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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 5401 - Sunset Elementary School

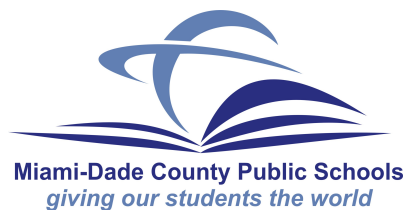
*FeederPattern:* Coral Gables Senior

*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 for 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 for the Gifted program, classes in mathematics and science are offered for students in grades Kindergarten through five. Students in the Special Education Program (SPED) are afforded access to the general curriculum through the Inclusion Program. C.A.M.P. (Children Achieving Maximum Potential) @ Sunset is a structured before/after school care program with enrichment classes with a current enrollment of 560 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 improve their reading skills as evidenced by a 97% scoring at FCAT Achievement Level three or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 97% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 1 point percentage increase in the number of students scoring 4.0 or higher on the FCAT Writing + 2007 administration.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 68% scoring at FCAT Achievement Level three or higher on the 2007 FCAT Science Test.

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 volunteer logs for the 2005-2006 and 2006-2007 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 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of computers in the classrooms by 5% to enhance, support and reinforce district and school-wide programs

and initiatives.

Given participation in the 2006-2007 District FITNESSGRAM Test, 82% 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 cultural activities will increase by 15% when comparing the number of activity request forms from the 2005-2006 school year to the 2006-2007 school year.

Sunset Elementary School will improve its ranking on the State of Florida ROI index publication from the 72nd percentile in 2005 to the 73rd percentile on the next publication of the index.

Comparisons of the average scores category from the Organizational Performance Improvement Snapshot Survey, indicate that Strategic Planning and Process Management were two areas that showed deficiency. In order to strengthen this area, the administration will meet monthly with the International Curriculum Council (ICC) for stakeholder input in determining resources needed to improve job performance. The ICC will be used as a communication vehicle for teacher ideas, suggestions and strategies which will improve future student and staff 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 36 percent White, 7 percent African-American, 51 percent Hispanic, 1 percent Asian and 5 percent Multiracial. There are 125 English for Speakers of other Languages (ESOL) students and 353 SPED students including Gifted, Learning Disabled and Emotionally Handicapped. 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 with a positive environment that is conducive for collaboration from all stake holders.

## ***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 current.

## ***Stakeholder Engagement:***

At Sunset Elementary School, we appreciate our customers 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. This year's School Improvement Snapshot Survey indicates that Strategic Planning and Process Management were two areas that show deficiency. The EESAC and International Curriculum Council will meet monthly for stakeholder input in determining resources and improving communication with student and staff members.

## ***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 we provide: 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 type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Students will improve their reading comprehension.

**Needs Assessment**

Results of the 2006 FCAT reading test indicated that 5% of students in grades three through five did not score at state mastery required levels. Data results also indicated that third grade students' mean percentage score was 92% and the Comparison Content Cluster decreased thirteen percentage points from the 2005 FCAT Reading administration. Fourth grade students' mean percentage score was 87% and the Main Idea/Author's Purpose Content Cluster decreased ten percentage points in the 2006 FCAT Reading administration. Fifth grade students' mean percentage score was 87% and the Word Phrases Content Cluster decreased sixteen percentage points in the 2006 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 improve their reading skills as evidenced by a 97% scoring at FCAT Achievement Level three or higher on the 2007 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Pay teachers a stipend to participate in a one-day instructional retreat for all teachers to provide professional development opportunities in the areas of inclusion, CRRP, and differentiating instruction.	Reading Coach and Administration	08/07/06	08/08/06	District Strategic Plan	\$6000.00
Hire a reading coach to provide professional development opportunities, classroom instruction modeling strategies, assistance with progress monitoring and to develop a school-wide reading plan. Complete quarterly data analysis for all formative and summative assessments through Edusoft.	Administration and Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$48412.00
Analyze State, District and school site data to determine students' and teachers' strengths and weaknesses and develop and review grade-level instructional focus calendars to target all tested areas on the FCAT to drive classroom instruction.	Administration, Reading Coach Classroom Teachers	4/24/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement school wide incentives to promote and reinforce reading initiatives such as Accelerated Reader and Books Clubs.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
After identifying students in third grade that scored below a 30th percentile on the 2006 Reading SAT-10 and fourth and fifth grade students who scored below achievement Level 3 on the 2006 FCAT administration, hire tutors and secure bus transportation to provide after-school tutoring for intervention and maintenance of skills.	Administration, Classroom Teachers After School Tutors	10/2/2006	3/9/2007	Inclusion	\$5000.00
Provide professional development to parents on reading strategies in order to assist less proficient readers at home and in the classroom.	Administration, Reading Coach , Grade Level Chairperson	10/2/2006	12/15/2006	Communities of Practice	\$0.00

