
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5421 - Sunset Park Elementary School

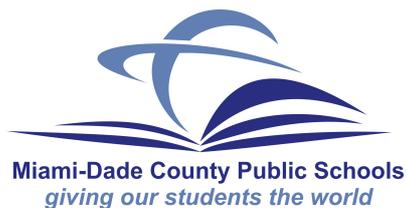
FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Sara Martin

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Sunset Park Elementary School

Sunset Park Elementary School serves approximately 670 pre-kindergarten through grade five students. The school is located in a predominantly Hispanic lower-middle to middle working class suburb of Miami-Dade County, as evidenced by 56 percent of students being eligible for free or reduced price meals. Sunset Park Elementary School will continue to implement an instructional program aimed at high levels of achievement, with a strong focus on literary skills. Various programs will be offered in order to maintain high student expectations. The Academic Excellence Program will foster increased achievement through Journalism and Hands-On Science. The gifted program will offer enrichment opportunities for students in the area of language arts. Extended Foreign Language opportunities will be available for students in grades kindergarten through second in order to create a society of bilingual and biliterate students. Research based instructional materials with demonstrated success will be employed at the school, infused with supplemental materials and literacy interventions across grade levels. Data will be used to drive instruction based on a structured curriculum. A strong emphasis will be placed on continuous assessment, which monitors student achievement. This data will be analyzed and used to focus instruction in order to set annual achievement goals.

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their reading scores as demonstrated by 77 percent of students achieving Level 3 or higher, as documented by scores of the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their mathematics scores as demonstrated by 73 percent of students achieving Level 3 or higher, as documented by scores of the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grade four will increase their writing skills, as evidenced by 84 percent of students achieving level 3.5 or higher, as documented by scores of the 2007 FCAT Writing+ "Plus" test.

Given instruction using the Sunshine State Standards and Grade Level Expectations, 50 percent of students in grade five will score achievement Level 3 or higher, as documented by scores of the 2007 FCAT Science test.

Given school wide emphasis on parental involvement, membership in the PTA will increase by 10 percent during the 2006-2007 school year.

Given attention to the Continuous Improvement Model, the percent of students needing to contact their parents by phone will decrease by ten percent through the year, as documented by a quarterly dismissal phone log.

Given the use of the school's web page, parents and teachers will increase communication as evidenced by a minimum of 10,000 visits to the web page.

Given instruction using the Sunshine State Standards, 87 percent of students in grades four and five will earn a Gold or Silver Fitness Award, as measured by the 2007 FITNESSGRAM.

Given instruction on "The Star Spangled Banner", ten percent of the fifth grade students in the 2006-2007 music classes will increase their scores on a written post-test of the first verse, as compared to their scores on the pre-test.

Sunset Park Elementary School will improve its ranking on the State of Florida Return on Investment index publication to the 80th percentile on the next publication of the index.

The two areas for improvement that will be addressed based on the results of the Organizational Performance Improvement Snapshot survey tool (OPIS) are "I know how well my organization is doing financially" (score equaled 4.2) and "I am recognized for my work" (score equaled 4.4). In order for an organization to be successful, team members must feel that their input and efforts have value. Also, it is important that team members understand the financial situation of an organization in order to better utilize available resources. In order to address these areas of concern, Sunset Park Elementary School will highlight the achievements of staff at faculty meetings. Additionally, Sunset Park Elementary School's administration will provide an in-service for staff members on the school budget.

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.

Sunset Park Elementary School

VISION

The vision of Sunset Park Elementary School is to provide a stimulating learning environment for students that will help them develop into knowledgeable, productive members of society. Sunset Park Elementary School students are encouraged and challenged to reach their full potential.

MISSION

Sunset Park Elementary School is committed to the pursuit of excellence seeking to maximize each student's academic, social and patriotic potential enabling them to become lifelong learners and productive citizens.

CORE VALUES

Sunset Park Elementary School strives for students to become lifelong learners and productive, responsible citizens in our multicultural society.

