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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 5401 - Sunset Elementary School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Aline Sarria

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Sunset Elementary School*

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Sunset Elementary School is a multi-ethnic school located at 5120 SW 72nd Avenue in the Southwest section of Miami-Dade, Florida. The school offers an International Studies Magnet Program, International Education School of Choice program, Gifted, Academic Excellence program, Pre-kindergarten program, and an Emotionally Handicapped Unit. The award winning International Studies Program offers Spanish, German and French in students in grades one through five. Students participating in the International Studies Program spend 2 1/2 hours a day acquiring a second language. The various consulates from Germany, France and Spain provide resources which are utilized to enhance the program. For those who qualify Gifted classes are offered through mathematics and science for students in grades Kindergarten through five. Students in the Exceptional Student Education Program are afforded access to the general curriculum through the Inclusion Program. C.A.M.P. @ Sunset (Children Achieving Maximum Potential) is a structured before/after school care program which currently has an enrollment of 300 students. Tutoring classes are also available for students who have not mastered the Sunshine State Standards.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by 3 % on the 2006 FCAT Reading Subtest as compared to the 2005 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by 3 % on the 2006 administration of the FCAT Mathematics subtest as compared to the 2005 administration of the FCAT Mathematics subtest.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 1 point percentage increase in the number of students scoring 3.5 or higher on the FCAT Writing + 2006 administration.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the number of students scoring above the districts mean scale score on the 2006 administration of the FCAT Science subtest.

Given school wide emphasis on parental and community involvement, the school will demonstrate a 5 % increase in parental and community interaction as evidenced by comparing sign in logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10 % decrease in the number of administrative detention notices given during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer program as evidenced by a 5% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given the implementation of the District wide electronic grade book, 100% of the faculty members will utilize the new system as a means of communicating student progress with parents.

Given participation in the 2005-2006 District FITNESSGRAM Test, seventy-five percent of the students in fourth and fifth grade will meet the minimum criteria to receive the gold or silver award.

Given emphasis on the benefits of exposure to the arts, the number of students participating in school wide activities and outside performances will increase by 15% when comparing the number of activity request forms from the 2004-2005 school year to the 2005-2006 school year.

Sunset Elementary School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in 2003 to the 70th percentile on the next publication of the index.

Comparisons of the average scores category from the Organizational Performance Improvement Snapshot Survey, indicated that Business Results; specifically, removing obstacles and financial information were two areas that showed deficiency. In order to strengthen this area, the administration will meet monthly with the International Curriculum Council (ICC) to inform them of identified obstacles and financial concerns. The ICC will collaborate with the administration on various fiscal related issues that will enhance the school's performance.

## 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 Elementary School

### VISION

Our vision is to provide our students with a world class education.

### MISSION

Our mission is to provide our students with a comprehensive international education through language acquisition and innovative programs, facilitated by highly qualified staff that will enable them to become world leaders.

## CORE VALUES

### Citizenship

We believe that our students will become good and functioning citizens of our society by learning to practice the values that promote good citizenship.

### Integrity

We foster an environment where students learn the importance of distinguishing between right and wrong.

### Kindness

We involve our students in activities that promote a sense of sympathy, empathy, and compassion toward other people and teach them to give back to their community.

### Pursuit of Excellence

We provide our students with an environment where they are motivated to work toward a goal and strive for excellence.

### Respect

We promote an environment where students show a regard for themselves as well as for others by being polite and respectful.

### Responsibility

We encourage students to learn to be responsible by making them accountable for their actions and meet their obligations.

## *School Demographics*

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Sunset Elementary School's student population of 1,103 is comprised of 35.5 percent White, 9.6 percent African-American, 49.0 percent Hispanic, and 4.4 percent Multiracial. There are 107 English for Speakers of other Languages (ESOL) students and 355 Exceptional Student Education (ESE) students. Sunset Elementary School is a multiethnic school that includes a myriad of programs: International Studies Magnet, International Education School of Choice, Gifted, Academic Excellence Program, Inclusion, Alternative Education (Magnet Motivates), and the Emotionally Handicapped Cluster. Sunset Elementary School, a school of historical significance, is a central part of its progressive and dynamic community. Sunset Elementary School's staff and students are comprised of a diverse population from across Miami-Dade County with continuous parental and community involvement. To date, 18 of the faculty members are Nationally Board Certified. Sunset Elementary School is an "A" rated school by the Florida Department of Education, a National Blue Ribbon School of Excellence, a Magnet Schools of America Merit Award winner, and a Hispanic Magazine and Ryder Corporation 1998 Schools of Excellence Award recipient.

# *School Foundation*

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## ***Leadership:***

Sunset Elementary School is proud of our vision and commitment to a world class education. Our administrators value and encourage involvement in the decision making process. They provide the staff a positive environment that is conducive for collaboration from all stakeholders.

## ***District Strategic Planning Alignment:***

Our school's focus on efficient management practices allows stakeholders to become partners in ensuring staff members are high performing and up-to-date.

## ***Stakeholder Engagement:***

At Sunset Elementary School, we appreciate our customer by listening and responding to their concerns in a timely manner. Efficient communication is a high priority to assist all in solving problems.

## ***Faculty & Staff:***

The teachers and staff work in collaborative teams that meet weekly to discuss best practices that impact student achievement. The EESAC and International Curriculum Council meets monthly to resolve school wide concerns.

## ***Data/Information/Knowledge Management:***

Sunset Elementary's staff are provided with supportive feedback on their progress through biannual performance plan meetings with an administrator. The customer service "FISH" philosophy has been implemented to recognize staff for their outstanding work.

## ***Education Design:***

Our school offers a myriad of academic programs that are designed to enrich student achievement. In order to meet the needs of all the stakeholders extended learning opportunities include: C.A.M.P. @ Sunset a Before/After care enrichment program, Inclusion Program, Academic Excellence Program, FastForWord Lab, Pangea (Gifted Math and Science Program), an Emotionally Handicapped Program, International Music Ensemble, KAPOW, Student Ambassadors, Future Educators of America Program, and an After School Tutoring program for Level I and II students.

## ***Performance Results:***

Sunset Elementary School encourages students to be responsible for their learning. We are committed to maintaining high academic standards by involving all stakeholders in the learning process.

## GOAL 1: READING

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 1 STATEMENT:**

Students will improve their reading comprehension.

**Needs Assessment**

Results of the 2005 FCAT reading test indicated that 11% of students in grades three through five did not score at state mastery required levels. Data results also indicated that third grade students decreased thirteen percentage points in the Words/Phrase content cluster from the 2004 to 2005 FCAT Reading administration. Fourth grade students decreased twenty-five percentage points in the reference and research content cluster from the 2004 to 2005 FCAT Reading administration.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by 3 % on the 2006 FCAT Reading Subtest as compared to the 2005 administration of the FCAT Reading test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in third grade that scored below a 30th percentile on the 2004 Reading SAT-10 and fourth and fifth grade students who scored below achievement Level 3 on the 2005 FCAT administration and provide after-school tutoring for intervention and maintenance of skills.	Administration, Classroom Teachers After School Tutors	10/18/05	03/03/06
Analyze State, District and school site data to determine students and teachers strengths and weaknesses develop grade level instructional focus calendar to target areas.	Administration, Reading Coach Classroom Teachers	08/05/05	05/24/06
Train parents in reading strategies in order to assist less proficient readers at home and in the classroom.	Administration, Reading Coach , Grade Level Chairperson	10/05/05	12/14/05
Implement school wide incentives to promote and reinforce Sunshine State Standards.	Administration, Teachers	08/05/05	05/24/06
Identify all students scoring below state mastery on the FCAT Reading subtest, and implement and monitor programs that address their identified reading deficiencies.	Reading Coach, Administration, Classroom Teachers	08/05/05	05/24/06
Provide differentiated instruction within the reading program focusing on specific student needs.	Administration, Classroom Teachers, Classroom Tutors	08/05/05	05/24/06

### Research-Based Programs

Houghton Mifflin Reading Florida Edition

Fast ForWord

Soar To Success

Voyager

Comprehensive Research-Based Reading Plan

## **Professional Development**

Houghton Mifflin Reading Series Grades K-5  
Comprehensive Research-based Reading Plan (CRRP)  
Voyager Learning System  
Visual Thinking Strategies (VTS)  
CRISS Strategies  
Data Analysis  
Accelerated Reader  
Atomic Learning System

## **Evaluation**

This objective will be evaluated by the scores of the 2006 FCAT Reading subtest and Accelerated Reader Program. Daily and weekly monitoring and FCAT Explorer will be used to monitor progress towards this objective.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

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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 2 STATEMENT:**

Students will improve their mathematics problem solving skills.

**Needs Assessment**

Results of the 2005 FCAT Mathematics Subtest indicated that 12% of the students in grades three through five did not meet State required mastery levels. Further review also indicated that scores for third grade students decreased fifteen percentage points in the Geometry content cluster from the 2004 to 2005 FCAT Mathematics administration.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by 3 % on the 2006 administration of the FCAT Mathematics subtest as compared to the 2005 administration of the FCAT Mathematics subtest.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and target students scoring in the lowest 30th percentile on their 2005 FCAT Mathematics subtest and the 2005 Stanford Achievement Test 10.	Administration Grade Level Chairperson Classroom Teachers	08/05/05	05/24/06
Analyze State, District and school site data to determine students and teachers strengths and weaknesses develop grade level instructional focus calendar to target areas.	Administration Classroom Teachers	08/05/05	05/24/06
Extend daily math/science block by 50 additional minutes per week.	Administration	08/05/2005	05/24/2006
Implement Competency Based Curriculum, Sunshine State Standards and Bridges to Careers Math and Science initiative.	Administration, Classroom Teachers	08/05/05	05/24/06
Use manipulatives to promote problem solving techniques and higher order thinking skills.	Administration, Grade Level Chairpersons Classroom Teachers	08/05/05	05/24/06
Identify students scoring below Achievement Level 3 on the FCAT and provide an after-school tutoring program to increase achievement in mathematics application skills.	Administration, Classroom Teachers After School Tutors	08/05/05	05/24/06

## Research-Based Programs

Scott Foresman-Addison Wesley Mathematics Series

## **Professional Development**

Atomic Learning Program  
Hands on Equation  
FCAT Explorer Program  
Riverdeep

### **Evaluation**

This objective will be evaluated by the scores of the 2006 FCAT Mathematics subtest. Daily and weekly monitoring and FCAT Explorer will be used to monitor progress towards this objective.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

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

**GOAL 3 STATEMENT:**

Students will improve their writing skills.

**Needs Assessment**

The results of the 2005 administration of the FCAT Writing+ test indicated that 7 % percent of students in grade four did not attain a 3.5 or higher.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 1 point percentage increase in the number of students scoring 3.5 or higher on the FCAT Writing + 2006 administration.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a school wide writing day each quarter for each grade level to help students prepare for the FCAT Writing Assessment and to assess writing progress.	Administration Academic Sponsor Classroom Teachers	08/05/05	05/24/06
Implement the school wide writing plan that includes established benchmarks at each grade level K-5.	Administration Classroom Teachers	08/05/05	05/24/06
Hold cross grade level meetings to examine quarterly writing assessments and to determine weak areas in student writing.	Administration, Classroom Teachers	08/05/05	05/24/06
Utilize monthly writing prompts to periodically assess students writing skills.	Administration Classroom Teachers	08/05/05	05/24/06
Implement Visual Thinking Strategies writing curriculum in third and fourth grades.	Administration, Classroom Teachers	08/05/05	05/24/06
Hold afternoon/evening meetings to provide parents with information regarding FCAT Testing and Sunshine State Standards.	Administration Grade Level Department Chairpersons	10/04/05	11/30/05
Assign writing assignments in the areas of character education, health and safety.	Administration, Counselors Classroom Teachers	08/05/05	05/24/06

## Research-Based Programs

Comprehensive Research Based Reading Plan (CRRP)

Houghton Mifflin Reading Series

## Professional Development

CRISS Strategies Training

Norma Bossard Writing Institute

Comprehensive Research Reading Plan (CRRP)

## **Evaluation**

The results from the 2006 FCAT Writing + Test and results of school authored pre/progress/post writing assessments.



