

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Sunset Elementary School (5401)

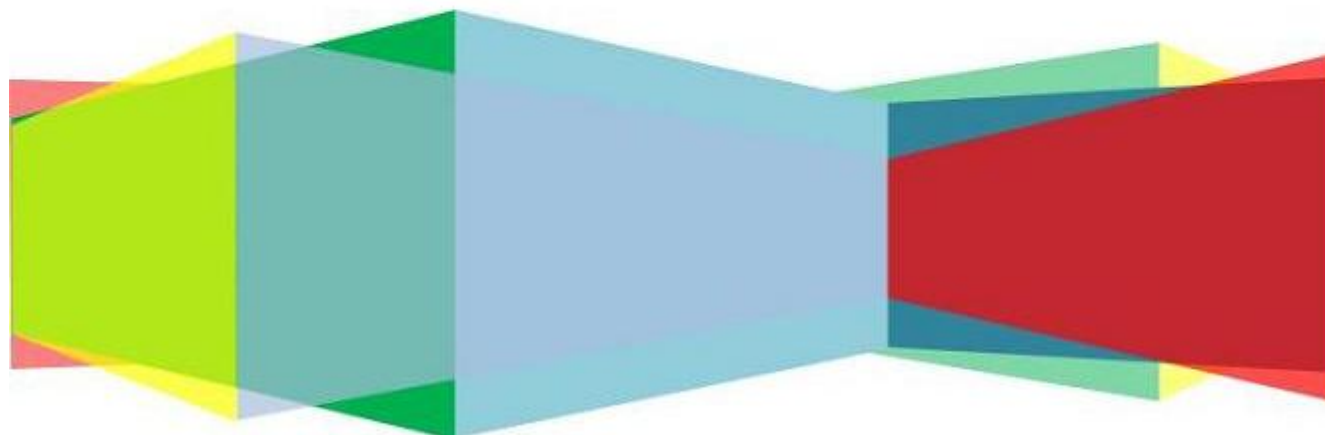
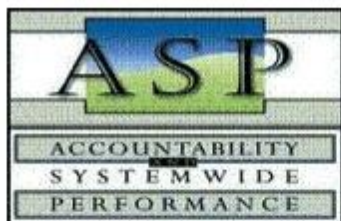
Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Aline Sarria

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Sunset Elementary School is a multicultural school located at 5120 SW 72nd Avenue in the Southwest section of Miami-Dade County, Florida. Sunset services students in pre-kindergarten through fifth grade and is part of the Coral Gables Senior High School feeder pattern.

The school was established in 1921 and sits on almost 7 acres of land. The facilities include the historical buildings, as well as newer buildings and relocatable classrooms that have been added over the school's 80 year history. The school population of 1052 students has a varied demographic: 50% Hispanic, 34% White, 10% Black and 6% Asian/Indian/Multiracial. The student attendance rate for 2006-2007 was 96.87%. Sunset Elementary has three administrators and 103 full-time teachers on its staff. The average class size in PK-3 is 18 and 21 in grades 4-5.

The school offers a wide variety of programs for its students in grades pre-kindergarten through five. The award-winning International Studies (IS) Magnet program services almost 900 students and offers Spanish, French and German language studies for students in grades one through five. The students in the IS program receive two and a half hours of foreign language instruction during the day in addition to the regular elementary school curriculum. The consulates from Spain, France and Germany provide resources that enhance these foreign language programs. The International Education (IE) School of Choice program services 200 students in grades K-5 who are not in the magnet program. Sunset also has 300 students in its gifted program named Pangea. The Pangea program offers gifted classes in mathematics and science for students in grades kindergarten through five. Sunset also has a pre-kindergarten program that services 18 students. Sunset's Special Education (SPED) program provides 76 students with emotional and behavioral disorders, learning disabilities and varying exceptionalities a general curriculum through an inclusive program.

C.A.M.P. (Children Achieving Maximum Potential) at Sunset is a structured before/after school care program with enrichment classes that has a current enrollment of 439 students.

