

SCHOOL IMPROVEMENT PLAN 2007 - 2008

E. W. F. Stirrup Elementary School (5381)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Marisel Elias-Miranda

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

E.W.F. Stirrup Elementary is located at 330 NW 97 Avenue in Miami, Florida and is part of the Coral Park Feeder Pattern in Region III. 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 909 students. The population consists of 93 percent Hispanic, two percent White Non-Hispanic, one percent Black and three percent Other. The staff is comprised of 77 full-time members and 17 part-time personnel. The average class size is 18 students in grades kindergarten through three and 22 students in grades four and five. The attendance rate for 2006-2007 was 95.78 percent. Stirrup's retention rate percentage for 2006-2007 was 14.50 percent in all grades. 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 through 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. In a collaborative effort to better serve the community and its diverse population, Chevy's Restaurant, Stirrup's Dade Partner has initiated "Family Night" at their Miami location. Chevy's Restaurant invites students, faculty and staff to interact in a family atmosphere. Their incentive program and activities have served to stimulate and promote higher learning, reinforce the use of good manners and proper etiquette. Stirrup has also acquired a partnership with Washington Mutual Bank in order to provide the students with additional materials and supplies. The commitment and effort expended by the administration, staff and its partners is commensurate with the high expectations that is communicated to the students and reflected in the school's high ratings. The academic achievement data for students indicates that 72 percent scored at or above grade level in reading and 68 percent scored at or above grade level in mathematics, while 69 percent of the economically disadvantaged students scored 69 percent in the area of reading and 66 percent in mathematics. The English Language Learners (ELL) students scored 66 percent at or above grade level in reading and 67 percent at or above grade level in mathematics. The Hispanics subgroup scored 72 percent at or above grade level in reading and 69 percent at or above grade level in mathematics. An assessment of the Reading data reveals that 17 percent of students in grade three scored Achievement Level 1 and 12 percent scored Achievement Level 2. For grade four, 15 percent scored Achievement Level 1 and 16 percent scored Achievement Level 2. For grade five, 14 percent scored Achievement Level 1 and 16 percent scored Achievement Level 2. An assessment of the Mathematics data reveals that 13 percent of students in grade three scored Achievement Level 1 and 10 percent scored Achievement Level 2. For grade four 16 percent scored Achievement Level 1 and 36 percent scored Achievement Level 2. For grade five 18 percent scored Achievement Level 1 and 29 percent scored Achievement Level 2. Under the State of Florida A+ Plan, E.W.F. Stirrup Elementary met federal adequate yearly progress under the No Child Left Behind Act. An area of concern that has impeded Stirrup's success, is the rate of absenteeism and tardiness among our student population. The importance of regular school attendance and prompt arrival is an essential part for student achievement. Stirrup's goal is to improve the attendance rate by establishing better communication between the home and school and provide an incentive program that supports the schools goal.

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 20 students in each class. The staff of the magnet program consists of a team of three full-time teachers, a full-time lead teacher and a part-time paraprofessional. 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 in 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. 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 an Academic Excellence Program through enrichment classes such as Chess and Art Club activities. 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. Stirrup's Gifted 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 41 students. Furthermore, a Teaching Enrichment Activities to Minorities (TEAM) program is offered for one second grade and one third grade classroom. 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 Special Education (SPED) Program includes one self-contained pre-kindergarten class, as well as an inclusion model for Special Education (SPED) students. Stirrup participates in two grants sponsored by Florida International University (FIU). One grant (ENLACE), consists of an after school tutorial program for students that addresses the enhancement of reading skills by implementing the use of Read 180 (a technology-based program), as well as personal development, nutrition, health, safety and fitness. The second grant (FLASH), consists of an after school enrichment program for parents and their children. The parent program consists of a second language acquisition program that includes parenting skills and knowledge of the public school systems' resources. The students' component addresses FCAT skills in reading and mathematics. Additionally, Stirrup participates in HealthCONNECT. This program addresses the students' health and social needs through a school-based clinic staffed by a nurse, a



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nurse-practitioner and a social worker. This program is sponsored by The Children's Trust Foundation.

E.W.F. Stirrup Elementary School uses Title I funds to enhance student learning by hiring one Mathematics/Science Leader, one full-time paraprofessional and hourly teachers and paraprofessionals. A full-time Community Involvement Specialist (CIS) is hired to promote parental involvement through home visits and parent workshops. Stirrup Elementary is committed to continue on its quest to provide the highest quality education so that all students are empowered to lead productive and fulfilling lives as life-long learners and responsible citizens.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a five percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate five percentage points in parental and community interaction as evidenced by comparing the sign in logs for the 2006-2007 and the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of teacher written referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their health and fitness skills as evidenced by 50 percent of the students meeting high standards in achieving the gold presidential card on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in the Strings Program, the number of Magnet and Non-Magnet students enrolled in the Strings Program will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

E.W.F. Stirrup Elementary School will improve its ranking on the State of Florida Return On Investment index publication by one percentage point 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 obstacles that prevent progress. A score of 3.7 indicates a need for improvement. Grade level and department meetings will be held to identify barriers 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.



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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.

5381 - 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



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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

Facility/Community

E.W.F. Stirrup was founded in 1976 and initially consisted of portable and relocatable classrooms. Its present permanent structure was built in 1986 and is located at 330 NW 97 Avenue in Miami, Florida. The school is on 96,682 square feet. A concrete building will be added, construction is set to begin in November. Currently there are 14 portable classrooms. Presently 489 students are receiving free lunch and 130 reduced lunch.

Student Demographics

An assessment of the Reading data reveals that 17 percent of students in grade three scored Achievement Level 1 and 12 percent scored Achievement Level 2. For grade four, 15 percent scored Achievement Level 1 and 16 percent scored Achievement Level 2. For grade five, 14 percent scored Achievement Level 1 and 16 percent scored Achievement Level 2.

An assessment of the Mathematics data reveals that 13 percent of students in grade three scored Achievement Level 1 and 10 percent scored Achievement Level 2. For grade four 16 percent scored Achievement Level 1 and 36 percent scored Achievement Level 2. For grade five 18 percent scored Achievement Level 1 and 29 percent scored Achievement Level 2.

The 2006-2007 School Accountability Report showed that 71 percent of students in grades three through five achieved proficiency in the area of Reading as per the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP). English Language Learners (ELL) scored 66 percent, Economically Disadvantaged 69 percent, and Hispanic 72 percent.

The 2006-2007 School Accountability Report showed that 74 percent of students in grades three through five achieved proficiency in the area of Mathematics as per the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP). English Language Learners (ELL) scored 67 percent, Economically Disadvantaged 66 percent, and Hispanic 69 percent.

Stirrup currently serves a diverse multicultural community of 909 students, consisting of 93 percent Hispanic, two percent White Non-Hispanic, one percent Black, and three percent Other in grades Pre kindergarten through grade five.

Unique Aspects: Advantages

Stirrup's Magnet Program offers opportunities to students with a special interest in mathematics and science/aerospace. The Gifted Program further enhances the students cognitive thinking skills.

Unique Aspects: Areas of Concern

An area of concern that has impeded Stirrup's success is the rate of absenteeism and tardiness amongst our student population. The importance of regular school attendance and prompt arrival is an essential part for student achievement. Our goal is to improve the attendance rate by establishing better communication between the home and school and provide an incentive program that supports our goal.

Teacher Demographics

The Leadership Team consists of Dr. Marisel Elias-Miranda-Principal, Aileen Vega-Assistant Principal, Maria Riestra-Quintero-Math/Science Lead Teacher, Dawn Cabrera-Reading Coach, Grisel Molina-Primary Chairperson Pre kindergarten, kindergarten and first grade, Maria Crespo-Primary Chairperson-Grades 2-3, Gail Jenkins-Intermediate Chairperson-Grades 4-5, Mary Mellon-Gonzalez-EESAC Chairperson, Steve Scherker-Chairperson-Special Areas, Elena Fernandez-Chairperson-Spanish Department, Linda Rubio-Chairperson-ESOL, Barbara Vernio-Chairperson-SPED Department, Stacey Sessions-Chairperson-Writing Institute, and Leesa Roig-Student Services. Stirrup employs two administrators, 92 full time staff members and 17 part time personnel. Additional teachers include: Art(two), Music(two), Physical Education(two), ESOL(seven), 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, 25 percent Black, and 19 percent are White. Eighty-eight percent of Stirrup's staff members are female, and 12 percent are male. The average teaching experience is 13 years. Stirrup recruits highly qualified teachers.

Class Size/ Teacher-to Student Ratio

General education average class sizes are as follows; Pre kindergarten 18 students, 19 in grades kindergarten through third, 22 in grades fourth and fifth. The average class size of students in the Special Education (SPED) Program in Pre kindergarten is 7, in grades kindergarten through third is 8 and for grades fourth and fifth is 9. Students to teacher ratio is 18 to 1 in Pre kindergarten, 19 to



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1 in grades kindergarten through third, 22 to 1 in grades fourth and fifth.

Attendance Rate

The attendance for 2006-2007 school year was 95.78 percent. The Community Involvement Specialist 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.

Promotion/Graduation/Retention Rates

Stirrup's retention rate percentage for 2006-2007 was 14.50. The retention rate percentage for third grade students for 2006-2007 was 5.83.

Feeder Pattern

Stirrup is part of the Coral Park Feeder Pattern. Our students transition to Ruben Dario Middle School, which received a school grade of a "B" for the 2006-2007 school year. Ruben Dario Middle is not a Zone school.

