A.R. Reading Program on a quarterly basis to monitor the progress and ensure an increase in students achievement level.	Principal, Assistant Principal, Reading Leader	08/08/2005	05/24/2006
Implement and create a bulletin board in the Media Center displaying students success throughout the year in the Accelerated Reader Program.	Principal, Assistant Principal, Reading Leader	10/17/2005	05/24/2006
Continue daily school-wide student participation in the Accelerated Reader Program in order to increase students reading levels.	Principal, Assistant Principal, Reading Leader	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Accelerated Reader computer generated summary reports, student record sign-in log for grades three through five.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

The students at E.W.F. Stirrup Elementary will improve their physical fitness.

Needs Assessment

Results of the 2004-2005 administration of the FITNESSGRAM Test indicates that 18 percent which represents 365 of the fourth and fifth grade students tested, were awarded the Gold Presidential Card. However, the performance reveals the need for additional activities related to the component items, aerobic capacity and flexibility. Our goal is to improve students' fitness through the implementation and monitoring of the FITNESSGRAM Program.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by a five percent increase of the number of students taking the 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle for students in grades four and five to ensure improvement in physical fitness.	Principal, Assistant Principal	08/08/2005	05/24/2006
Provide a wide variety of physical activities daily to develop and maintain an acceptable level of physical fitness and to increase the presidential score.	Principal, Assistant Principal	08/08/2005	05/24/2006
Identify students in grades four and five that demonstrate less proficient physical ability and provide a special exercise plan in order to increase the number of students achieving a presidential score.	Principal, Assistant Principal	10/03/2005	04/03/2006
Provide a physical fitness log for students in grades four and five to assist students in establishing daily physical activities in order to increase the presidential score.	Principal, Assistant Principal	10/03/2005	03/01/2006
Administer and analyze the FITNESSGRAM Pre and Post Test in order to provide instruction and monitor the progress of student achievement.	Principal, Assistant Principal	08/08/2005	11/01/2005

Research-Based Programs

Not Applicable

Professional Development

District Physical Fitness Testing Program Professional Development Calendar: October/November - District Physical Fitness Testing Program(Physical Education teachers)

Evaluation

SUMMATIVE 1. 2005-2006 administration of the FITNESSGRAM Test FORMATIVE 1. Pre and Post Test (timed) 2. FITNESSGRAM written activities.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

The enrollment of E.W.F. Stirrup Elementary Strings Program will increase.

Needs Assessment

Currently there are twelve students participating in this program. In order to increase enrollment in the Strings Program students must demonstrate a talent and proficiency in pitch matching, tonal discrimination, and rhythmic discrimination. Students are evaluated through district-approved assessments, a practice which ensures uniformity, consistency, and fairness for all who are auditioned. The program's declining enrollment can be attributed to increased emphasis on standardized testing and school grading, ineffective recruitment strategies, inadequate preparation for the students in the areas of tone and rhythm, and an insufficient means of communication between the music teacher, classroom teachers, students, and parents. Since standardized testing and school grading will continue to be emphasized, staff involved with the Strings Program must look at innovative and creative ways to increase the program's population, while supporting the school's goals of improved student achievement.

Measurable Objective

Given emphasis on the importance of using a musical instrument, the Strings Program population will increase by five percent as evidenced by the 2005-2006 Strings Program attendance logs as compared to the 2004-2005 Strings Program attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Employ district-approved strategies for improving students' facility with pitch and rhythm.	Principal, Strings Program Coordinator	09/28/2005	05/24/2006
Present the program to the faculty, including ways in which participation in the Strings Program can lead to improved critical thinking among those who play stringed instruments.	Principal, Assistant Principal, Strings Program Coordinator	08/08/2005	05/24/2006
Work with district and school personnel to find potential times for implementing the program that would have the least impact on student achievement.	Principal, Assistant Principal	09/28/2005	05/24/2006
Develop an agreement form, outlining the students', teachers' and parents' responsibilities, once students have been conditionally accepted into the program.	Principal, Assistant Principal	09/30/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Strings Program Training including topics such as recruitment and retention strategies and techniques for effective instruction.(Music teachers)

Evaluation

The staff-developed attendance logs will indicate that the 2005-2006 Strings Program enrollment will show an increase of at least five percent over that of the 2004-2005 Strings Program.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

E.W.F. Stirrup Elementary School will rank at or above the 90th percentile statewide in the Return On Investment(ROI)index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003 E.W.F. Stirrup Elementary School ranked at the 59th percentile on the State of Florida Return On Investment index.

Measurable Objective

E.W.F. Stirrup Elementary School will improve its ranking on the State of Florida Return On Investment index publication from the percentile in 2003 to the 64th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC	09/01/2005	05/24/2006
Collaborate with the district on resource allocation.	Principal	09/01/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC	09/01/2005	05/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC	09/01/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida Return On Investment index publication, E.W.F. Stirrup Elementary will show progress toward reaching the 64th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

Reviewed and monitored variances in school budget. Sourced matching funds for acquisition of computers. Approved monies for purchase of library books and Accelerated Reader books and materials. Approved distribution of funds awarded to the school from the State of Florida in recognition of an A rating.

Training:

Recommended funding for additional inservice teacher training.

Instructional Materials:

Approved additional resources for computer network improvements, approved monies for the purchase of Accelerated Reader books/materials, and additional software.

Technology:

Sourced matching funds for acquisition of computers and approved additional resources for computer network improvements.

Staffing:

Recommended and selected teacher mentors to participate in the teacher mentoring program.

Student Support Services:

Recommended and funded tutorial programs, designed and implemented activities to further home/school communication and involvement.

Other Matters of Resource Allocation:

Developed and maintained a relationship with the selected participant of the Dade Business Partner Program.

Benchmarking:

Evaluated performance of programs, materials and teaching strategies.

School Safety & Discipline:

Designed and monitored arrival/dismissal procedure plans to ensure a safe environment.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent