
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5421 - Sunset Park Elementary School

FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Judith Anton

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Sunset Park Elementary School

Sunset Park Elementary School serves approximately 680 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 57 percent of students being eligible for free or reduced price meals. Sunset Park Elementary 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 Art Appreciation, Music Appreciation, Drama, Journalism, and Hands-On Science and Math. 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 third 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, students in grades three through five will improve their reading skills as demonstrated by 90 percent of students achieving Level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as demonstrated by 84 percent of students achieving Level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing proficiency as evidenced by 72 percent of students achieving 4.0 or higher, as documented by scores of the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District mean scale score as documented by the 2006 FCAT Science Test.

Given school wide emphasis on parental and community involvement, as well as increased attention to communication with all stakeholders, parental involvement opportunities will increase to seven school

sanctioned events offered to parents during the school year as documented by parental forum agendas.

Given an emphasis on a safe and orderly environment, student attendance in grades kindergarten through five will improve as evidenced by meeting or exceeding 96.5 percent of attendance for the 2005-2006 school year, as documented by quarterly reports.

Given an increase in available technological resources 80% of faculty will utilize computers to facilitate communication and instruction, as documented by the 2006 STaR School Profile Report.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by three percent of the students increasing their performance in running the one mile test when comparing the pretest and posttest of the 2006 FITNESSGRAM.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase to 100 during the 2005-2006.

Sunset Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 77th percentile in 2003 to the 83rd percentile on the next publication of the index.

Results from Sunset Park Elementary School's "Organizational Performance Improvement Snapshot" survey indicate 75 percent of the categories scored an average of 4 or above (based on a scale of 1-5 where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following categories as being in need of improvement: 5d. "I am recognized for my work." (score equaled 3.8); and 7c. "I know how well my organization is doing financially." (score equaled 3.2). It is of vital importance that faculty members feel that their input and efforts have value. When team members feel appreciated, they tend to be more motivated to work toward achieving a goal. Also, it is important that team members understand the financial situation of a school in order to better utilize available resources. In order to address these areas of concern Sunset Park Elementary will identify and recognize an "Employees of the Month" highlighting the achievements of staff. Additionally, Sunset Park Elementary will provide staff development that will enable staff members to develop an improved understanding of the school's 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 strives to provide a positive, stimulating learning environment through which each student becomes a productive, responsible citizen in a multi-cultured society. This will be achieved through the support and cooperation of parents, school staff, and the community.

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 680 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 74 percent Hispanic, 14 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 11 percent Students With Disabilities, five percent Gifted, 30 percent Limited English Proficiency, and 57 percent on free or reduced price meal. The mobility rate of the school is approximately 25 percent. Sunset Park Elementary School students have a better than 96 percent rate of attendance.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are 29 certified classroom teachers, which include a reading coach, three 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, one full-time paraprofessional, one part-time media paraprofessional, five one-to-one paraprofessionals, and two part-time paraprofessionals. Sunset Park Elementary School's teaching staff includes 56 percent with a Bachelor's degree, 40 percent with a Master's degree, and four percent with a Specialist degree. The ethnic make-up of the staff is 36 percent White Non-Hispanic, 22 percent Black, and 42 percent Hispanic.

The Florida Department of Education grades Sunset Park Elementary School as an "A" school. The school has made Adequate Yearly Progress (AYP) in accordance with the standards of the No Child Left Behind. In the efforts to maintain high levels of performance, various grants have been applied for and awarded. These include BRING It On: Buddy Reading in Groups, Discovering Masterpieces of Artists and Musicians, Adopt a Classroom, and the Great American Teach-A-Thon. 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 16 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:

Sunset Park Elementary School's goal is to enable students to become productive, responsible citizens in a multi-cultural society. This is achieved by providing a positive, stimulating learning environment with the cooperation of parents, school staff, and the community. Faculty members are encouraged to work together toward the attainment of this goal. Input is solicited from stakeholders, and collaborative efforts are utilized in developing and monitoring the progress toward achievement of the school's goal.

Stakeholder Engagement:

Sunset Park Elementary School strives to link with parents and the community in a variety of ways. By creating partnerships with key stakeholders, the school keeps up with the changing needs of the diverse community that surrounds it. Sunset Park Elementary School has a working PTA that sponsors fundraisers and parent involvement activities that help establish stronger educational links between home and school. Parents are offered opportunities to participate in numerous family-oriented activities that are held in the mornings, afternoons, and evenings. Volunteers, interested parents, and grandparents are offered opportunities to join school groups such as PTA, EESAC, room parents, and school volunteers.