Special Programs

E.W.F. Stirrup Elementary School uses Title I funds to enhance student learning by hiring one Mathematics/Science Leader, one Reading Coach, one full time paraprofessional and hourly teachers and paraprofessionals. A full time Community Involvement Specialist is hired to promote parental involvement through home visits and parent workshops. Under the State of Florida A+ Plan, E.W.F. Stirrup Elementary met federal adequate yearly progress under the No Child Left Behind Act (NCLB). Seventy -two percent of the students scored at or above grade level in reading and 68 percent of the students scored at or above grade level in mathematics.

Stirrup has a Gifted Program. This program addresses the students' 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.

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 through the use of hands-on science experiments, mathematics manipulatives and computer technology within a small classroom setting. Reading and language arts activities correlate to the topics of study.

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 Academic Excellence Program (AEP) is provided as enrichment classes such as; The Art Atelier and The Chess Club during after school hours. This program is funded by the Advanced Academics Department.

Stirrup provides after school and Saturday tutorial classes in the areas of reading and mathematics for students identified as the lowest twenty-five percent, Special Education (SPED) students, English Language Learners (ELL) and students that scored at proficiency level. Tutoring is also offered in the area of writing and science. In addition, the After School Care Program provides reinforcement in reading using Read 180.

School Community Relations/Partners

In a collaborative effort to better serve the community and its diverse population, Chevy's Restaurant Stirrup's Dade Partner has initiated "Family Night" at their Miami location. Chevy's Restaurant invites students, faculty and staff to interact in a family atmosphere. Their incentive program and activities have served to stimulate and promote higher learning, reinforce the use of good manners and proper etiquette. Stirrup has also acquired a partnership with Washington Mutual Bank in order to provide the students with additional materials and supplies.

Grants

Stirrup participates in two grants sponsored by Florida International University (FIU). One grant (ENLACE), consists of an after school



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tutorial program for students that addresses the enhancement of reading skills by implementing the use of Read 180 (a technology-based program) as well as personal development, nutrition, health, safety and fitness. The second grant(FLASH), consists of an after school enrichment program for parents and their children. The parent program consists of a second language acquisition program that includes parenting skills and familiarity with the public school systems' resources. The students' component addresses FCAT skills in reading and mathematics. Additionally, Stirrup participates in HealthCONNECT. This program addresses the students' health and social needs through a school-based clinic staffed by a nurse, a nurse-practitioner and a social worker. This program is sponsored by The Children's Trust Foundation.

School Foundation

Leadership:

The leadership focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.3 out of 5.0. This is an increase of .3 from the previous year. Analysis of the data indicated that leadership at E.W.F. Stirrup is dedicated to its goal to provide planning and delivery of a differentiated instructional model that targets all students. The school leadership focuses on creating an environment for support and participation in committees and school-wide activities.

District Strategic Planning Alignment:

The district strategic planning focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.2 out of 5.0. This is an increase of .1 from the previous year. Analysis of the data indicates that E.W.F. Stirrup continues an ongoing process that incorporates the academic and operational functioning of the school.

Stakeholder Engagement:

The stakeholder engagement focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.2 out of 5.0. This is a decrease of .1 from the previous year. Analysis of the data indicates that all stakeholders are important to the success of the learning environment at E.W.F. Stirrup Elementary. Regularly scheduled meetings are held in order to share concerns, needs and suggestions for improvements are encouraged.

Faculty & Staff:

The faculty and staff focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.2 out of 5.0. This score is the same as the previous year. E.W.F. Stirrup 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.

Data/Information/Knowledge Management:

The data, information and knowledge management focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.4 out of 5.0. This is an increase of .1 from the previous year. Analysis of the data indicates that E.W.F. Stirrup 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 of students academic achievement.

Education Design:

The education design focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.3 out of 5.0. This is an increase of .4 from the previous year. Analysis of the data indicates that E.W.F. Stirrup enhances 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 academic support, as well as after school tutorial programs. These programs are implemented using Title I, ENLANCE, and the Division of Bilingual Education and World Languages funds.

Performance Results:

The performance results focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.2 out of 5.0. This is an increase of .1 from the previous year. Analysis of the data indicates that E.W.F. Stirrup continuously monitors student performance progress in order to identify and remediate areas needing improvement. The implementation of on-going Progress Monitoring Data Binders which compile assessments and data results from each student, provides for teacher accountability of students academic performance gains.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

All students at E.W.F. Stirrup Elementary will be able to read on or above grade level.

Needs Assessment



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Results of the 2007 FCAT Reading Test indicate that 71 percent of third grade students, 69 percent of fourth grade students, and 70 percent of the fifth grade students tested scored at or above proficiency level. In addition, 17 percent of the third grade students scored at achievement Level 1 and 12 percent scored at achievement Level 2. Fourth grade students tested 15 percent scored at achievement Level 1 and 16 percent scored at achievement Level 2. Fifth grade students scored 14 percent at achievement Level 1 and 16 percent scored at achievement Level 2. An assessment of the data indicates that the students in third grade reading by content clusters showed that the percent of students that demonstrated mastery of the reading clusters as follows; 67 percent in word/phrases, 65 percent in main idea/purpose, 65 percent in comparisons and 50 percent in the area of reference/research. An assessment of the data indicates that the students in the fourth grade reading by content clusters showed that the percent of students that demonstrated mastery of the reading clusters as follows; 60 percent in word/phrases, 68 percent in main idea/purpose, 65 percent in comparisons and 75 percent in the area of reference/research. An assessment of the data indicates that the students in the fifth grade reading by content clusters showed that the percent of students that demonstrated mastery of the reading clusters as follows; 67 percent in word/phrases, 61 percent in main idea/purpose, 67 percent in comparisons and 75 percent in the area of reference/research. However the performance reveals the need for additional help in the area of research and reference for students in third grade, words and phrases for students in grade four and main idea and purposes for students in grade five.

The 2006-2007 School Accountability Report showed that 71 percent of students in grades three through five achieved proficiency as per the No Child Left Behind (NCLB) Adequate Yearly Progress. English Language Learners (ELL) scored 66 percent at or above proficiency level as per the Adequate Yearly Progress Report. This assessment uncovers the need which includes but are not limited to the following; further training in the use of differentiated instruction and further collaboration amongst grade level staff member during their professional learning communities.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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 based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize computer-assisted instruction (i.e., FCAT Explorer, Riverdeep) on a quarterly basis in order to increase reading achievement among students in grades three through five.	Principal, Assistant Principal, Reading Coach	9/7/2007	5/23/2008	District-wide Literacy Plan	0
Implement the S.T.A.R. Reading Program on a quarterly basis to monitor progress and ensure an increase in students reading level.	Principal, Assistant Principal, Reading Coach	9/07/2007	5/23/2008	Continuous Improvement Model	0
Provide 30 minutes of daily independent reading for kindergarten through grade five students across the curriculum with both self-selected texts and structured activities in order to increase student proficiency.	Principal, Assistant Principal, Reading Coach	9/7/2007	5/23/2008	District-wide Literacy Plan	0
Identify students in grades two through five with special emphasis on students in the Special Education (SPED) Program that are also English Language Learners (ELL) and implement a plan to provide and monitor small group tutorial classes after school for a duration of two hour weekly in order to increase reading proficiency.	Principal, Assistant Principal, Reading Coach	9/7/2007	3/06/2008	Diversity & Educational Equity	5000
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 Coach	9/7/2007	5/23/2008	District-wide Literacy Plan	400
Identify students in grades three through five who scored a Level 3 on the FCAT Reading Test and implement a plan to provide classes on Saturday for a duration of two hours weekly in order to increase reading proficiency.	Principal, Assistant Principal, Reading Coach	1/12/2008	3/6/2008	District-wide Literacy Plan	5000
Identify students in grades two through five that participate in the After School Care Program and implement a plan to provide reinforcement in reading using Read 180 in order to increase reading proficiency, in collaboration with FIU ENLACE Project.	Principal, Assistant Principal, FIU ENLACE Coordinator	8/29/2007	5/30/2008	Diversity & Educational Equity	5000
Identify students in the Gifted, Magnet and TEAM Programs in grades two through five to receive tutoring in an assisted technology program (Reading Plus) for a duration of thirty minutes twice a week.	Principal, Assistant Principal, Reading Coach	9/4/2007	5/23/2008	District-wide Literacy Plan	0
Implement the Regional Center III Data Debriefing Protocol.	Principal, Assistant Principal	8/20/07	5/30/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coach	8/20/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Series, Voyager Passport, Reading Plus, Read 180, Fast ForWord

Professional Development

Professional Development Calendar: August/September DIBELS (SWAT Team members), August- Working with Words (kindergarten through fifth grade and special education teachers) August-Best Practices (beginning teachers), August/September- Project OWL (second grade teachers) October- FCAT Explorer, Riverdeep, (third through fifth grade teachers) Differentiated Instruction (kindergarten through fifth Grade), October - FCAT Writing+ (second through fifth grade teachers), September-Read 180 (third through fifth grade teachers), September through May – Professional Learning Communities (school-wide) August through May - Continuous Improvement Model (CIM)(school-wide)

Evaluation



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SUMMATIVE: 1. 2008 FCAT Reading Test results FORMATIVE: 1.S.T.A.R. Reading 2.Houghton Mifflin Reading Series FCAT Practice Activities 3. Test Ready Reading and Vocabulary 4. District Interim Assessment 5. DIBELS. In addition, the following are used to monitor the strategies : lesson plans, attendance rosters and computer-generated reports.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

All students at E.W.F. Stirrup Elementary will demonstrate increased performance in mathematics.

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT Mathematics Test indicate that 77 percent of third grade students, 70 percent of fourth grade students and 53 percent of the fifth grade students tested, scored at or above proficiency Level. In addition, 13 percent of the third grade students scored at achievement Level and 10 percent at achievement Level 2. For fourth grade, 16 percent of the students tested scored at achievement Level 1 and 36 percent at achievement level 2. The fifth grade students that were tested, 18 percent scored at achievement Level 1 and 29 percent at achievement Level 2. The results of the grade three mathematics by strands, showed that the percent of students that demonstrated mastery of the mathematics strands as follows; 67 percent in number sense, 75 percent in measurement, 71 percent in geometry, 67 percent in algebraic thinking, and 71 percent in data analysis. The results of grade four mathematics by strands, showed that the percent of students that demonstrated mastery of the mathematics strands as follows; 64 percent in number sense, 63 percent in measurement, 71 percent in geometry, 57 percent in algebraic thinking, and 57 percent in data analysis. The results in grade five mathematics by strands, showed that the percent of students that demonstrated mastery of the mathematics strands as follow; 46 percent in number sense and measurement, 55 percent in geometry, 45 percent in algebraic thinking, and 50 percent in data analysis. However, the performance reveals the need for additional help in the areas of number sense and algebraic thinking for students in third grade. For students in fourth grade, reinforcement is needed in the areas of algebraic thinking and data analysis. Additional help in the areas of number sense, measurement and algebraic thinking is needed for students in fifth grade.

The 2006-2007 School Accountability Report indicates that 73 percent of the eligible students tested are meeting high standards in mathematics and 66 percent are making learning gains. The Adequate Yearly Progress (AYP) Report showed that the following school's subgroups exceeded the 50 percentage requirement that demonstrated Adequate Yearly Progress (AYP) in mathematics. The percent of English Language Learners (ELL) scored 67 percent, the Economically Disadvantaged 66 percent and the Hispanic 69 percent. This assessment uncovers the need which include but not limited to the following; (1) further training of teaching skills, among grade level, on the approach and strategies used to instruct the specific content areas. (2) further collaboration amongst grade level staff members during their professional learning communities.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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 based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in grades three through five who scored at achievement Levels 1 and 2 on the FCAT Mathematics Test and implement a plan to provide and monitor small group remediation tutorial classes after school for a duration of two hours weekly in order to increase student achievement levels.	Principal, Assistant Principal, Math and Science Lead Teacher	9/17/2007	3/6/2008	Continuous Improvement Model	5000
Identify all students in grades three through five with special emphasis on students in the Special Education (SPED) Program 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 basis in order to increase mathematics proficiency.	Principal, Assistant Principal	9/4/2007	5/23/2008	Continuous Improvement Model	4000
Organize and establish a chess club for students in grades four and five after school for a duration of two hours weekly in order to increase critical thinking skills.	Principal, Assistant Principal, Chess Coordinator	10/1/2007	5/23/2008	District-wide Literacy Plan	800
Assign a teacher mentor once a week to Special Education Students (SPED) to motivate and ensure academic progress.	Principal, Assistant Principal	10/15/2007	5/30/2008	Exchange Meaningful Information	0
Provide a mathematics problem of the day for students in grades kindergarten through five in order to increase students' cognitive thinking skills.	Principal, Assistant Principal	8/27/2007	5/30/2008	District-wide Literacy Plan	0
Identify students in grades three through five who scored at proficiency Level on the FCAT Mathematics Test to receive two hours of tutoring on Saturdays in order to increase student achievement levels.	Principal, Assistant Principal, Math and Science Lead Teacher	1/12/2008	3/6/2008	District-wide Literacy Plan	3000
Identify students in grades kindergarten through five who are in the English Language Learner (ELL) Program or are a Level 5 and still being monitored to receive weekly tutoring twice a week for a duration of one hour each session in the area of mathematics.	Principal, Assistant Principal, Math and Science Lead Teacher	9/17/2007	3/6/2008	District-wide Literacy Plan	5000
Implement the Regional Center III Data Debriefing Protocol.	Principal, Assistant Principal	8/20/07	5/30/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) .	Principal, Assistant Principal, Reading Coach	8/20/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

Harcourt Brace Mathematics, Voyager Mathematics

Professional Development

Professional Development Calendar: October-Math Item Specs (third through fifth grade teachers) October – Riverdeep, FCAT Explorer (third through fifth grade teachers) October-Voyager Mathematics (third through fifth grade hourly tutors) September – May Professional Learning Communities (school-wide) August - May - Continuous Improvement Model (CIM)(school-wide)

Evaluation

SUMMATIVE 1. 2008 FCAT Mathematics Test Results
 FORMATIVE 1. STAR Mathematics 2. Harcourt Brace Mathematics FCAT Practice Activities-weekly 3. District Interim Assessment. In addition, the following are used to monitor the strategies listed: lesson plans and attendance roster.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