School Demographics

Sunset Park Elementary School serves approximately 670 pre-kindergarten through grade five students. The school is located in a lower-middle to middle working class suburb of Miami-Dade County. The student ethnic breakdown is 73 percent Hispanic, 15 percent White non-Hispanic, three percent African-American, and eight percent multicultural. The student population is comprised of 48 percent male students and 52 percent female students. The school population is further broken down as 12 percent Students With Disabilities, eight percent Gifted, 43 percent English Language Learners, and 56 percent economically disadvantaged. The mobility rate of the school is approximately 25 percent. Sunset Park Elementary School students have a better than 95 percent rate of attendance.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are 32 certified classroom teachers, which include a reading coach, four teachers of students with disabilities, one teacher of gifted, nine special area teachers, a media specialist, one elementary guidance counselor, one part-time speech therapist, one part-time occupational therapist, one part-time psychologist, three full-time paraprofessionals, one part-time media paraprofessional, five one-to-one paraprofessionals, and five part-time paraprofessionals. Sunset Park Elementary School's teaching staff includes 58 percent with a Bachelor's degree, 37 percent with a Master's degree, five percent with a Specialist degree, and one nationally board certified. The ethnic make-up of the staff is 36 percent White Non-Hispanic, 22 percent Black, and 42 percent Hispanic.

Sunset Park Elementary School has a "B" rating for the 2005-2006 school year. The school has made Adequate Yearly Progress (AYP) in accordance with the standards of the No Child Left Behind. The Golden Apple Award was presented to Sunset Park Elementary for volunteer hours. Sunset Park Elementary School faces challenges due to the large percentage of non English speaking parents, as well as parents with multiple jobs. An additional challenge for Sunset Park Elementary School is the amount of new teachers, which make up 20 percent of the teaching staff.

School Foundation

Leadership:

Sunset Park Elementary School's leadership team is committed to preparing students for the challenges and expectations of the twenty-first century. Data is used to drive instruction, however, the staff voice is an important component of the decision making process. The staff is encouraged to implement innovative ideas and programs in the effort to enhance student achievement. Teamwork among peers is advocated as an essential component of the school community. School leaders provide support and opportunities for professional and personal growth. The leadership team works toward motivating all stakeholders in order to achieve an optimal level of involvement from the entire community.

District Strategic Planning Alignment:

The Organizational Improvement Snapshot Survey Tool reveals that the majority of the staff at Sunset Park Elementary School feel they are included in the development and analysis of the school's goals and objectives. The staff and EESAC members are constantly involved in the development of the objectives and strategies of the school improvement plan.

Stakeholder Engagement:

Parents and students at Sunset Park Elementary School are satisfied with the level of participation in school related activities, as well as the daily operations of the school. The School Climate Survey indicates that Sunset Park Elementary School was rated as a "B+" school by the stakeholders in the 2005-2006 school year. Customer satisfaction is determined through parent surveys, participation in parent workshops, and daily interactions with faculty and staff.

Faculty & Staff:

Sunset Park Elementary School takes a team approach to the overall function of the school. The Organizational Performance Improvement Snapshot Survey Tool reveals that the majority of the staff at Sunset Park Elementary School feels that their work location promotes leadership and customer satisfaction. Staff members collaborate to accomplish Sunset Park's strategic goals and objectives through grade level meetings, the establishment of an Instructional Literacy Team, Attendance and Safety/Crisis Intervention Committees, as well as open discussions at faculty meetings. Sunset Park's average score on the Organizational Performance Improvement Snapshot Survey Tool was 4.3 on a scale of 0 to 5.

Data/Information/Knowledge Management:

Sunset Park Elementary School utilizes data to monitor the progress of its employees and school functions. Data driven decision making is stressed in trainings provided at grade level meetings and faculty meetings. Test results and comparison data determines the appropriateness of the educational materials and the technology that is utilized.

Education Design:

Sunset Park Elementary School implements many processes that drive the function of the school. These

opportunities are provided through the tutoring lab, computer lab use, the Academic Excellence Program, Title III Language Instruction for Limited Proficient students and Immigrant students, and the use of hourly teachers and paraprofessionals. In addition, Sunset Park Elementary School is implementing the Continuous Improvement Model. Data from FCAT/SAT are analyzed, and instruction is provided to remediate areas of weakness.