Provide differentiated instruction focusing on specific student needs by providing three days of professional development during the school year to support school-wide inclusion and the CRRP. Hire substitutes so that instructional staff may benefit from a full uninterrupted day of professional development.	Administration, District Support, Reading Coach.	9/11/2006	5/11/2007	Inclusion	\$8500.00
After identifying SWD students, LEP students and the lowest 30th percentile students in reading, additional ESE teachers will be purchased to implement the co-teaching inclusion model with students from grades K-5.	Administration, Teachers, ESE Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### **Research-Based Programs**

Houghton Mifflin Reading Florida Edition

Fast ForWord

Soar To Success

Voyager

Early Success

### **Professional Development**

Houghton Mifflin Reading Series Grades K-5

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 2007 FCAT Reading subtest, Accelerated Reader Program, and the District's Reading Interim Tests.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Students will improve their mathematics problem solving skills.

**Needs Assessment**

Results of the 2006 FCAT Mathematics Subtest indicated that 95% of the students in grades three through five met State required mastery levels. Further review also indicated that the mean percentage score for third grade students was 93% and scores decreased fifteen percentage points in the Data Analysis Content Cluster. Fourth grade students' mean percentage score was 90% and scores decreased three percentage points in the Number Sense Content Cluster. Fifth grade students' mean percentage score was 80% and scores decreased nine percentage points in the Algebraic Thinking and Data Analysis Content Clusters.

**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 improve their mathematics skills as evidenced by 97% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Pay teachers a stipend to participate in a one-day instructional retreat for all teachers to provide professional development opportunities in the areas of inclusion, mathematics, and differentiating instruction.	Mathematics coach and administration	08/07/06	08/08/06	District Strategic Plan	\$6000.00
Provide professional development to parents in mathematics strategies in order to assist less proficient students at home and in the classroom.	Administration, Mathematics Coach , Grade Level Chairperson	10/2/2006	12/15/2006	Communities of Practice	\$0.00
Hire a mathematics coach to provide professional development opportunities, and instructional strategies through modeling and assistance with progress monitoring students. Provide quarterly data analysis for all formative and summative assessment through Edusoft.	Administration and Mathematics Coach	08/14/06	06/01/07	Continuous Improvement Model	\$48412.00
Identify and target third grade students scoring in the lowest 50th percentile on the Mathematics SAT-10 and fourth and fifth grade students who scored below achievement Level 3 on the 2006 FCAT by providing small group instruction in their area of need.	Administration Grade Level Chairperson Classroom Teachers	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Purchase manipulatives such as measurement tools, cuisinare rods and other tools to promote problem solving techniques and higher order thinking skills.	Administration, Grade Level Chairpersons Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$5000.00
Analyze State, District and school site data to determine student and teacher strengths and weaknesses to develop and revise grade-level instructional focus calendars to target all tested FCAT areas to drive classroom instruction.	Administration Classroom Teachers	04/24/05	05/26/06	Continuous Improvement Model	\$0.00
After identifying students in third grade that	Administration, Classroom	10/2/2006	3/9/2007	Continuous	\$5000.00

scored below a 50th percentile on the 2006 Mathematics SAT-10 and fourth and fifth grade students who scored below achievement Level 3 on the 2006 FCAT administration; hire tutors and secure bus transportation to provide after-school tutoring for intervention and maintenance of skills.	Teachers After School Tutors			Improvement Model	
Provide differentiated instruction within the mathematics program focusing on specific student needs, by providing three days of professional development during the school year to support school-wide inclusion and the District's mathematics plan. Hire substitutes so that instructional staff may benefit from a full uninterrupted day of professional development.	Administration, District Support, Mathematics Coach.	9/11/2006	5/11/2007	District Strategic Plan	\$8500.00

## 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 2007 FCAT Mathematics subtest and the District's Interim Assessment monitoring.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Students will improve their writing skills.

### **Needs Assessment**

The results of the 2006 administration of the FCAT Writing+ Test indicated a combined mean score of 4.2, a mean score of 4.3 in expository writing and a mean score of 4.0 in the narrative writing. Results also demonstrated that 15 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 4.0 or higher on the FCAT Writing + 2007 administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the school wide writing plan that includes established benchmarks at each grade level K-5.	Administration Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Hold cross grade level articulation meetings to examine quarterly writing assessments and to determine weak areas in student writing.	Administration, Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilize monthly writing prompts to periodically assess students writing skills.	Administration Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Hold afternoon/evening meetings to provide parents with information regarding FCAT Testing and Sunshine State Standards.	Administration Grade Level Department Chairpersons	10/04/06	11/30/06	Continuous Improvement Model	\$0.00
Assign writing assignments in the areas of character education, health and safety.	Administration, Counselors Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase LCD projectors for 3-5 grade classroom teachers for the Visual Thinking Strategies Program. The projectors are used to display slides of works of art.	Computer Specialist and administration, teachers	08/14/06	05/30/07	District-wide literacy plan	\$10000.00
Work in collaboration with The University of Miami Lowe Art Museum to implement Visual Thinking Strategies writing curriculum in third, fourth and fifth grades. This research-based program develops critical thinking skills through art education which is transferred to students' writing skills.	Administration, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$7000.00
Create and professionally publish a quarterly student-authored literary magazine that promotes different writing styles. A professional printing company will be used to publish the magazine and specific software	Administration, Reading Coach, Technology Coordinator	8/14/2006	5/30/2007	District-wide literacy plan	\$4000.00

will be used to layout the magazine.					
Hire a reading/writing coach to provide professional development opportunities, classroom instruction modeling strategies, and assist with progress monitoring to develop a school-wide writing plan. Conduct monthly data analysis of writing samples using rubrics and other assessment tools.	Administration and Reading/Writing Coach	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

Houghton Mifflin Reading Series

## Professional Development

CRISS Strategies Training

Norma Bossard Writing Institute

Comprehensive Research Reading Plan (CRRP)

## Evaluation

The results from the 2007 FCAT Writing + Test and results of district pre and 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Students in grade five will increase science processing skills.

### ***Needs Assessment***

Results of the 2006 FCAT Science Test administration indicated that 66% of the students in fifth grade met State required mastery levels. Further review indicated that the mean percentage score for Physical/Chemical was 67% and scores decreased two percent from the 2005 test administration. The mean percentage score for Earth Space was 57% and scores decreased by five percent from the 2005 administration. The mean percentage score for Life/Environmental Content Cluster was 69% and scores remained the same from the 2005 administration. The mean percentage score for Scientific Thinking Content Cluster was 67% and remained the same from the 2005 administration.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 68% scoring at FCAT Achievement Level three or higher on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Deliver science curriculum through a departmentalized model for 4th and 5th grade.	Administration, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Purchase Full Option Science Systems Kit (F.O.S.S) hands-on-inquiry model.	Administration, Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
Conduct Family Math and Science Night.	Administration, Classroom Teachers, Academic Sponsor, Science Fair Team, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement focus calendars and curriculum maps correlated to Sunshine State Standards, Competency Based Curriculum, Grade Level Expectations and the Harcourt Science Textbook series.	Administration, Grade Level Chairpersons	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Hire a science coach to provide professional development opportunities, hands-on inquiry (labs) for students and assistance with progress monitoring. Provide quarterly data analysis for all formative and summative assessments through Edusoft.	Administration and Science Coach	08/14/06	05/30/07	District Strategic Plan	\$48412.00
Pay teachers a stipend to participate in a one-day instructional retreat for all teachers to provide professional development opportunities in the areas of inclusion, science, and differentiated instruction.  Teachers will be able to conduct hands-on inquiry in all areas of science and health education.	Administration, Classroom Teachers	08/14/06	05/30/07	District-wide literacy plan	\$6000.00
Provide differentiated instruction focusing on specific student needs by providing three days of professional development during the school year to support school-wide inclusion	Administration and Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$8500.00

and science integration. Hire substitutes so that instructional staff may benefit from a full uninterrupted day of professional development.	
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## **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 2007 administration of the 2007 FCAT Science subtest and pre-and-post state-adopted science textbook tests.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

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*District Strategic Plan*

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

**GOAL 5 STATEMENT:**

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

**Needs Assessment**

A review of the 2006-2007 parental surveys indicated a baseline percentage of 65% of Sunset parents wanted to enhance the means of home-school communication of cultural events.