All students at E.W.F. Stirrup Elementary will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Results of the 2007 FCAT Writing+ Test indicates that 88 percent of the fourth graders tested met the required mastery level of 3.5 or higher. Scores indicate that 90 percent of the fourth grade students scored 3.5 or higher on the Expository Writing Prompt and 77 percent of the fourth grade students scored 3.5 or higher on the Narrative Writing Prompt. An assessment of the data indicates a need to increase the percent of students scoring 3.5 or higher. Results of the 2006 FCAT Writing+ Test indicates that 79 percent of the fourth grade students tested met the state required mastery level of 3.5 or higher. Scores indicate that 82 percent of the fourth grade students scored 3.5 or higher on the Expository Writing Prompt and 73 percent of the fourth grade students scored 3.5 or higher on the Narrative Writing Prompt. The school's goal is to have the students increase the progress shown to date in the Narrative writing and continue to monitor their overall writing progress. Students will improve the quality of writing through guided instruction and ongoing assessment of students' writing that will address focus, organization, support, and conventions.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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 based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a five percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer the District 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,Assistant Principal, Reading Coach,Teachers	8/30/2007	5/23/2008	District-wide Literacy Plan	0
Provide school-wide monthly writing prompts appropriate for each grade level in order to improve writing skills.	Principal,Assistant Principal, Reading Coach, Teachers	8/30/2007	5/23/2008	District-wide Literacy Plan	0
Establish school-wide daily journal writing as part of the Comprehensive Reading Research-Based Plan in order to increase students writing level.	Principal,Assistant Principal, Reading Coach, Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Review the monthly writing prompts to determine strengths and weaknesses of student results and writing strategies for students in grades one through five in order to improve writing proficiency.	Principal,Assistant Principal, Reading Coach, Teachers	8/30/2007	5/23/2008	Continuous Improvement Model	0
Provide and monitor small group tutorial classes after school for students in grade four for a duration of two hours weekly in order to achieve a 3.5 or higher using Best Practices.	Principal, Assistant Principal, Teachers	8/30/2007	3/06/08	District-wide Literacy Plan	5000
Publish student generated writing pieces on a quarterly basis in order to provide students in grades kindergarten through five with additional writing opportunities.	Principal,Assistant Principal, Reading Coach, Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Identify students in fourth grade scoring 3.0 and 4.0 on monthly writing prompts and provide Saturday tutorial enrichment classes using Best Practices in order to increase students' writing level.	Principal,Assistant Principal,Reading Coach,Teachers	01/12/08	2/09/08	District-wide Literacy Plan	1500

Research-Based Programs

Houghton Mifflin (Writing and Language) Reading Series.

Professional Development

Professional Development Calendar: August – Best Practices (beginning teachers) September- Writing Across the Curriculum (fourth grade teachers) October- CRISS (third through fifth grade teachers) FCAT Writes+ (Second through Fifth Grade Teachers) June – The Writing Institute (available to selected staff) September through May- Professional Learning Communities (school-wide) August through May - Continuous Improvement Model (CIM) (school-wide)

Evaluation

SUMMATIVE: 1. 2008 FCAT Writing Test results. FORMATIVE: 1.District Pre and Post Assessments 2. Monthly School Writing Assessments 3. Daily Journal Writing 4. Houghton Mifflin Weekly Reading/Writing Topics

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

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

All students at E.W.F. Stirrup Elementary will be able to apply the scientific method.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 34 percent of fifth grade students tested scored at proficiency level or above. In addition, 32 percent of the fifth grade students scored at achievement Level 1 and 38 percent at achievement Level 2. An assessment of the data indicates that students demonstrated mastery of the science strands as follows: 50 percent in physical/chemical, 47 percent in earth/space, 50 percent in life/environment, and 50 percent in the area of scientific thinking. However, the data reveals the need for additional help in the area of earth/space. This assessment uncovers the needs which include, but are not limited to, the following: (1) further training of teaching skills among all grade levels on the approach and strategies used to instruct specific content areas, (2) the need for training on the implementing of the FCAT Science performance task items and (3) further collaboration among grade level staff members during their professional learning community meetings. A Science schoolwide performance based Pre and Post Test was administered. Results of the Pre Test showed that the fifth grade students' strength was in processes of life scoring 30 percent and opportunity for improvement in the areas of force and motion scoring 1 percent, processes that shape the earth and earth/space scoring 5 percent and 16 percent in energy. Results of the Post Test showed strength in the area of the nature of matter scoring 68 percent and opportunity for improvement in force and motion scoring 36 percent, in processes that shape the earth 33 percent and 38 percent in earth/space. This data was aligned to the science benchmarks and pacing guides in order to enhance our instructional focus calendar.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize and implement an annual school-wide Science Fair to enhance problem solving, cognitive thinking skills and continue to reinforce the use of the scientific process.	Principal,Assistant Principal, Magnet Lead Teacher	4/9/2008	4/27/2008	District-wide Literacy Plan	200
Conduct weekly science experiments for students in grades kindergarten through five in order to assist in understanding the scientific process using Scott Foresman Science Lab activities and Foss Kits.	Principal, Assistant Principal, Teachers, Mathematics and Science Lead Teacher	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Identify students in grades two through five with special emphasis on students in the Special Education (SPED) Program that are also English Language Learners (ELL) and implement a plan to provide and monitor small group bilingual tutorial classes after school for a duration of two hours weekly in order to increase science proficiency.	Principal,Assistant Principal,Math/Science Lead Teacher	9/07/07	3/06/08	District-wide Literacy Plan	1000
Provide students in grade five with tutorial classes on Saturdays for a duration of two hours weekly in order to increase science proficiency in the annually assessed benchmarks.	Principal,Assistant Principal,Math/Science Lead Teacher	1/12/08	3/06/08	District-wide Literacy Plan	2000
Implement the Regional Center III Data Debriefing Protocol.	Principal,Assistant Principal	8/20/07	5/30/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM).	Principal,Assistant Principal,Reading Coach	8/20/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science Basal Series, Foss Kits