Performance Results:

Sunset Park Elementary School is quite effective in improving student performance by addressing student attendance, i.e., absences and tardies. Sunset Park Elementary School has implemented attendance incentives to motivate students. This year perfect attendance rewards will be distributed during honor roll assemblies for each grading period.

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

GOAL 1 STATEMENT:

Improve student achievement in reading by providing student data-driven instruction and targeted remediation supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Reading subtest indicate that 76 percent of students have met the state required mastery level (Levels 3 or higher), 67 percent have made annual learning gains, and 48 percent of the students in the lowest 25th percentile have made learning gains. Results also indicate that 16 percent of students continue to read at achievement Levels 1 and 2. Based on the scores of the 2006 FCAT Reading test content cluster, more emphasis will be placed on the Reference and Research strand.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their reading scores as demonstrated by 77 percent of students achieving Level 3 or higher, as documented by scores of the 2007 FCAT Reading test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|---------------------------------|------------|
| | | START | END | | |
| Administer Reading Screenings such as the DIBELS and DAR to determine level of reading proficiency and analyze data in accordance with the Continuous Improvement Model. | Reading Leader Classroom Teachers | 9/11/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize Sunshine State Standards, Grade Level Expectations, content cluster analysis, as well as the District Pacing Guide to plan for reading instruction. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Collaborate on research projects to reinforce reference and research content clusters. | Media Specialist Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide supplemental content area reading materials, such as Time for Kids, Scholastic, National Geographic, Accelerated Reader, and Riverdeep to increase student interest in reading. | Administration Classroom Teachers EESAC Media Specialist | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$5000.00 |
| Implement an in-school and after school tutorial program to address the reading deficiencies of students incorporating Voyager, Soar to Success, Early Success, Riverdeep, and FCAT Explorer. | Administration Classroom Teachers Hourly Teachers Paraprofessionals/Tutors | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$15000.00 |
| Identify students in all subgroups scoring at Level 1 and 2, as well as Tier 1 and Tier 2 students and implement and monitor a Progress Monitoring Plan to target student deficiencies utilizing various strategies, including CRISS strategies. | Administration Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide inservice activities in Edusoft for teachers to be able to analyse and interpret interim assessment data in order to maintain or increase the achievement of students scoring Level 3 or higher. | Administration Media Specialist | 9/11/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Houghton Mifflin Language Arts Series, Riverdeep, Soar to Success, Early Success, Voyager Passport

Professional Development

Riverdeep/FCAT Explorer

DIBELS

CRISS Strategies

Houghton Mifflin Reading Series

DAR

Soar to Success/Early Success

Inservice on research skills and strategies; Reciprocal Teaching.

Vertical Grade Level Articulation

Districts Pacing Guide

Evaluation

Success will be achieved if the number of students scoring at achievement levels 3, 4, and 5 is maintained or improved on the 2007 FCAT Reading test. Reading assessment tools such as DIBELS, DAR, AR/STAR, and the District Interim Assessments will be used to monitor progress toward the objective. Voyager Passport will be used to remediate low achieving students in the tutoring lab.

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

GOAL 2 STATEMENT:

Improve student achievement in mathematics by providing student data-driven instruction and targeted remediation supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Mathematics test indicate that 72 percent of students have met the state required mastery level and 67 percent have made annual learning gains. Results also indicate that 18 percent of students continue to perform at achievement Levels 1 and 2. Based on the scores of the 2006 FCAT Mathematics test content cluster, more emphasis will be placed on the Geometry and Measurement strand