Faculty & Staff:

Sunset Park Elementary School encourages grade level/subject area planning throughout the school. The leadership team, comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, Reading Coach, and the Math Leader, meets regularly and provides suggestions, solutions, and feedback for the school's programs. Collaborative decision making is encouraged in an effort to achieve the school's goals.

Teacher Mentoring Programs:

Sunset Park Elementary School utilizes a three tiered approach for teacher mentoring. The first tier of this teacher mentoring program provides each new or struggling teacher with a buddy teacher. Buddy teachers meet regularly to discuss best practices and activities that will enhance the teaching experience. The second tier of this program provides all new or struggling teachers with a professional growth team. The professional growth team is composed of at least one faculty member chosen by the teacher and one chosen by the school principal. The professional growth team observes the new or struggling teacher and provides feedback to assist in professional development. The Assistant Principal acts as the third tier of the teacher mentoring program. The AP meets periodically with new or struggling teachers to discuss school and district policy in addition to assisting teachers with the implementation

of classroom management or instructional techniques to improve the delivery of instruction.

Data/Information/Knowledge Management:

Sunset Park Elementary School utilizes a data driven approach to implement effective instructional programs. With the leadership team and teachers working together, data is collected and analyzed to determine trends, strengths, and weaknesses. Instructional teams discuss data results and modify curriculum instruction in order to better address the needs of students. Continuous monitoring is conducted throughout the year, and adjustments to academic programs are discussed and implemented as necessary.

Education Design:

Sunset Park Elementary School utilizes various methods to design and support learning opportunities. These involve assessment of students' progress at the beginning of the school year, teacher observations, and publishing information in the monthly calendar.

Extended Learning Opportunities:

Sunset Park Elementary School offers students a wide variety of extended learning opportunities. Homework help and tutoring are offered during the school's After School Care program. The school also implements an after school Advanced Academic Program with five components: Art Appreciation, Music Appreciation, Journalism, Drama, and Hands-On Science and Math. A small group tutoring program in reading and math is provided to all students scoring FCAT Achievement Levels 1 and 2, as well as those students recommended by their teacher as needing academic interventions. For those students needing the benefit of an extended school year, the services of the Extended School Year is offered each summer. Students at Sunset Park Elementary School are also given the opportunity to enrich their lives with programs such as Future Educators of America, Environmental Club, and Geography Club. Additionally, computer software programs that support reading and math are available for students. Parent workshops concerning academics, test-taking strategies, and homework assistance are provided.

School-Wide Improvement Model:

At Sunset Park Elementary School collaboration between stakeholders is what drives the School Improvement Model. The Educational Excellence School Advisory Council (EESAC) meets monthly. Meetings are advertised, as required by state statutes, and reminders are sent through flyers and phone calls. Agendas for each meeting are prepared by the EESAC chairperson in collaboration with the school principal. The primary responsibility of EESAC is the School Improvement Plan (SIP). The committee, in collaboration with the school's administrative team, leadership team, and faculty are responsible for the development of the SIP, as well as the monitoring of progress and evaluation of results. EESAC members assist the principal in making budgetary decisions, ordering materials, and distributing any state of Florida School Recognition money.

Performance Results:

Sunset Park Elementary School strives toward increased student achievement and performance. In this pursuit, there is a focus on developing the "whole child" in an effort to develop knowledgeable, productive members of society. The importance of responsibility is instilled in students, and students are motivated to achieve their highest potential. Sunset Park Elementary School continues to make strides in achievement in the areas of reading, mathematics, science, and writing. Students attain high levels of proficiency and continuously make learning gains. The student retention rate is at a minimal level. In addition, quality instructional programs have helped reduce discipline problems, as evidenced by the low amount of teacher written referrals and outdoor suspensions.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Sunset Park Elementary School will continue to improve student proficiency in reading.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 88 percent of students have met the state required mastery level, 77 percent have made annual learning gains, and 65 percent of the students in the lowest 25th percentile have made learning gains. Results also indicate that 12 percent of students continue to read at achievement Levels 1 and 2.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as demonstrated by 90 percent of students achieving Level 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	9/8/2005	5/24/2006
Utilize Sunshine State Standards and the Competency Based Curriculum to plan for reading instruction.	Classroom Teachers	8/8/2005	5/24/2006
Implement Buddy Reading Program to increase fluency and to improve self-esteem.	Classroom Teachers	8/8/2005	5/24/2006
Utilize content cluster analysis to impact instruction.	Administrators	8/8/2005	5/24/2006
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.	Administrators	8/8/2005	5/24/2006
Identify students in all subgroups scoring at Level 1 and 2, or who are scoring below proficiency and implement and monitor an Academic Improvement Plan to target student deficiencies.	Administrators/Classroom Teachers	8/8/2005	5/24/2006
Provide an uninterrupted daily 120 minute block of reading instruction for students in Kindergarten through fifth grade based on the Comprehensive Research Based Reading Plan.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Language Arts Series, CRRP companion K-2, CRRP companion 3-5