Professional Development

Professional Development Calendar: September-SECME 6th Annual Mini-Conference (Math and Science Lead teacher) October- Science Item Specs (fourth and fifth grade teachers) September through May-Professional Learning Communities (school-wide) August through May - Continuous Improvement Model (CIM) (school-wide)

Evaluation

SUMMATIVE 1. 2008 FCAT Science Test results

FORMATIVE 1. School site Pre and Post Assessments for kindergarten through third grade- 2. District Interim Assessment 3. Scott Foresman Science Series Labs. In addition, the following are used to monitor the strategies: lesson plans and Science Project checklist.

Parental Involvement Goal

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

Florida Education Priorities

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

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"/>

Parental Involvement Statement

E.W.F. Stirrup Elementary will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

School Monthly Reports indicate the number of times parent/family/community members attended school-sponsored activities during the 2006-2007 school year as evidenced by Parental Sign-in Logs. An assessment of sign-in logs indicates that a total of 777 parents visits were documented at the Annual Title I Parent Orientation Meeting, 1,143 parent visits were made to the Parent Center/Office, and 4,912 parent visits were documented during school related activities. There is a need to increase parents participation in school-sponsored activities by five percentage points.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate five percentage points in parental and community interaction as evidenced by comparing the sign in logs for the 2006-2007 and the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshop opportunities specifically to parents of English Language Learners (ELL) and Students with Disabilities (SWD) to increase academic achievement.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	5/22/2008	Diversity & Educational Equity	0
Invite parents to attend all school wide activities and events including, but not limited to: Back to School Night, Family Literacy Nights, Science Fair, Black History Program and award ceremonies (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	9/5/2007	5/22/2008	Diversity & Educational Equity	300
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	9/5/2007	5/30/2008	Diversity & Educational Equity	0
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	4/9/2007	5/30/2008	Exchange Meaningful Information	0
Continue with Parent Recognition Programs such as, but not limited to: Volunteer Breakfast, Parent and Teacher Appreciation Luncheons in order to increase parental involvement.	Principal, Assistant Principal, Community Involvement Specialist, PTA	9/5/2007	5/30/2008	Exchange Meaningful Information	200
Provide School Readiness workshops to parents of Pre kindergarten students in order to ensure school readiness.	Principal, Assistant Principal, PTA	8/20/2007	5/30/2008	Universal Pre-K	0
Invite parents to attend District Advisory Council(DAC) meetings in order to receive information about school related activities.	Principal, Assistant Principal, Community Involvement Specialist	10/25/2007	5/15/2008	District-wide Literacy Plan	0
Increase the number of kindergarten through fifth grade parents who attend inservices, in order to address attendance concerns.	Community Involvement Specialist, PTA	8/20/2007	5/30/2008	Exchange Meaningful Information	0
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	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Title I Community Involvement Specialist will provide workshops covering the following topics: 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 .

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

E.W.F. Stirrup Elementary will provide a safe and disciplined environment for all students.

Needs Assessment

Individual student case management referrals during 2006-2007 indicate a three percent of total entries regarding student behavior as compared to four percent entries in the 2005-2006 school year. The school's goal is to promote a safe learning environment by decreasing the number of student referrals.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of teacher written referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a daily morning arrival procedure in order to ensure a safe environment.	Principal, Assistant Principal	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Implement a daily afternoon dismissal procedure in order to decrease the number of critical response incidents.	Principal, Assistant Principal	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Identify students on an annual basis to serve as part of the school patrol program in order to facilitate safety practices.	Principal, Assistant Principal	9/7/2007	5/30/2008	Safe and High-quality Facilities	0
Provide weekly counseling sessions for students in all grade levels in order to encourage appropriate behavior and positive decision-making skills.	Principal, Assistant Principal	8/20/2007	11/9/2008	Student Wellness	0
Implement a good manners program in grades Pre kindergarten through fifth in order to promote and reinforce proper table manners and etiquette.	Principal, Assistant Principal, Teachers	8/20/07	5/30/08	Healthcare & Healthy Choices	0

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.) August through May - Continuous Improvement Model (CIM) (school-wide)

Evaluation

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

Technology Goal

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

Florida Education Priorities

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

Technology Statement

E.W.F. Stirrup Elementary will promote equitable and universal access to technology.