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL 1 | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will improve their mathematics scores as demonstrated by 73 percent of students achieving Level 3 or higher, as documented by scores of the 2007 FCAT Mathematics test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|---------------------------------|------------|
| | | START | END | | |
| Reinforce mathematical skills through the site authored implementation of FAB 5 to increase accuracy and speed in computation and application of problems. | Classroom Teacher | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Practice use of FCAT Mathematical terms provided on school website. | Classroom Teachers Media Specialist Computer Web Master | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Departmentalize fourth and fifth grade to enhance the delivery of Mathematics instruction using FCAT strategies. | Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Increase use of Riverdeep and FCAT Explorer Math Component across grade levels to reinforce FCAT strategies. | Classroom Teachers Media Specialist | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Incorporate tessellations, geometric shapes, and symmetrical designs across grade levels in order to target Geometry and Measurement strand. | Classroom Teachers Art Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Identify students in all subgroups scoring at Level 1 and 2, Tier 1 and Tier 2, as well as students scoring below grade level students and implement and monitor a Progress Monitoring Plan to target student deficiencies, as well as provide remediation in mathematics through Leap Frog at the tutoring lab. | Administration Classroom Teachers Paraprofessionals/Tutors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$15000.00 |
| Provide inservice activities in Edusoft for teachers to be able to analyse and interpret interim assessment data in order to maintain or increase the achievement of students scoring Level 3 or higher. | Administration Media Specialist | 9/11/2006 | 05/30/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

Scott Foresman Addison-Wesley Mathematics Series

Professional Development

Vertical Grade Level Articulation

CRISS Strategies

District Initiatives in Mathematics

District Mathematics Pacing Guide

Riverdeep/FCAT Explorer

Inservice on research skills and strategies; Reciprocal Teaching.

Leap Frog (tutors)

Edusoft

Evaluation

Success will be achieved if the number of students scoring at achievement levels 3, 4, and 5 is maintained or improved on the 2007 FCAT Mathematics test by two percentage points. Mathematics assessment tools, such as the District's Interim Assessments, will be used to monitor progress toward the objective. Leap Frogs will be used to remediate low achieving students in the tutoring lab.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Improve student achievement in writing by providing student data-driven instruction and targeted remediation supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Writing+ "Plus" test indicate that students scored a 4.2 in Narrative and Expository writing. Test scores indicate that 82 percent of our students met state standard, of 3.5 or above.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grade four will increase their writing skills, as evidenced by 84 percent of students achieving level 3.5 or higher, as documented by scores of the 2007 FCAT Writing+ "Plus" test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|-----------|------------------------------|--------|
| | | START | END | | |
| Implement Progress Monitoring Plan to target individual student deficiencies. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Display and model the use of transitional words in all classrooms. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct mini-writing staff developments. | All Teachers | 10/15/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Administer monthly writing prompts across all grade levels, analyze data, and make modifications to the writing program based on the Continuous Improvement Model. | Administration Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement Writer of the Month Program to recognize and share outstanding writing. | Administration Classroom Teachers Reading Coach | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement Teach Me Writing Curriculum in grades kindergarten through two. | Primary Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Houghton Mifflin Language Arts Series

Teach Me Writing

Professional Development

Teach Me Writing

Writing Process training

Houghton Mifflin Reading Series

Vertical Grade Level Articulation

Evaluation

Success will be achieved if students in grade four maintain or increase their writing skills as evidenced by 84 percent scoring at 3.5 or above on the 2007 FCAT Writing+ "Plus" Test. Writing assessment tools, such as the writing pre/post tests and monthly writing prompts, will provide formative assessment that will be used to monitor progress toward objective.

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

GOAL 4 STATEMENT:

Sunset Park Elementary School will improve student achievement in science by providing student data-driven instruction and targeted remediation supported by appropriate staff development.

Needs Assessment

Results of the 2006 FCAT Science test indicate that 42 percent of fifth grade students scored a Level 3 or above. Based on the scores of the 2006 FCAT Science test content cluster, more emphasis will be placed on the Earth and Space strand.