Students in grades three through five participate in the Florida Comprehensive Assessment Test (FCAT) program. Eight-eight percent of the students in grades three through five performed highly on the reading subtest scoring a level 3 or above. Eighty-seven percent of the students in grades three through five performed highly on the mathematics subtest scoring 3 or above. The No Child Left Behind (NCLB) subgroup of economically disadvantaged student also performed highly with 72% of the students scoring above grade level in reading, 68% in math and 79% showing improvement in writing.

Sunset and its teachers were recipients of the Lorenzo Memorial Grant, the Hewlett Packard Math and Science Technology Grant and the Florida Department of Education Environmental Grant.

Sunset's strengths are found in its high performing students, highly qualified teachers, and greatly involved parents. An area of concern is the maintenance of the physical plant.

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 2008 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 94% scoring at FCAT Achievement Level 3 or higher on the 2008 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 94% scoring at FCAT Achievement Level 3.5 or higher on the administration of the 2008 FCAT Writing + test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 76% scoring at FCAT Achievement Level three or higher on the 2008 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 2006-2007 and 2007-2008 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 2007-2008 school year as compared to the 2006-2007 school year.

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

Given participation in the 2007-2008 District FITNESSGRAM test, 85% of the students in fourth and fifth grade will meet the 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 2006-2007 school year to the 2007-2008 school year and the implementation of the Global Curriculum.

Sunset Elementary School will improve its ROI by improving its business practices and strategic planning.

Given emphasis on the global curriculum, students in grades two through five will participate in at least four global awareness activities during the 2007-2008 school year.



School Improvement Plan 2007-2008



The spring of 2007 OPIS survey identified two areas with opportunities for improvement. These areas are: strategic planning and process management. In order to address these areas, summer task forces were created to address planning concerns. The task forces, consisting of teachers and administrators, created plans for technology, intervention, inclusion, school activities and curriculum. Concerns related to process management have and will continue to be addressed through teacher participation in the International Curriculum Council, Task Forces, Grade Level/Department meetings and committees.



School Improvement Plan 2007-2008



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.

5401 - 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



School Improvement Plan 2007-2008



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

Sunset Elementary School's student population of 1,052 is comprised of 36 percent White, 7 percent Black, 51 percent Hispanic, 1 percent Asian and 5 percent Multiracial. There are 125 English Language Learners (ELL) students and 353 SPED students including 84% Gifted, 5% Learning Disabled, 8% Emotional Behavioral Disorder 1% Educable Mentally Handicapped, 1% Other Health Impaired and Developmentally Delayed. Sunset Elementary School is a multi-ethnic 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, 55% of the staff is Hispanic, 20% are Black, and 25% are white. In addition, 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

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 to 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. The spring 2006-2007 School Improvement Snapshot Survey indicates that Strategic Planning and Business Results are 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:

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 Customer and Market Focus and Measurement, Analysis and Knowledge Management are two areas of strength. Business Results and Strategic Planning are two areas that need improvement. The EESAC and International Curriculum Council will meet monthly for stakeholder input in determining resources and improving communication with student and staff members.

Education Design:

Sunset Elementary's staff are provided with supportive feedback on their progress through bi-annual performance plan meetings with an administrator.

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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Students will improve their reading comprehension.