Professional Development

1. Comprehensive Research-base Reading Plan
2. Project D.R.A.W.
3. Project B.E.A.R.
4. DIBELS
5. CRISS Strategies
6. Houghton Mifflin Reading Series
7. DAR
8. Edusoft

Evaluation

This objective will be evaluated by scores from the 2006 FCAT Reading test. Reading assessment tools such as DIBELS, DAR, Accelerated Reader/STAR, will be used to monitor progress toward 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 type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Sunset Park Elementary School will continue to improve student proficiency in math.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 82 percent of students have met the state required mastery level and 77 percent have made annual learning gains. Results also indicate that 18 percent of students continue to perform at achievement Levels 1 and 2.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as demonstrated by 84 percent of students achieving Level 3 or higher, as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	8/8/2005	5/24/2006
Implement Academic Improvement Plan to target individual student deficiencies after analyzing SPI scores as emphasized by the Continuous Improvement Model.	Classroom Teachers	8/8/2005	5/24/2006
Utilize the Sunshine State Standards and the Competency Based Curriculum to plan for mathematics instruction.	Classroom Teachers	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer Math Component to enhance Mathematic concept acquisition.	Classroom Teachers	8/8/2005	5/24/2006
Utilize manipulatives and computers in grades kindergarten through five to teach mathematics.	Classroom Teachers	8/8/2005	5/24/2006
Provide and monitor remediation in mathematics for students in the tutorial invention program through the use of manipulatives, Riverdeep, and FCAT Explorer.	Administrators	8/8/2005	5/24/2006
Departmentalize fourth and fifth grade to enhance the delivery of Mathematics instruction using FCAT strategies.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

Scott Foresman Mathematics Series

Professional Development

1. SMILE In-Service Training
2. Collaboration with the Mathematics and Science District Personnel
3. Collaboration with grade level groups to facilitate instruction utilizing the Sunshine State Standards

Evaluation

This objective will be evaluated by scores from the 2006 FCAT Mathematics Test. Mathematics assessment tools will provide formative assessment that will be used to monitor progress toward 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Sunset Park Elementary School will continue to improve student performance in writing.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 90 percent of students in grade four have met the 2005 required mastery level of 3.5., and 70 percent of students scored a 4.0 or higher. Results also indicate that 30 percent of students in grade four continue to perform below a 4.0.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing proficiency as evidenced by 72 percent of students achieving 4.0 or higher, as documented by scores of the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Teach Me Writing Curriculum in grades kindergarten through five.	Primary Classroom Teachers	8/8/2005	5/24/2006
Implement Academic Improvement Plan to target individual student deficiencies.	Classroom Teachers	8/8/2005	5/24/2006
Utilize journal writing activities to promote creative writing.	Classroom Teachers	8/8/2005	5/24/2006
Utilize the Sunshine State Standards and the Competency Based Curriculum to plan for writing instruction.	Classroom Teachers	8/8/2005	5/24/2006
Implement school wide monthly writing prompts, analyze data, and make modifications to the writing program based on the Continuous Improvement Model.	Administrators	8/8/2005	5/24/2006
Implement Writer of the Month Program to recognize and share outstanding writing.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Language Arts Series
Teach Me Writing

Professional Development

1. Teach Me Writing in-service training
2. Writing Process in-service training

Evaluation

This objective will be evaluated by scores from the 2006 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

Sunset Park Elementary School will continue to improve student proficiency in science.