## 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.)

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<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*

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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 4 STATEMENT:***

Students in grade five will increase science processing skills.

### ***Needs Assessment***

Results of the 2005 FCAT Test administration indicated that 5th grade students scored a mean scale score of 331 which is above the state means scale score of 296. The earned points percentage score on the Life/Environmental Content Cluster subtest showed an 8% decrease and a 1 % decrease in the area of Earth and Space.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the number of students scoring above the districts mean scale score on the 2006 administration of the FCAT Science subtest.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Deliver science curriculum through a departmentalized model for grade 5.	Administration, Classroom Teachers	08/05/05	05/24/06
Conduct Family Math and Science Night.	Administration, Classroom Teachers, Academic Sponsor Science Fair Team Classroom Teachers	08/05/05	05/24/06
Implement Full Option Science Systems Kit (F.O.S.S) hands-on-inquiry model.	Administration, Classroom Teachers	08/05/05	05/24/05
Implement school-site scope and sequence correlated to Sunshine State Standards, Competency Based Curriculum, Grade Level Expectations and the Harcourt Science Textbook series.	Administration, Grade Level Chairpersons	08/05/05	05/24/06
Provide opportunities for students to develop and integrate scientific inquiry and process skills through hands-on- presentations.	Administration, Classroom Teachers	08/05/05	05/24/06

## Research-Based Programs

Harcourt Science Textbook Series

## Professional Development

F.O.S.S. Kits

Science Item Specifications

Hands-on Activities in Science

## **Evaluation**

This objective will be evaluated by the 2006 administration of the 2006 FCAT Science subtest.

## 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.)

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

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

### ***GOAL 5 STATEMENT:***

Increase and enhance school sponsored events designed to assist parents in promoting literacy and student achievement.

### ***Needs Assessment***

A review of the 2004-2005 parental surveys indicated that Sunset parents wanted more opportunities to participate in school site activities.

## Measurable Objective

Given school wide emphasis on parental and community involvement, the school will demonstrate a 5 % increase in parental and community interaction as evidenced by comparing sign in logs for the 2004-2005 and 2005-2006 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct FCAT Parent information sessions for students in grades 3-5.	Administration, Grade Level Chairpersons	10/04/05	12/14/05
Conduct SAT-10 Parent information sessions for students in grade 2.	Aministration, Grade Level Chairperson	10/04/05	12/14/05
Conduct Volunteer Orientation session.	Administration Lead Teacher	10/04/05	12/14/05
Conduct Back to School Night and Parent Resource Fair.	Administration, Classroom Teachers	09/05/05	09/14/05
Provide parents with resources such as Parent Resource Room, Literature from The Parent Institute, and with a staff liason.	Administration, Dade Partner Sponsor	08/05/05	05/24/06
Conduct school tours during magnet recruitment period.	Administration Lead Teacher	10/05/05	03/03/06
Conduct family literacy events such as Reading under the Stars and Family Math and Family Science Night.	Administration, Lead Teacher	08/05/05	05/24/06
Conduct Meet and Greet session for parents to new to school	Administration, Grade Level Chairperson	08/01/05	08/03/05

## Research-Based Programs

National Standards for Parents/Family Involvement Programs-National PTA

## Professional Development

Not Applicable

## **Evaluation**

This objective will be evaluated by an increase in the number of parents attending school activities as evidenced by comparing 2005-2006 sign in logs and school-authored parent surveys to the 2004-2005 sign in logs and school-authored parent surveys.

## 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.)

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

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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 6 STATEMENT:***

To decrease disorderly conduct on school grounds in order to promote a safe environment conducive to learning.