## 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 volunteer logs for the 2005-2006 and 2006-2007 school years.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct FCAT Parent information sessions for students in grades 3-5 to assist parents with the testing process.	Administration, Grade Level Chairpersons	10/04/06	12/14/07	Communities of Practice	\$0.00
Conduct SAT-10 Parent information sessions for students in grade 2 to assist parents with the testing process.	Aministration, Grade Level Chairperson	10/04/06	12/14/07	Communities of Practice	\$0.00
Conduct Back to School Night and Parent Resource Fair to provide resource information.	Administration, Classroom Teachers	9/13/2006	09/14/07	District Strategic Plan	\$0.00
Provide parents with resources such as Parent Resource Room, Literature from The Parent Academy, and a staff liason to assist parents with all school activities and procedures.	Administration, Dade Partner Sponsor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct orientation for K and 1st grade parents new to school.	Administration, Grade Level Chairperson	08/11/06	08/12/06	Communities of Practice	\$0.00
Improve parent participation by hosting a training session sponsored by the Parent Academy.	Lead Teacher and Administration	10/2/2006	10/20/2006	District Strategic Plan	\$0.00
Conduct Volunteer Orientation session to assist parents with the volunteer clearance process and classroom assistance procedures.	Administration and Lead Teacher	10/04/06	12/14/07	Communities of Practice	\$0.00
Conduct monthly informal parent meetings called Second Cup of Coffee with the Principal	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct family literacy events such as Reading under the Stars, Family Math, and Family Science Night.	Administration, Lead Teacher	4/25/2007	04/26/07	District Strategic Plan	\$0.00
Conduct school tours during the Magnet recruitment period.	Administration and Lead Teacher	10/05/06	03/03/07	Dual Language Education	\$0.00
Provide on-going communication through the District's Connect-Ed telephone system	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Add a website link to the new PTA, FIPA,	Website administrator, Boards of	8/14/2006	5/30/2007	District Strategic	\$0.00

SIPA and GIPA web page, including a volunteer link with volunteer opportunities.	Parent Organization		Plan	
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## 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 2006-2007 sign-in logs and school-authored parent surveys to the 2005-2006 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.)

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*

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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 the school population received detention notices for disorderly behavior in and outside 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 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly fire drills, Tornado Drills and Crisis Code Drills.	Administration	08/01/06	05/30/07	District Strategic Plan	\$0.00
Disseminate and implement the District and School Safety Plan.	Administration	08/14/06	05/30/07	District Strategic Plan	\$0.00
Revise school wide discipline plan and share with staff, parents and students.	Administration, Grade Level Chairpersons	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement Peer Mediation Program.	Administration, Counselors	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Monitor student behavior in the classroom, cafeteria and halls.	Administration, Classroom Teachers, Counselors	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to implement the school wide Character Education program with the Student Ambassadors which includes monthly videos, classroom lessons and positive recognition.	Administration, Counselors Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement "Power Lunch" cards as a monthly incentive program designed to monitor cafeteria behavior.	Administration, Activities Sponsor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to implement the safety patrol and DARE programs	Administration, Sponsor and 5th Grade Level Chair Person	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00

## 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 2005-2006 school year and the 2006-2007 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.)

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"/>

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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 2005-2006 STAR and in-house Parental Survey indicated a need for more student stations to support and reinforce school-wide curriculum efforts.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of computers in the classrooms by 5% to enhance, support and reinforce district and school-wide programs and initiatives.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize District email system and Connect-Ed as a means of communication with parents and staff creating a paperless school.	Administration, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Schedule weekly one hour sessions in the computer lab for grades K-5 for the use of various web-based and software programs such as Word, Publisher, FCAT Explorer, Riverdeep, Accelerated Reader and Powerpoint.	Administration, Technology Facilitator	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the FCAT Explorer, RiverDeep, Accelerated Reader and other software programs.	Technology Facilitator and Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue the Technology Leadership Grant initiative by allocating replacement funds for one mentor and 5 cohorts to participate in professional development opportunities that will assist in integrating technology into the classroom.	Administration Technology Mentor	8/14/2006	4/28/2007	Continuous Improvement Model	\$4500.00
Extend Media Center hours so that parents and students can use computers.	Administration and Media Specialist	08/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Purchase hardware to complete our 2003-2007 technology plan. This plan consists of three technology laboratories, one teacher station per instructional staff and four student stations in each classroom. The plan supports the electronic gradebook, teacher publications, student publications, multimedia presentations, tutorials, Accelerated Reader, Edusoft, and all other web-based programs implemented through the Technology Leadership Grant.	Administration, Technology Cohorts, Technology Mentor, Teachers and Computer Specialist.	08/14/06	05/30/07	District Strategic Plan	\$40000.00
Purchase access to web-based system to access interactive, interdisciplinary	Technology Facilitator, Classroom Teachers, Administration	8/14/2006	5/30/2007	District Strategic Plan	\$1500.00