Needs Assessment

Results of the 2007 FCAT Reading Subtest indicated that 95% of the students in grades three through five met State required mastery levels. Further review indicated that 12% of third graders scored below a level three and scores decreased twenty-five percentage points in the Reference and Research Content Cluster. The strongest content cluster in third grade was Comparisons with 82%. The percentage of fourth grade students scoring below a level three was 11%, and scores decreased three percentage points in the Words and Phrases Content Cluster. Fourth grade's strongest content cluster was Word Phrases with 80%. In fifth grade, 12% of students scored below a level three and a decrease of eight percentage points was evidenced in the Reference and Research Content Clusters, however they maintained a 78% in Word Phrases and Comparisons.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development, on early release days, focusing on cross curriculum and differentiated instruction to meet the specific needs of students in support of school wide inclusion and the District's reading plan.	Principal, District Support, Reading Coach, PD Liaison	8/29/07	03/12/08	Continuous Improvement Model	5000
After identifying SWD students, ELL students and the lowest 30th percentile students in reading, an intervention program will be implemented.	Principal, Classroom Teachers, ESE Teachers, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
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.	Principal, Assistant Principals, Reading Coach and Classroom Teachers	07/01/07	06/05/08	District-wide Literacy Plan	0
Pay teachers a stipend to work on a task force to develop a curriculum to be used as intervention for reading centers instruction.	Principal and Selected Classroom Teachers	07/01/07	08/20/07	Continuous Improvement Model	2800
Provide professional development to parents on reading strategies in order to assist less proficient readers at home and in the classroom.	Principal, Assistant Principals, Reading Coach and Grade Level Chairpersons	10/01/2007	12/14/07	Parental Choice Options	0
Implement school wide incentives to promote and reinforce reading initiatives such as Accelerated Reader, Reading Train and Book Clubs.	Principal, Assistant Principals, Classroom Teachers and Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	1200
Maintain a reading coach to provide professional development opportunities, classroom instruction, modeling strategies, assistance with progress monitoring and develop a school-wide reading plan. Complete quarterly data analysis for all formative and summative assessments through Edusoft, DIBELS assessments and DAR assessment data.	Principal and Reading Coach	08/20/2007	06/05/08	District-wide Literacy Plan	48412

Research-Based Programs

Houghton Mifflin Reading Florida Edition
Early Success
Soar To Success
Voyager Passport

Professional Development

Houghton Mifflin Reading Series Grades K-5
Voyager Learning System
Visual Thinking Strategies (VTS)
Project CRISS
Data Analysis
Accelerated Reader
Differentiating Instruction

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Reading test, the Florida Innovates screening test, Dibels, PMRN and the District's Reading Interim Tests.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Students will improve their mathematics problem solving skills.

Needs Assessment

Results of the 2007 FCAT Mathematics Subtest indicated that 92% of the students in grades three through five met State required mastery levels. Further review indicated that in the Geometry Content Cluster, third graders increased fifteen percentage points from 71% to 86%. Results also indicate that 10% of third graders scored below a level three and scores decreased sixteen percentage points in the Algebraic Thinking Content Cluster. The percentage of fourth grade students scoring below a level three was 9% and, although scores did not drop in any of the Content Clusters, the Algebraic Thinking Content Cluster remained at 71%. An increase of 15 percentage points, in fourth grade, was also evidenced in the Geometry Content Cluster. In fifth grade, 23% of students scored below a level three and a decrease of nine percentage points was evidenced in both the Measurement and Data Analysis Content Clusters. The Algebraic Thinking and Number Sense Content Cluster percentages remained the same.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 94% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Pay teachers a stipend to work on a task force to develop a curriculum to be used as intervention for mathematics centers instruction.	Principal	07/01/07	08/20/07	Continuous Improvement Model	2800
Maintain a mathematics coach to provide professional development opportunities to the faculty, as well as assistance with instructional strategies and progress monitoring of students. Provide interim data analysis for formative and summative assessment through Edusoft.	Principal and Mathematics Coach	08/20/07	06/05/08	Continuous Improvement Model	48412
Identify and target third grade students scoring in the lowest 50th percentile on the Mathematics Stanford Achievement Test-10 and fourth and fifth grade students who scored below achievement Level 3 on the 2007 FCAT by providing small group instruction in their area of need.	Principal, Assistant Principals, Grade Level Chairpersons and Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Analyze district, school site assessment and instructional focus calendars to target all tested areas on the FCAT to drive instruction.	Principal, Assistant Principals and Classroom Teachers	07/01/07	06/05/08	Continuous Improvement Model	0
Implement Everyday Mathematics with students participating in the gifted program to differentiate instruction and improve critical thinking and problem solving skills. Provide curriculum support and professional development throughout the year.	Principal, Classroom Teachers and Mathematics Coach	08/20/07	06/05/08	Advanced Academics	12000
Purchase manipulatives for student use to promote greater understanding of mathematical concepts through concrete experiences leading to higher order and abstract thinking.	Principal, Classroom Teachers and Mathematics Coach	09/10/07	02/15/08	Continuous Improvement Model	3000
Purchase equipment and materials to set up a lab to conduct hands-on inquiry and promote critical thinking through the integration of math and science. Provide instruction for all students in grades 2-5.	Principal, Mathematics Coach and Science Coach	07/01/07	06/05/08	Academic Enrichment Opportunities	40000
Provide professional development to parents in mathematics strategies in order to assist less proficient students at home and in the classroom.	Principal, Assistant Principals, Mathematics Coach and Grade Level Chairpersons	10/01/2007	12/14/2007	Parental Choice Options	0
Provide professional development, on early release days, focusing on cross curriculum and differentiated instruction to meet the specific needs of students in support of school wide inclusion and the District's mathematics plan.	Principal, Assistant Principals, District Support, Mathematics Coach and School's PD Liaison	08/29/07	03/12/08	Continuous Improvement Model	5000