### ***Needs Assessment***

The results of a tabulation of administrative detention notices indicated that 10% of their school population received detention notices for disorderly behavior in and outside of the classroom.

## Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10 % decrease in the number of administrative detention notices given during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly fire drills, Tornado Drills and Crisis Code Drills.	Administration	08/05/05	05/24/06
Disseminate and implement the District and School Safety Plan.	Administration	08/05/05	05/24/06
Follow the school discipline plan which includes a severe discipline process and a chronic referral procedure that includes counseling and interventions.	Administration, Counselors Behavior Management Teacher	08/05/05	05/24/06
Revise school wide discipline plan and share with staff, parents and students.	Administration, Grade Level Chairpersons	08/05/05	05/24/06
Implement "Power Lunch" cards as a monthly incentive program designed to monitor cafeteria behavior.	Administration, Activites Sponsor	08/05/05	05/24/05
Implement Peer Mediation Program.	Administration, Counselors	08/05/05	05/24/06
Monitor student behavior in the classroom, cafeteria and halls.	Administration, Classroom Teachers, Counselors	08/05/05	05/24/06
Continue to implement the school wide Character Education program which includes monthly videos, classroom lessons and positive recognition.	Administration, Counselors Classroom Teachers	08/05/05	05/24/06

## Research-Based Programs

Not Applicable



## **Professional Development**

Assertive Discipline Training

Best Practices Training from Behavior Management Teacher

### **Evaluation**

This objective will be evaluated by comparing the number of administrative detention notices given during the 2004-2005 school year and the 2005-2006 school 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.)

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

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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 7 STATEMENT:***

All students will augment their use of technology to reinforce the curriculum goals and faculty members will implement the District wide electronic grade book program to enhance parental communication.

### ***Needs Assessment***

A review of the 2004-2005 parental survey indicated that parents wished to be better informed of their child's progress.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer program as evidenced by a 5% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given the implementation of the District wide electronic grade book, 100% of the faculty members will utilize the new system as a means of communicating student progress with parents.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule weekly one hour sessions in the computer lab for grades K-5 for the use of various software programs.	Administration, Technology Facilitator	08/05/05	05/24/06
Implement Cohort Training Program for interested faculty members.	Administration Technology Mentor	8/15/2005	4/28/2006
Utilize the FCAT Explorer, RiverDeep, Accelerated Reader and other software programs.	Technology Facilitator Classroom Teachers	08/05/05	05/24/06
Utilize District email system as a means of communication with parents and staff.	Administration, Classroom Teachers	08/05/05	05/24/06
Utilize Internet system to access interactive, interdisciplinary curriculum for both students and staff.	Technology Facilitator, Classroom Teachers, Administration	8/15/2005	5/24/2006
Extend Media Center hours so that parents and students can use wireless lab.	Administration Media Specialist	08/05/2005	05/24/06

## Research-Based Programs

Not Applicable

## Professional Development

District wide grade book program

Technology Cohort program

FCAT parent workshop

## **Evaluation**

This objective will be evaluated by the percentage of student participation in FCAT Explorer and the 100% implementation of the District wide electronic grade book.

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

### ***GOAL 8 STATEMENT:***

To improve the physical fitness level of students by providing a comprehensive physical fitness program.

### ***Needs Assessment***

Results of the 2005 District FITNESSGRAM Test, showed only 70% percent of all fourth and fifth grade students are meeting the minimum criteria to receive the gold or silver award.

## Measurable Objective

Given participation in the 2005-2006 District FITNESSGRAM Test, seventy-five percent of the students in fourth and fifth grade will meet the minimum criteria to receive the gold or silver award.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop curriculum map to align activities with Sunshine State Standards.	Administration, Grade Level Chairpersons Physical Education Teachers	08/05/05	05/24/06
Conduct Field Day activities for students in grades K-5.	Administration, Physical Education Teachers	08/05/05	05/24/06
Participate in the President's Physical Fitness Program in grades 4 & 5.	Administration, Physical Education Teachers	08/05/05	05/24/06
Engage students in daily opening routines that reinforce the president's fitness goals.	Administration, Physical Education Teachers	08/05/05	05/24/06
Engage students in physical activities for a minimum of 30 minutes per day.	Administration, Physical Education Teachers	08/05/05	05/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

This objective will be evaluated by the percentage of students receiving a gold or silver award in the 2006 FITNESSGRAM Test.