curriculum for both students and staff including Brain Pop. Brain PoP is an educational program, providing content spanning in 6 main subjects including: Science, Math, English, Social Studies, Health and Technology.					
Purchase portable laptop computers for technologically proficient teachers that have completed the technology leadership cohort program, in order to provide flexible and spontaneous indoor and outdoor critical thinking opportunities outside the traditional classroom setting.	Coaches, cohort teachers, technology coordinator	8/14/2006	6/6/2007	District Strategic Plan	\$30000.00

## 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 reviewing the computer/wireless labs usage log, the percent of scheduled computer classes for 2-5 grade students, and the amount of computer-based classroom projects assigned by the classroom teachers.

## 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"/>

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<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 2006 District FITNESSGRAM Test, showed only eighty 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 2006-2007 District FITNESSGRAM Test, 82% 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		ALIGNMENT	BUDGET
		START	END		
Develop curriculum map to align activities with Sunshine State Standards.	Administration, Grade Level Chairpersons Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Field Day activities for students in grades K-5.	Administration, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in daily opening routines that reinforce the president's fitness goals.	Administration, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in the President's Physical Fitness Program in grades 4 & 5.	Administration, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in physical activities for a minimum of 30 minutes per day.	Administration, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement recess for all students	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hire Yoga Ed teacher to provide teachers and students with research- based strategies and skills that improve and enhance student behavior, health and academic achievement. Yoga Ed will support our Emotionally Handicapped inclusion initiative, as well as promote physical fitness and health.	Yoga Instructor, administration, ESE teachers, PE teachers and homeroom teachers.	8/14/2006	05/30/07	District Strategic Plan	\$4000.00

### 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 2007 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"/>

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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**

Parent survey results demonstrate a need for a unified format for tracking scheduled activities and special events.



## Measurable Objective

Given emphasis on the benefits of exposure to the arts, the number of students participating in cultural activities will increase by 15% when comparing the number of activity request forms from the 2005-2006 school year to the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Visual Thinking Strategies Curriculum in grades three, four and five.	Administration, Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Incorporate reading, writing and mathematics strategies in music, art, physical education and foreign language classes.	Administration, Lead Teacher Special Area Teachers Foreign Language Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase the number of students participating in District wide cultural literacy events.	Administration, Lead Teacher, Grade level Chairpersons.	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop a school-wide computerized master calendar of school events.	Administration and Technology Mentor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Track four parent organization activities/events through their master calendar	Boards of four parent organizations	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	Inclusion	\$0.00
Hire substitutes to allow Special Area Teachers opportunities to participate in District training session.	Administration, Grade Level Chairpersons	08/14/06	05/30/07	District Strategic Plan	\$3000.00
Provide enrichment classes through the after-school care program CAMP@Sunset	Administration and C.A.M.P. @ Sunset Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Revise and implement Art, Music, and Foreign Language Curriculum Maps.	Administration, Grade Level Chairpersons	08/14/06	05/30/07	District-wide literacy plan	\$0.00

### 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 2005-2006 school year and the 2006-2007 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"/>

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

**GOAL 10 STATEMENT:**

Sunset 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 2005, Sunset Elementary School ranked at the 72nd 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 72nd percentile in 2005 to the 73rd percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Administration, EESAC	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration, EESAC	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement Sunset Elementary Enrichment Drive (SEED), a non-profit parent and business school organization that uses grants and school donations to enhance school resources and assistance for classroom teachers.	SEED, Administration	08/14/06	05/30/07	District Strategic Plan	\$0.00
Analyze 2006 FCAT and SAT test results for improvement in all areas that were enhanced by school-wide initiatives and financial resources in relation to school programs.	Administration, ICC and EESAC	08/14/06	5/30/2007	District Strategic Plan	\$0.00

## 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 73rd 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 new third-fifth 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 Student Enhancement Funds to hire hourly paraprofessionals and assist level 1 and 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 school's safety plan.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$68,912.00
Goal 2: Mathematics	\$72,912.00
Goal 3: Writing	\$21,000.00
Goal 4: Science	\$64,912.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$76,000.00
Goal 8: Health & Physical Fitness	\$4,000.00
Goal 9: Electives & Special Areas	\$3,000.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$310,736.00</b>

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*