Research-Based Programs

Scott Foresman-Addison Wesley Mathematics Series
 Everyday Mathematics Series, McGraw-Hill/Wright Group

Professional Development

Hands on Equations
 FCAT Explorer Math
 Everyday Mathematics
 Riverdeep

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Mathematics subtest and the District's Interim Assessment monitoring.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students will improve their writing skills.

Needs Assessment

The results of the 2007 administration of the FCAT Writing+ Test indicated a combined mean score of 4.1, a mean score of 4.0 in expository writing and a mean score of 4.1 in the narrative writing. Results also demonstrated that six 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
<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 94% scoring at FCAT Achievement Level 3.5 or higher on the administration of the 2008 FCAT Writing + test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the school wide writing plan that includes established benchmarks at each grade level K-5.	Principal, Assistant Principals and Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Hold cross grade level articulation meetings to examine quarterly writing assessments and to determine weak areas in student writing.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize monthly writing prompts to periodically assess students writing skills.	Principal and Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Hold afternoon/evening meetings to provide parents with information regarding FCAT Testing and Sunshine State Standards.	Principal, Assistant Principals, Curriculum Coaches and Grade Level Department Chairpersons	10/01/07	12/14/07	Parental Choice Options	0
Assign writing assignments in the areas of character education, health, safety and global curriculum.	Principal, Assistant Principal, Counselors and Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
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.	Principal, Hourly Teacher and Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	3000

Research-Based Programs

Houghton Mifflin Reading Series
Visual Thinking Strategies

Professional Development

CRISS Strategies Training
Norma Bossard Writing Institute
Comprehensive Research Reading Plan (CRRP)
Holistic Scoring

Evaluation

The results from the 2008 FCAT Writing + Test and results of district pre and post writing assessments.

Science Goal

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

Florida Education Priorities

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

Science Statement

Students in grade five will increase science processing skills.

Needs Assessment

Results of the 2007 FCAT Science Test administration indicated that 74% of the students in fifth grade met the State required mastery levels. Further review indicated that 23% of the students scored below a three and scores remained the same in the Physical and Chemical Cluster from the 2007 test administration. The percentage of fifth grade students scoring below a level three for the Earth and Space Cluster was 23% and scores increased ten percentage points. The percentage of fifth grade students scoring below three in the Life and Environmental Cluster was 23% and scores decreased by two percentage points. The percentage of fifth grade students scoring below a level three for the Scientific thinking Cluster was 23% and scores remained the same from the 2007 administration.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 76% scoring at FCAT Achievement Level three or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Deliver science curriculum through a departmentalized model for 4th and 5th grade.	Principal and Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct Math and Science Family Night for parents and students.	Principal, Classroom Teachers, Academic Sponsor, Science Fair Team and Classroom Teachers	08/20/07	06/05/08	Parental Choice Options	0
Implement District Pacing Guide correlated to Sunshine State Standards, Competency Based Curriculum, Grade Level Expectations and the Scott Foresman Textbook Series.	Principal, Grade Level Chairpersons and Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide professional opportunities, hands-on inquiry (labs) for students and assistance with progress monitoring through a science coach.	Principal and Science Coach	08/20/07	06/05/08	Continuous Improvement Model	48412
Provide training and support for newly adopted Scott Foresman Science Series to faculty.	Principal and Science Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Purchase equipment and materials to implement an inquiry based, hands-on Science/Math/Technology Lab for grades second through fifth.	Principal, Science Coach and Math Coach	08/20/07	06/05/08	Academic Enrichment Opportunities	40000
Provide interim data analysis for all formative and summative assessments through Edusoft.	Principal Science Coach	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Harcourt Science Textbook Series