Needs Assessment

Scores on the 2005 FCAT Science Test indicate that students in grade five performed 13 points (299) above the District Mean of 286 and three points above the State Mean of 296. Results also indicate that students scored only 56 percent on the Earth and Space strand of the FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District mean scale score as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Academic Improvement Plan to target individual student deficiencies based on the Continuous Improvement Model	Classroom Teachers	8/8/2005	5/24/2006
Assign students to use technological resources to research various scientific topics and create various presentations.	Classroom Teachers	8/8/2005	5/24/2006
Utilize the Sunshine State Standards and Comprehensive Mathematics and Science Plan for science instruction.	Classroom Teachers	8/8/2005	5/24/2006
Create and sustain interest in science through the use of Full Option Science System kits for inquiry based activities and units of study.	Classroom Teachers	8/8/2005	5/24/2006
Use Inquiry Based scientific learning method to promote the use of the scientific process by conducting hands-on science experiments.	Classroom Teachers	8/8/2005	5/24/2006
Provide resources for teachers in the integration of science process skills in the form of professional development opportunities.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

McGraw-Hill Science Series
Full Option Science Skills - FOSS

Professional Development

1. Full Option Science System training
2. SMILE in-service training
3. FCAT strategies for Science

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Science Test. Assessment tools will provide formative assessment which 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.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Sunset Park Elementary School will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of the data indicates that during the 2004-2005 school year, less than 45 percent of parents were members of the Sunset Park Elementary School PTA. Further analysis of the data indicates that the six school sanctioned parental involvement events offered during the last school year were well attended. Research clearly indicates that students in schools with high levels of parent participation made greater achievement gains than those with low levels of parent participation.

Measurable Objective

Given school wide emphasis on parental and community involvement, as well as increased attention to communication with all stakeholders, parental involvement opportunities will increase to seven school sanctioned events offered to parents during the school year as documented by parental forum agendas.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide incentives to students who have their parents attend school sponsored events.	Administrators & Classroom Teachers	8/8/2005	5/24/2006
Schedule school sponsored parental involvement events to educate parents on topics such as homework assistance, FCAT strategies, reading at home, new Federal and state requirement, and retention.	Administrators & Reading Leader	8/8/2005	5/24/2006
Schedule school sponsored parental involvement activities during the school day to accommodate for parents working at night.	Administrators	8/8/2005	5/24/2006
Advertise school events through student agendas to increase parent awareness and participation.	Administrators & Classroom Teachers	8/8/2005	5/24/2006
Provide parental involvement events in both English and Spanish.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

National Council of the PTA
Educational Excellence School Advisory Council

Professional Development

PTA sponsored parental involvement seminars

Evaluation

This objective will be evaluated as evidenced by parental forum agendas.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Sunset Park Elementary School will continue to promote programs and practices that increase student attendance.

Needs Assessment

Data gathered from student attendance indicates that the average attendance for the 2004-2005 school year was 96.04 percent. This level of student attendance can be built upon in order to enhance student learning and achievement.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance in grades kindergarten through five will improve as evidenced by meeting or exceeding 96.5 percent of attendance for the 2005-2006 school year, as documented by quarterly reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide school wide incentives for classes with perfect attendance.	Administrators	8/8/2005	5/24/2006
Present awards for individual students with perfect attendance at quarterly honor roll assemblies.	Administrators	8/8/2005	5/24/2006
Form an attendance committee to standardize attendance procedures.	Administrators & Classroom Teachers	8/8/2005	5/24/2006
Target students with excessive tardies/absences for administrative counseling and inform parents of meeting.	Administrators & Counselor	8/8/2005	5/24/2006
Recognize classes with perfect attendance on a daily basis.	SPE News Crew Sponsor	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Truancy Intervention Program training

Evaluation

This objective will be evaluated by comparing student attendance for the 2005-2006 school year to student attendance for the 2004-2005 school year. Quarterly reports will be used to monitor progress toward the objective.

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

GOAL 7 STATEMENT:

Sunset Park Elementary School will integrate technology to enhance communication and instruction.

Needs Assessment

Results from the 2004 STaR survey indicate that Sunset Park Elementary ranks at the Entry Level/Stage 1 in the category Teacher Access to Technology and Intermediate Level/Stage 2 in the category Teacher Use of Technology. Professional Development was ranked at the Advanced Level/Stage 3 and Technology Planning was ranked at the Target Level/Stage 4. As the need to be technologically literate increases, teachers must be able to integrate the use of technology in communication and instruction.

Measurable Objective

Given an increase in available technological resources 80% of faculty will utilize computers to facilitate communication and instruction, as documented by the 2006 STaR School Profile Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide inservice training for technology applications.	Administrators	8/8/2005	5/24/2006
Utilize email for faculty communication.	Administrators & Staff	8/8/2005	5/24/2006
Participate in district training for use of electronic gradebook.	Classroom Teachers	1/5/2006	5/24/2006
Utilize SPI to access information and plan for individual student interventions.	Classroom Teachers	8/8/2005	5/24/2006
Establish a procedure to monitor computer maintenance.	Administrators & Microsystems Tech	8/8/2005	5/24/2006

Research-Based Programs

Excelsior Electronic Grade Book

Professional Development

1. Excelsior Electronic Grade Book
2. Web design

Evaluation

This objective will be evaluated through the use of the STAR School Profile Report.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Sunset Park Elementary School will provide students with the opportunity to attain optimal level of fitness.

Needs Assessment

National Standards for Physical Education clearly identify what students should know and be able to do as a result of quality, daily physical education programs. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Results from the 2005 FITNESSGRAM indicate that 51 percent of students in grades four and five achieved the standard for the one mile run/walk test.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by three percent of the students increasing their performance in running the one mile test when comparing the pretest and posttest of the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer pretest to gather baseline data.	Physical Education Teachers	8/8/2005	10/01/2005
Provide additional time for physical activity through recess.	Administrators	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	8/8/2005	5/24/2006
Develop an action plan and devise programs to help students make progress toward their goals.	Physical Education Teachers	8/8/2005	5/24/2006
Incorporate activities that emphasize cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	8/8/2005	5/24/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

FITNESSGRAM

Professional Development

1. Training on essential components of health and physical fitness
2. FITNESSGRAM training

Evaluation

This objective will be evaluated based upon the percent of students improving performance on the one mile run component of the 2005-2006 administration of the 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Sunset Park Elementary School will foster an appreciation for the arts and enrichment activities.

Needs Assessment

Data gathered indicates that during the 2004-2005 school year 85 students participated in enrichment activities through the Academic Excellence Program. Research clearly indicates that challenging programs help promote experiences that intensify learning so that students are better prepared for post graduation success. The Academic Excellence Program strives to increase student achievement through the acquisition of enhanced thinking and problem solving skills.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase to 100 during the 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer Music Appreciation as an additional component for the Academic Excellence program.	Administrators	8/8/2005	5/24/2006
Publish a student generated newsletter to highlight schoolwide activities and promote awareness of journalism program.	A.E.P. Journalism Sponsor	8/8/2005	5/24/2006
Display photos of students engaged in various enrichment activities.	Leadership Team	8/8/2005	5/24/2006
Showcase afterschool programs through student productions to generate additional interest.	Leadership Team	8/8/2005	5/24/2006
Extend the eligibility for participation to students in grades three through five.	Advanced Academic Program Team	8/8/2005	5/24/2006
Identify students who would benefit from the Academic Excellence Program and contact parents to confirm participation.	Administrators & Classroom Teachers	8/8/2005	10/31/2005

Research-Based Programs

Academic Excellence Program

Professional Development

Academic Excellence Program component training

Evaluation

This objective will be evaluated by comparing the number of students participating in the Academic Excellence Program for the 2005-2006 school year with the number of students who participated in 2004-2005.

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

GOAL 10 STATEMENT:

Sunset Park Elementary School will rank at or above the 83rd 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 2003, Sunset Park Elementary School ranked at the 77th percentile on the State of Florida ROI index.

Measurable Objective

Sunset Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 77th percentile in 2003 to the 83rd 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.	Leadership Team	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	7/1/2005	6/30/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, grants, volunteer networks.	Leadership Team	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006

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 83rd 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:

EESAC recommends that Sunset Park Elementary School continue to utilize and provide state adopted texts for all students. Additional recommendations are that supplemental texts be provided that will ensure academic gains for students.

Technology:

EESAC recommends that Sunset Park Elementary School stay informed of technological resources, and continue schoolwide technology training.

Staffing:

In order to fully implement the School Improvement Plan, EESAC recommends that teaching strengths and preferences be considered when making staffing decisions. Additionally, a common planning time should be implemented wherever possible for each grade level and/or subject area. Lastly, EESAC recommends the continued departmentalization of grades four and five.

Student Support Services:

EESAC recommends that additional resources be provided for retained students, students scoring a Level 1 or 2 on FCAT, and students not meeting grade level expectations in reading and mathematics.

Other Matters of Resource Allocation:

In order to fully implement the School Improvement Plan, EESAC recommends that staff be informed of budgetary matters, and that the allocation of resources be reviewed in order to ensure that they are being used effectively.

Benchmarking:

EESAC recommends that data continue to be regularly analyzed and information shared in order to identify and address student academic weaknesses.

School Safety & Discipline:

Full implementation of the School Improvement Plan can be facilitated by the EESAC recommendation of continued use of student agendas as a method of home-school communication. Also, the Safety Committee should develop plans to assist in tardies and absences.

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