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

### ***GOAL 9 STATEMENT:***

Students in grades three through five will increase participation level in events designed to promote cultural literacy.

### ***Needs Assessment***

Activity request forms for the 2004-2005 school year indicated that only 33 % of the third through fifth grade student population participated in school-wide/district sponsored cultural events.

## Measurable Objective

Given emphasis on the benefits of exposure to the arts, the number of students participating in school wide activities and outside performances will increase by 15% when comparing the number of activity request forms from the 2004-2005 school year to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for music, art, and foreign language teachers to participate in District training session.	Administration Grade Level Chairpersons	08/05/05	05/24/06
Provide students in the Emotionally Handicapped unit with opportunities to participate in art, music and foreign language classes with their general education peers.	Administration, Classroom Teachers Behavior Management Teacher	08/05/05	05/24/06
Implement Visual Thinking Strategies Curriculum in grades three and four.	Administration, Classroom Teachers	08/05/05	05/24/06
Develop and implement Art, Music, and Foreign Language Curriculum Maps.	Administration, Grade Level Chairpersons	08/05/05	05/24/06
Incorporate reading, writing and mathematics strategies in music, art, physical education and foreign language classes.	Administration, Lead Teacher Special Area Teachers Foreign Language Teachers	08/05/05	05/24/06
Increase the number of students participating in District wide cultural literacy events.	Administration, Lead Teacher, Grade level Chairpersons.	08/05/05	05/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Visual Thinking Strategies  
Curriculum Mapping



## **Evaluation**

This objective will be evaluated by comparing the number of activity forms and rosters submitted during the 2004- 2005 school year and the 2005-2006 school years.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 10 STATEMENT:**

Sunset Elementary School will increase its Return of Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicated that in 2003, Sunset Elementary School ranked at the 69th percentile on the State of Florida ROI index.

## Measurable Objective

Sunset Elementary School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in 2003 to the 70th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration, EESAC	08/05/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Administration, EESAC	08/05/05	05/24/06
Collaborate with the district on resource allocation.	Administration, EESAC	08/05/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Administration, EESAC	08/05/05	05/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida index publication, Sunset Elementary School will show progress toward reaching the 70th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The Educational Excellence School Advisory Council (EESAC) recommended how to spend EESAC dollars and gave input on spending discretionary funds.

### ***Training:***

The Educational Excellence School Advisory Council members recommended that fourth grade teachers be trained in the Visual Thinking Strategies (VTS) Curriculum.

### ***Instructional Materials:***

The Educational Excellence School Advisory Council (EESAC), through consensus management evaluated school needs and recommended that funds should be used in conjunction with all parent organizations to supplement Visual Thinking Strategies Curriculum, Music Curriculum, After School Tutoring Curriculum and the purchase of FOSS Kits.

### ***Technology:***

The Educational Excellence School Advisory Council (EESAC), recommended that technology be infused through the total school program.

### ***Staffing:***

The Educational Excellence School Advisory Council (EESAC), recommended that we continue to use FCAT enhancement funds to hire hourly paraprofessionals to assist level 1 & 2 students in grades three through five.

### ***Student Support Services:***

The Educational Excellence School Advisory Council (EESAC), recommended that one person representing Students With Disabilities be present at each of the EESAC meetings in order to ensure adequate support services are available to them.

***Other Matters of Resource Allocation:***

The Educational Excellence School Advisory Council (EESAC), recommended a plan for the allocation of funds from the Florida School Recognition.

***Benchmarking:***

The Educational Excellence School Advisory Council (EESAC), recommended that the committee meet regularly to monitor progress of the School Improvement Plan.

***School Safety & Discipline:***

The Educational Excellence School Advisory Council (EESAC), recommended a periodic review of the schools safety plan.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*