Professional Development

Science item Specifications Scott Foresman New Science Series
 Hands-on Activities in Science
 Scott Foresman SuccessNet

Evaluation

This objective will be evaluated by the 2008 administration of the 2008 FCAT Science Test and pre and post school adopted tests.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement 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 Elementary School 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 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct FCAT Parent information sessions for students in grades 3-5 to assist parents with the testing process.	Principal, Assistant Principals and Grade Level Chairpersons	10/01/07	12/14/08	Parental Choice Options	0
Conduct SAT-10 Parent information sessions for students in grade 2 to assist parents with the testing process.	Principal, Assistant Principals and Grade Level Chairperson	10/01/07	12/14/08	Parental Choice Options	0
Conduct Back to School Night and Parent Resource Fair to provide resource information.	Principal, Assistant Principals and Classroom Teachers	9/05/2007	09/05/07	Continuous Improvement Model	0
Provide parents with resources such as Parent Resource Room, Literature from The Parent Academy, and a staff liaison to assist parents with all school activities and procedures.	Principal, Assistant Principal and Dade Partner Sponsor	08/16/07	06/05/08	Parental Choice Options	0
Conduct orientation for K and 1st grade parents new to school.	Principal, Assistant Principals and Grade Level Chairperson	08/17/07	08/17/07	Continuous Improvement Model	0
Improve parent participation by hosting a training session sponsored by the Parent Academy.	Principal, Assistant Principals and Lead Teacher	10/2/2007	10/31/2007	Parental Choice Options	0
Conduct Volunteer Orientation session to assist parents with the volunteer clearance process and classroom assistance procedures.	Principal and Lead Teachers	10/02/07	12/10/07	Safe and High-quality Facilities	0
Conduct family literacy events such as Reading under the Stars, Family Math, and Family Science Night.	Principal, Assistant Principals and Curriculum Coaches	09/19/07	04/26/08	Academic Enrichment Opportunities	0
Conduct school tours during the Magnet recruitment period.	Principal and Lead Teachers	10/05/07	03/03/08	Parental Choice Options	0
Provide on-going communication through the District's Connect-Ed telephone system.	Principal	8/20/07	06/05/08	Exchange Meaningful Information	0
Maintain a website link to the new Parent Teacher Association (PTA), French International Parent Association (FIPA), Spanish International Parent Association (SIPA) and the German International Parent Association (GIPA) web page, including a volunteer link with volunteer opportunities.	Principal, Website administrator, and Boards of Parent Organization	08/20/07	06/05/08	Exchange Meaningful Information	0

Research-Based Programs

National Standards for Parents/Family Involvement Programs-National Parent Teacher Association