Needs Assessment

Results of the 2006-2007 Accelerated Reader Program indicates that 31 percent of students in grade three were able to access the program, 42 percent of the fourth grade students, and 48 percent of fifth grade students. These percentages indicate a need for increased participation of the Accelerated Reader Program to support students in the improvement of academic skills through technology.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader Program as evidenced by a ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	10/25/2007	5/23/2008	District-wide Literacy Plan	0
Continue daily school-wide student participation in the Accelerated Reader Program in order to increase students reading levels.	Principal, Assistant Principal, Reading Leader	8/27/2007	5/23/2008	District-wide Literacy Plan	1000
Provide all students access to computers in the Media Center during weekly library time in order to increase accessibility of technology.	Principal, Assistant Principal	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Utilize computer-assisted instruction(i.e.,FCAT Explorer, and Riverdeep) on a quarterly basis in order to increase student reading achievement in grades three through five.	Principal, Assistant Principal	8/20/2007	5/23/2008	District-wide Literacy Plan	0
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	8/20/2007	5/23/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development Calendar: September Implementation of Accelerated Reader Program (first grade through fifth grade teachers)

Evaluation

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

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

E.W.F. Stirrup Elementary will promote the overall health and fitness of students.

Needs Assessment

Results of the 2007-2008 administration of the FITNESSGRAM Test indicates that 19 percent, which represents 267 of the fourth and fifth grade students tested, were awarded the Gold Presidential Card. In addition, 22 percent of the fourth and fifth grade students received the Silver Card Award. However, the data reveals a need to increase the amount of students receiving the Gold Presidential Card.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their health and fitness skills as evidenced by 50 percent of the students meeting high standards in achieving the gold presidential card on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	9/4/2007	3/29/2008	Continuous Improvement Model	0
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	9/4/2007	5/30/2008	Continuous Improvement Model	0
Provide a wide variety of physical activities daily for students in grades four and five to develop and maintain an acceptable level of physical fitness and to increase the presidential score.	Principal, Assistant Principal	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Administer and analyze the FITNESSGRAM Pre and Post Test in order to provide instruction and monitor the progress of student achievement in grades four and five.	Principal, Assistant Principal	9/4/2007	3/29/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development Calendar: October/November -Physical Education State Conference (Physical Education teachers), August - May Continuous Improvement Model (CIM) (school-wide)

Evaluation

SUMMATIVE 1.2008 administration of the FITNESSGRAM Test FORMATIVE 1. Pre and Post Test (timed) 2. FITNESSGRAM written activities.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

All students at E.W.F. Stirrup Elementary will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

During 2006-2007, there were 30 students participating in the Strings Program. Currently, there are 25 students. There is a need to increase the number of students participating in the Strings Program.

Measurable Objective

Given emphasis on the benefits of participating in the Strings Program, the number of Magnet and Non-Magnet students enrolled in the Strings Program will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	9/11/2007	5/30/2008	Academic Enrichment Opportunities	0
Develop an agreement form, outlining the students', teachers' and parents' responsibilities once students have been conditionally accepted into the program.	Principal, Assistant Principal	9/11/2007	5/30/2008	Exchange Meaningful Information	0
Employ district-approved strategies for improving students' facility with pitch and rhythm.	Principal, Assistant Principal, Strings Program Coordinator	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0

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 2007-2008 Strings Program enrollment will show an increase of at least five percent over that of the 2006-2007 Strings Program.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

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

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003 E.W.F. Stirrup Elementary School ranked at the 59th percentile on the State of Florida Return On Investment index. There was a one percent decrease, 58th percentile, on the 2004 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 by one percentage point on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC	9/20/2007	5/30/2008	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Principal	9/20/2007	5/30/2008	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC	9/20/2007	5/30/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC	9/20/2007	5/30/2008	Exchange Meaningful Information	0

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 90th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

EESAC reviewed and monitored variances in school budget. Approved 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:

EESAC recommended funding for additional inservice teacher training.

Instructional Materials:

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

Technology:

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

Staffing:

EESAC recommended and selected teacher mentors to participate in the teacher mentoring program.

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

EESAC evaluated performance of programs, materials and teaching strategies.

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	15400
Mathematics	17800
Writing	6500
Science	3200
Parental Involvement	500
Discipline & Safety	0
Technology	1000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	44400



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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