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, 50 percent of students in grade five will score achievement Level 3 or higher, as documented by scores of the 2007 FCAT Science test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Administer district-wide pre/post test to all fifth grade students. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase guest speakers/presentations to discuss careers in science. | Administration Counselor Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use Inquiry Based Scientific Learning Method to promote the use of the scientific process by conducting hands-on science experiments to be displayed at the annual science fair. | Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Implement a Progress Monitoring Plan to target individual student deficiencies based on the Continuous Improvement Model. | Classroom Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Develop and implement grade level timelines that include identification of skills to be taught based on Sunshine State Standards and Grade Level Expectations. | Classroom Teachers Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide biweekly Academic Excellence Program Hands-On Science incorporating the Full Option Science Skills kits. | Administration AEP Teacher | 9/14/2006 | 5/4/2007 | District Strategic Plan | \$3500.00 |
| Assign students to use technological resources to research various scientific topics and create various presentations stressing Earth and Space strand.. | Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide inservice activities in Edusoft for teachers to be able to analyse and interpret interim assessment data in order to maintain or increase the achievement of students scoring Level 3 or higher. | Administration Classroom Teacher | 8/14/2006 | 05/30/07 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

McGraw-Hill Science Series
Full Option Science Skills - FOSS kits

Professional Development

Staff development on Scientific Method
Hands-On Science
FCAT strategies for Science
Vertical Grade Level Articulation

Evaluation

Success will be achieved if 50 percent of students in grade five score at Level 3 or higher on the 2007 FCAT Science test. Science assessment tools, such as District Interim Assessments, will be used to monitor progress toward the objective.

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

GOAL 5 STATEMENT:

Increase parental involvement by providing parents an avenue to become more involved with Sunset Park Elementary School.

Needs Assessment

Parental involvement is less than 30 percent at school sponsor family activities. Sunset Park Elementary School. However, research clearly indicates that students in schools with high levels of parent participation make greater achievement gains than those with low levels of parent participation. Parent Teacher Assiciation had 112 members in the 2005-2006 school year. Increased membership and communication through flyers and Connect-Ed will improve student achievement and community participation.

Measurable Objective

Given school wide emphasis on parental involvement, membership in the PTA will increase by 10 percent during the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|------------|----------------------------|-----------|
| | | START | END | | |
| Advertise school events through student agendas, newspaper, and flyers in both English and Spanish to increase parent awareness and participation (National Standards I). | Administration Classroom Teachers | 8/14/2006 | 5/30/2007 | Community Partnerships | \$2000.00 |
| Schedule school sponsored parental involvement events to educate parents on topics such as home learning assistance, FCAT strategies, reading at home, new Federal and State requirements, and retention (National Standards III). | Administration Reading Leader | 8/14/2006 | 5/30/2007 | Community Partnerships | \$500.00 |
| Sponsor "Grandparent's Spooky Story" day to encourage further enrollment in the PTA (National Standards IV). | Administration Media Specialist PTA | 10/11/2006 | 10/31/2006 | Community Partnerships | \$300.00 |
| Invite community members to introduce various career options to students across all grade levels (National Standards VI). | Administration Media Specialist Counselor | 8/14/2006 | 5/30/2007 | School-to-Career | \$0.00 |
| Sponsor "Take Your Father to School" day to encourage additional PTA membership (National Standards IV). | Administration Media Specialist PTA | 2/1/2007 | 2/14/2007 | Community Partnerships | \$300.00 |
| Increase parental participation in the Parent Academy. | Administration Counselor PTA EESAC | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide Bully Prevention workshop to parents (National Standards II). | Administration Counselor | 9/1/2006 | 9/27/2006 | Community Partnerships | \$0.00 |
| Encourage participation in EESAC and PTA by reminding parents of meetings through the use of Connect-Ed (National Standards V). | Administration PTA | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |

Research-Based Programs

National Council of the PTA
Educational Excellence School Advisory Council
Bully Prevention presented by Division of Student Services
What Your Child Should Know

Professional Development

General PTA meetings
County-based PTA meetings
Parent Academy
Inservice in FCAT Strategies
Parent workshop on Bullying

Evaluation

Success will be achieved by 10 percent increase in the 2006-2007 PTA membership, as compared to the membership during the 2005-2006 school year.

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

GOAL 6 STATEMENT:

Sunset Park Elementary School has implemented daily Dismissal and Rainy Day procedures to ensure safety of all students at all times and reduce the number of calls made after school by students to parents.

Needs Assessment

Dismissal, especially during the inclement weather, was felt to be chaotic and confusing for the 2005 - 2006 school year. There was no plan for rainy day dismissal, and no formal dismissal policy. A need for a concrete, well-organized plan was identified by all stakeholders to ensure the safety of all students.

Measurable Objective

Given attention to the Continuous Improvement Model, the percent of students needing to contact their parents by phone will decrease by ten percent through the year, as documented by a quarterly dismissal phone log.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Create and implement school-wide dismissal procedures. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Document the number of phone calls to parents when rainy day procedures are not followed. | Office Staff | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Establish traffic patterns to facilitate drop-off and pick-up of students safely. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Position safety patrols throughout entrances, exits and around perimeter of building before and after school. | Safety Patrol Sponsor Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop a plan and identify specific rooms to hold each grade level to facilitate parent pick-up during severe weather. | Administration Classroom Teachers PE Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide inservice during a faculty meeting explaining dismissal procedures during rainy days. | Administration | 8/14/2006 | 05/30/07 | District Strategic Plan | \$0.00 |
| Provide dismissal and rainy day procedures to all the stakeholders through flyers (National Standards I). | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide dismissal and rainy day procedures via school website (National Standards I). | School's Webmaster Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

National PTA Standards for Parents/Family Involvement Program

State of Florida DOT Traffic Safety Rules

Professional Development

In-service for implementation of Dismissal and Rainy Day procedures

Evaluation

Success will be achieved if the number of phone calls, as recorded in the daily dismissal phone log, decreases on a quarterly basis over the course of the year.

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.)

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

GOAL 7 STATEMENT:

Sunset Park Elementary School intends to provide improved communication to the community through the use of the school web page.

Needs Assessment

Current communication methods are limited due to the inability to personally contact parents. During the 2005 - 2006 school year, Sunset Park Elementary School's web site was ineffective. There were no links to teachers' email, no individual teacher websites, and no counter to identify how many people visited the website. The school web page will provide parents with the ability to be informed and to communicate with school personnel.

Measurable Objective

Given the use of the school's web page, parents and teachers will increase communication as evidenced by a minimum of 10,000 visits to the web page.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|----------------------------|----------|
| | | START | END | | |
| Establish a procedure to monitor computer maintenance. | Administration Microsystems Tech | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Update school's web page to link to teacher email addresses. | Administration School Web Master | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide inservice training for technology applications. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize email for parental communication. | Administration All Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide workshops for parents and teachers to demonstrate use of district provided on-line resources. | Administration Media Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$500.00 |

Research-Based Programs

National PTA Standards for parents/family involvement programs
MDCPS provided databases

Professional Development

Inservice for staff on Technology application
Inservice for staff on the use of email (if needed)

Evaluation

Success will be achieved if a minimum of 10,000 visits are logged on the school's web page.

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 checked="" 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 checked="" type="checkbox"/> |

GOAL 8 STATEMENT:

Improve student awareness of the importance of physical fitness by providing data-driven instruction.

Needs Assessment

Results of the 2005-2006 FITNESSGRAM test indicate that 86 percent of all the fourth and fifth grade students tested received a Gold or Silver Fitness Award. An analysis of the data indicates the need to improve student performance on the mile run portion of the test.

Measurable Objective

Given instruction using the Sunshine State Standards, 87 percent of students in grades four and five will earn a Gold or Silver Fitness Award, as measured by the 2007 FITNESSGRAM.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Administer pretest to gather baseline data. | Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Incorporate activities that emphasize cardiovascular, flexibility, and muscular strength and endurance. | Physical Education Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. | Physical Education Teachers Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Monitor the physical education program to ensure that selective activities relate to assessment component items and enhance specificity of training. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide additional time for physical activity through recess. | Administration Classroom Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop an action plan and devise programs to help students make progress toward their goals, highlighting the one mile run. | Physical Education Teachers Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

FITNESSGRAM

Presidential Physical Fitness Program

Professional Development

Training on essential components of health and physical fitness

In-service for PE teachers-FITNESSGRAM

Evaluation

Success will be achieved if 87 percent of students in grades four and five receive a Gold or Silver Fitness Award, as measured by the 2007 FITNESSGRAM.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Sunset Park Elementary School will foster an appreciation for the arts and enrichment activities. The goal of the National Anthem Project, proposed by the First Lady, Laura Bush, is to improve American citizens' ability to sing all the words of "The Star Spangled Banner" and know their meaning.

Needs Assessment

Research by the National Association for Music Education (MENC) and the Harris Poll estimates that two-thirds of the population do not know the words to our National Anthem. Initial response on the pretest for students in grade five brought to light the lack of understanding of the words for the National Anthem.

Measurable Objective

Given instruction on "The Star Spangled Banner", ten percent of the fifth grade students in the 2006-2007 music classes will increase their scores on a written post-test of the first verse, as compared to their scores on the pre-test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|-----------|------------------------------|--------|
| | | START | END | | |
| Define the meaning of key words. | Music Teacher | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Sing the lyrics each morning, following the words on the Opening Exercise video. | Music Teacher Media Specialist | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Write the lyrics as a poem and illustrate word meaning. | Music Teacher Art Teacher | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Read the lyrics as choral reading | Music Teacher Classroom Teachers | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Create a video displaying students engaged in singing the National Anthem. | Leadership Team Music Teacher Media Specialist | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$0.00 |
| Provide inservice activities for teachers on the "The Star Spangled Banner". | Music Teacher | 10/25/2006 | 11/1/2006 | District Strategic Plan | \$0.00 |

Research-Based Programs

National Anthem Project

Professional Development

In-service for teachers on the National Anthem.

Evaluation

Success will be achieved if ten percent of all fifth grade students increase their scores, as demonstrated by the scores on the post-test on "The Star Spangled Banner" compared to the scores on the pre-test.

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 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

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

GOAL 10 STATEMENT:

Sunset Park Elementary School will rank at or above the 80th percentile statewide in the Return on Investment Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004 - 2005, Sunset Park Elementary School ranked at the 78th percentile on the State of Florida ROI index.

Measurable Objective

Sunset Park Elementary School will improve its ranking on the State of Florida Return on Investment index publication to the 80th percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Collaborate with the district on resource allocation. | Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, grants, volunteer networks. | Leadership Team | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase knowledge of the use of financial resources in relationship to school programs. | Leadership Team | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Sunset Park Elementary School will show progress toward reaching the 80th 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 assists in the development and implementation of the School Improvement Plan. In order to fully implement the SIP, EESAC recommends that funds be used as necessary to provide additional resources for reading, mathematics, writing, and science.

Training:

In order to assist with the implementation of the School Improvement Plan, EESAC recommends that staff development and training be targeted at new teachers, as well as teachers in new grades or subject areas.

Instructional Materials:

All members will be regularly informed of materials purchased that support the School Improvement Plan.

Technology:

The school shall continue to integrate the use of technology and multimedia in every aspect of the instructional curriculum, as well as opening the school to all the stakeholders.

Staffing:

The school shall hire hourly teachers and paraprofessionals to tutor students at risk at a 4:1 student/teacher ratio.

Student Support Services:

The Student Council president and secretary shall continue to be active members of the committee. Additionally, Sunset Park should continue to conduct Progress Monitoring Plan conferences, School Support Team Meetings, and Student Mentoring programs in support of student achievement for all students.

Other Matters of Resource Allocation:

Sunset Park Elementary School shall continue to allocate resources as recommended by the administration and EESAC committee.

Benchmarking:

All Sunshine State Standard strands and Grade Level Expectations at each grade level shall be taught throughout the year, reinforcing each strand during every grading period.

School Safety & Discipline:

In order to maintain a safe learning environment, school safety and discipline issues are discussed regularly during EESAC meetings and monthly Safety/Crisis Intervention committee meetings.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$20,000.00 |
| Goal 2: Mathematics | \$15,000.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$3,500.00 |
| Goal 5: Parental Involvement | \$3,100.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$500.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| Total: | \$42,100.00 |

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