Professional Development

Parent Academy
FCAT and SAT-10 Parent Workshops

Evaluation

This objective will be evaluated by an increase in the number of parents attending school activities as evidenced by comparing 2007-2008 sign-in logs and school-authored parent surveys to the 2006-2007.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety 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 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct monthly fire, tornado Drills and safety drills.	Principal and Assistant Principals	08/20/07	06/05/08	Safe and High-quality Facilities	0
Implement a school-wide Crisis/Safety Intervention Plan.	Principal, Assistant Principal and Grade Level Chairpersons	08/20/07	06/05/08	Safe and High-quality Facilities	0
Implement a school-wide discipline plan and share all components of the plan with faculty, staff, parents, and students.	Principal and Assistant Principals	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Implement an Anti-Bullying Program for students in grades 3-5.	Principal, Assistant Principals and Counselors	8/20/2007	06/05/08	Safe and High-quality Facilities	0
Continue to implement the school wide Character Education program with the Global Student Ambassadors which include Peer Mediation.	Principal, Assistant Principals, Counselors and Classroom Teachers	8/20/2007	06/05/08	Safe and High-quality Facilities	0
Conduct monthly group counseling sessions with all inclusion students to address concerns encountered in general education classes.	Principal, Assistant Principal, Counselors and Behavior Management Technician	8/20/2007	06/05/08	Diversity & Educational Equity	0

Research-Based Programs

Not Applicable

Professional Development

Assertive Discipline Training
 Best Practices Training from Behavior Management Teacher
 Safe Crisis Management Training

Evaluation

This objective will be evaluated by comparing the number of administrative detention notices/suspensions given during the 2006-2007 school year to the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

All students will augment their use of technology to reinforce the curriculum.

Needs Assessment

A review of the 2007-2008 Florida Innovates STAR test and implementation of the Accelerated Reader program 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule bi-weekly one hour sessions in the computer lab for grades 2-5 for the use of various web-based and software programs such as Word, Publisher, FCAT Explorer, Riverdeep, Accelerated Reader and Powerpoint.	Principal, Math Coach, Science Coach and Technology Facilitator	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Utilize the FCAT Explorer, RiverDeep, Accelerated Reader and other software programs.	Technology Facilitator and Classroom Teachers	08/20/07	06/05/08	Education Innovation	0
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	08/20/07	06/05/08	Continuous Improvement Model	4500
Purchase access to web-based system to access interactive, interdisciplinary 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.	Technology Facilitator, Classroom Teachers and Principal	08/20/07	06/05/08	Education Innovation	1500
Pay teachers a stipend to work on a task force to develop a technology four year plan.	Principal	08/20/07	06/05/08	Continuous Improvement Model	900

Research-Based Programs

Not Applicable

Professional Development

District wide grade book program
Technology Cohort program
FCAT parent workshop
AR parent workshop

Evaluation

This objective will be evaluated by reviewing the percentage of students participating in the AR program as compared to 2006-2007 and computer generated performance based products for 2-5 grade students.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

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

Needs Assessment

Results of the 2006-2007 District FITNESSGRAM Test showed that over 80% of the fourth and fifth grade students tested met the criteria to earn the gold or silver award.

Measurable Objective

Given participation in the 2007-2008 District FITNESSGRAM test, 85% of the students in fourth and fifth grade will meet the criteria to receive the gold or silver award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Field Day activities for students in grades K-5.	Principal and Physical Education Teachers	8/20/2007	06/05/08	Student Wellness	0
Engage students in daily opening routines that reinforce the president's fitness goals.	Principal and Physical Education Teachers	8/20/07	06/05/08	Student Wellness	0
Participate in the President's Physical Fitness Program in grades 4 & 5.	Principal and Physical Education Teachers	08/20/2007	06/05/08	Student Wellness	0
Engage students in physical activities for a minimum of 30 minutes per day.	Principal and Physical Education Teachers	8/20/07	06/05/08	Student Wellness	0
Develop curriculum map to align activities with Sunshine State Standards.	Principal, Assistant Principals, Grade Level Chairpersons and Physical Education Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

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 2008 FITNESSGRAM Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

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

Needs Assessment

Create a Parent Survey to assess the parental involvement in cultural 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 2006-2007 school year to the 2007-2008 school year and the implementation of the Global Curriculum.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement Visual Thinking Strategies Curriculum in grades three, four and five.	Principal and Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate reading, writing and mathematics strategies in music, art, physical education and foreign language classes.	Principal, Assistant Principal, Lead Teacher, Special Area Teachers and Foreign Language Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Increase the number of students participating in District wide cultural literacy events.	Principal, Assistant Principals, Lead Teachers and Grade level Chairpersons.	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Develop a school-wide computerized master calendar of school events.	Principal, Assistant Principal and Technology Mentor	08/20/07	06/05/08	Exchange Meaningful Information	0
Track four parent organization activities/events through their master calendar	Principal and Boards of four parent organizations	8/20/07	06/05/08	Exchange Meaningful Information	0
Provide students in the Emotionally Handicapped unit with opportunities to participate in art, music, and foreign language classes with their general education peers.	Principal, Assistant Principals, Classroom Teachers and Behavior Management Teacher	08/20/07	06/05/08	Inclusion of SWD	0
Hire substitutes to allow Special Area Teachers opportunities to participate in District training session.	Principal and Grade Level Chairpersons	08/20/07	06/05/08	Continuous Improvement Model	3000
Provide enrichment classes through the after-school care program CAMP @ Sunset	Principal and C.A.M.P. @ Sunset Staff	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Continue to implement Art, Music, and Foreign Language Curriculum Maps.	Principal and Grade Level Chairpersons	08/20/07	06/05/08	Continuous Improvement Model	0
Pay teachers a stipend to work on a task force to develop a global curriculum to enhance social studies instruction.	Principal and Selected Teachers	07/01/07	08/20/07	Education Innovation	2400

Research-Based Programs

Not Applicable

Professional Development

Visual Thinking Strategies
Curriculum Mapping
Global Curriculum

Evaluation

This objective will be evaluated by comparing the number of activity forms and rosters submitted during the 2006-2007 school year and the 2007-2008 school years and by the quarterly global performance based products created by students in all grade levels.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

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

Needs Assessment

The results of the spring 2006-2007 School Improvement Snapshot Survey indicates that Business Results and Strategic Planning are two areas that need improvement.

Measurable Objective

Sunset Elementary School will improve its ROI by improving its business practices and strategic planning.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal and EESAC	08/20/07	06/05/08	Pay/Incentive Model & Evaluation	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals and EESAC	08/20/07	06/05/08	Improve Public Perception	0
Continue to 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.	Principal, Assistant Principals and SEED Parent Organization,	08/20/07	06/05/08	Continuous Improvement Model	0
Analyze 2007 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.	Principal, International Curriculum Council (ICC) and EESAC	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next School Improvement Snapshot Survey, Sunset Elementary School will show progress in business results and strategic planning.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Graduation (High Schools Only) Statement

Students in grades two through five will increase their participation in global awareness activities in order to enrich the curriculum and enhance global education.

Needs Assessment

Parent and teacher survey results demonstrate a need to prepare students for the challenge of a global society and a global economy. Schools must help students develop social and technological skills beyond the traditional academic skills.

Measurable Objective

Given emphasis on the global curriculum, students in grades two through five will participate in at least four global awareness activities during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

N/A

Professional Development

Global Curriculum Issues

Evaluation

This objective will be evaluated by calculating the number of activities presented to students in grades two through five during the 2007-2008 school year.

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:

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 to support the implementation of our Global Curriculum by sponsoring a presentation on Global education. The council will continue sponsoring the training of new third-fifth grade teachers in Visual Thinking Strategies (VTS) Curriculum. Additionally, school-wide training will be offered to support the school's inclusion model.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC), through consensus management, evaluated school needs and recommended that funds should be allocated to support all school programs on a needs basis.

Technology:

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

Staffing:

At the present time, the Educational Excellence School Advisory Council(EESAC) recommended that we table staff allocations until FCAT enhancement monies have been approved.

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 Improvement Plan 2007-2008



School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) recommended a periodic review of the school's safety plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	57412
Mathematics	111212
Writing	3000
Science	88412
Parental Involvement	0
Discipline & Safety	0
Technology	6900
Health & Physical Fitness	0
Electives & Special Areas	5400
Return On Investment	0
Total	272336



School Improvement Plan 2007-2008



Date of Review: _____

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent