

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Sunset Park Elementary School (5421)

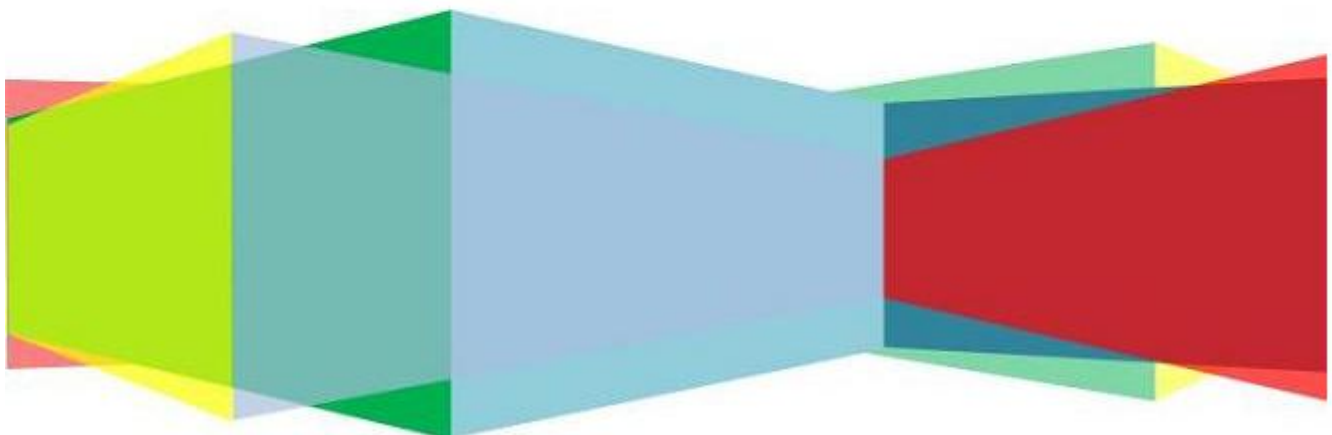
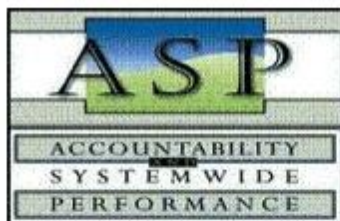
Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Sara Martin

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Sunset Park Elementary School serves approximately 680 pre-kindergarten through grade five students in the Killian Feeder Pattern area. The student ethnic breakdown is 71 percent Hispanic, 16 percent White non-Hispanic, two percent African-American, and ten percent multicultural. The student population is comprised of 48 percent male students and 52 percent female students. The school population is further broken down as 13 percent Students with Various Disabilities, eight percent Gifted, 43 percent English Language Learners, and 57 percent economically disadvantaged. The school's attendance average is 95.83, with mobility rate of approximately 25 percent.

The school is located in a predominantly Hispanic lower-middle to middle working class suburb of Miami-Dade County, as evidenced by 57 percent of students being eligible for free or reduced price meals. The school's staff consists of two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. In addition, the leadership team is comprised of representatives from each grade level as well as a non-released reading leader. There are 54 certified classroom teachers, which include a reading coach, four teachers of students with disabilities, two teachers of gifted, nine special area teachers, a media specialist, one elementary guidance counselor, one part-time speech therapist, one part-time occupational therapist, one part-time psychologist, two full-time paraprofessionals, one part-time media paraprofessional, four one-to-one paraprofessionals, and two part-time paraprofessionals. Sunset Park Elementary School's teaching staff includes 54 percent with a Bachelor's degree, 40 percent with a Master's degree, four percent with a Specialist degree, and two nationally board certified. The ethnic make-up of the staff is 33 percent White non-Hispanic, 18 percent Black, 47 percent Hispanic and 2 percent other. An additional challenge for Sunset Park Elementary School is the amount of new teachers, which make up 12 percent of the teaching staff.

Sunset Park Elementary has a retention rate of three percent compared to the Miami-Dade County Public Schools retention rate of five percent, while the promotion rate of Sunset Park is 96 percent compared to the District's of 95 percent. Sunset Park Elementary has two gifted Language Arts/Reading/Social Studies units, a VPK unit with 18 students and 16 students in a role model Special Education (SPED) Pre-K setting. Our class setting includes an average class of 18 students in kindergarten through third grade and 22 students in fourth and fifth grade.

The school was built as an open-pod facility in 1971. Increased scores in Mathematics enabled the school to raise the school grade from a B to an A. Sunset Park Elementary School has an Achievement of an "A" rating for the 2006-2007 school year. The school has made Adequate Yearly Progress (AYP) in accordance with the standards of the No Child Left Behind. Results of the FCAT indicate that twelve percent of our students are performing in Level 1 and Level 2 in Reading and 19 percent of our students in Mathematics. Sunset Park Elementary School will continue to implement an instructional program aimed at high levels of achievement, with a strong focus on literary skills. Various programs will be offered in order to maintain high student expectations. The Academic Excellence Program will foster increased achievement through Journalism and Hands-On Science. The gifted program will offer enrichment opportunities for students in the area of Language Arts/Reading and Social Studies. Research based instructional materials with demonstrated success will be employed at the school, infused with supplemental materials and literacy interventions across grade levels. Before and after school tutoring is offered to English Language Learners and monitored ELL students in an effort to assist our large population of non-English speaking families. In-house tutoring is being offered to students scoring below state requirement on the Florida Comprehensive Achievement Test and Stanford Achievement Test, as well as students identified as intensive on the last administration of DIBELS. Data will be used to drive instruction based on a structured curriculum. A strong emphasis will be placed on continuous assessment, which monitors student achievement. This data will be analyzed and used to focus instruction in order to set annual achievement goals. Sunset Park Elementary is trying to improve their Dade Partners population. At this time BJ Wholesalers has just joined the Dade Partners group here at Sunset Park Elementary.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skill proficiency in Reading as evidenced by 77 percent or more of students meeting high standards and achieving a Level 3 or higher on the FCAT Reading Test to be administered in March 2008. NCLB subgroups will continue to make adequate yearly progress.

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will meet high standards, improve their Mathematics score and demonstrate skill proficiency as evidenced by 82 percent of students achieving a Level 3 or higher, as documented by scores on the FCAT Mathematics test to be administered in March 2008.

Given instruction using the Sunshine State Standards, students in grade four will increase their skill proficiency in writing, as evidenced by 84 percent of students meeting high standards and achieving a score of 3.5 or higher in the prompt portion, and a school mean scale score of at least 315 on the Writing+ portion, as evidenced by scores on the FCAT Writing+ test to be administered in February 2008.

Given instruction using the Sunshine State Standards and Grade Level Expectations, 51 percent of students in grade five will score achievement Level 3 or higher, as documented by scores of the 2008 FCAT Science test.

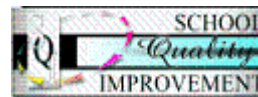
Given school wide emphasis on parental involvement, membership in the PTA will increase by 10 percent during the 2007-2008 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of teacher written referrals during the 2007-2008 school year as compared to the 2006-2007 school year.



School Improvement Plan

2007-2008



Given the use of the school's web page, parents and teachers will increase communication as evidenced by a minimum of 20,000 visits to the web page.

Given instruction using the Sunshine State Standards, 80 percent of students in grades four and five will earn a Gold or Silver Fitness Award, as measured by the 2008 FITNESSGRAM.

Given instruction on Spanish language skills, ten percent of students in grade five enrolled in Spanish classes will increase their scores on a written post-test as compared to their scores on the pre-test.

Sunset Park Elementary School will increase by at least one percentage point on the Return on Investment percentile ranking.

The two areas for improvement that will be addressed based on the results of the Organizational Performance Improvement Snapshot survey tool (OPIS) are "I know how well my organization is doing financially" (score equaled 4.2) and "My work location removes things that get in the way of progress" (score equaled 4.3). In order for an organization to be successful, team members must feel that their input and efforts have value. Also, it is important that team members understand the financial situation of an organization in order to better utilize available resources. In order to address these areas of concern, Sunset Park Elementary School will highlight the achievements of staff at faculty meetings, as well as meet with the leadership team and grade level chairperson to address teacher's roadblocks that hinder progress. Additionally, Sunset Park Elementary School's administration will provide an in-service for staff members on the school budget.



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.

5421 - SUNSET PARK ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

Sunset Park Elementary School serves approximately 680 pre-kindergarten through grade five students. The school was built as an open-pod facility in 1971 on 12.8 acres, housing a main building with four portable classrooms. The school is located in a lower-middle to middle working class suburb of Miami-Dade County. The student ethnic breakdown is 71 percent Hispanic, 16 percent White non-Hispanic, two percent African-American, and ten percent multicultural. The student population is comprised of 48 percent male students and 52 percent female students. The school population is further broken down as 13 percent Students with Various Disabilities, eight percent Gifted, 43 percent English Language Learners, and 57 percent economically disadvantaged. The school's attendance average is 95.83, with mobility rate of approximately 25 percent.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. In addition, the leadership team is comprised of representatives from each grade level as well as a non-released reading leader. There are 54 certified classroom teachers, which include a reading coach, four teachers of students with disabilities, two teachers of gifted, nine special area teachers, a media specialist, one elementary guidance counselor, one part-time speech therapist, one part-time occupational therapist, one part-time psychologist, two full-time paraprofessionals, one part-time media paraprofessional, four one-to-one paraprofessionals, and two part-time paraprofessionals. Sunset Park Elementary School's teaching staff includes 54 percent with a Bachelor's degree, 40 percent with a Master's degree, four percent with a Specialist degree, and two nationally board certified. The ethnic make-up of the staff is 33 percent White non-Hispanic, 18 percent Black, 47 percent Hispanic and 2 percent other.

Sunset Park Elementary School has an Achievement of an "A" rating for the 2006-2007 school year. The school has made Adequate Yearly Progress (AYP) in accordance with the standards of the No Child Left Behind. Results of the FCAT indicate that twelve percent of our students are performing in Level 1 and Level 2 in Reading and 19 percent of our students in Mathematics. Sunset Park Elementary has two gifted Language Arts/Reading/Social Studies units, a VPK unit with 18 students and 16 students in a role model Special Education (SPED) Pre-K setting. Our class setting includes an average class of 18 students in kindergarten through third grade and 22 students in fourth and fifth grade. Sunset Park Elementary is part of the Killian Feeder Pattern with our students attending Glades Middle School when entering sixth grade. Various programs will be offered in order to maintain high student expectations. The Academic Excellence Program will foster increased achievement through Journalism and Hands-On Science. The gifted program will offer enrichment opportunities for students in the areas of Language Arts/Reading and Social Studies. Research based instructional materials with demonstrated success will be employed at the school, infused with supplemental materials and literacy interventions across grade levels. Before and after school tutoring is offered to English Language Learners and monitored ELL students in an effort to assist our large population of non-English speaking families. In-house tutoring is being offered to students scoring below state requirement on Florida Comprehensive Achievement Test and Stanford Achievement Test. The Golden Apple Award was presented to Sunset Park Elementary for volunteer hours. Sunset Park Elementary School faces challenges due to the large percentage of non English speaking parents, as well as parents with multiple jobs. An additional challenge for Sunset Park Elementary School is the amount of new teachers, which make up 12 percent of the teaching staff.

Sunset Park Elementary has a retention rate of three percent compared to the Miami-Dade County Public Schools retention rate of five percent, while the promotion rate of Sunset Park is 96 percent compared to the District's of 95 percent.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

Parents and students at Sunset Park Elementary School are satisfied with the level of participation in school related activities, as well as the daily operations of the school. The School Climate Survey indicates that Sunset Park Elementary School was rated as a "A-" school by the stakeholders in the 2006-2007 school year. Customer satisfaction is determined through parent surveys, participation in parent workshops, and daily interactions with faculty and staff.

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:

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

Performance Results:

Sunset Park Elementary School is quite effective in improving student performance by addressing student attendance, i.e., absences and tardies. Sunset Park Elementary School has implemented attendance incentives to motivate students. This year perfect attendance rewards will be distributed in the students individual classroom, as well as PTA will sponsor an ice cream celebration for 100 percent attendance for the month.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Improve student achievement in reading by providing student data-driven instruction and targeted remediation during small groups and tutoring sessions supported by professional development provided by our highly qualified teachers. The percentage of students in SPED and ELL subgroups meeting high standards in Reading will increase to 38 percent as evidenced in the 2008 FCAT Reading Test.

Needs Assessment

Results of the 2007 FCAT Reading subtest indicate that 75 percent of students have met high standards and have achieved a Level 3 or higher, 69 percent have made annual learning gains, and 62 percent of the students in the lowest 25th percentile have made learning gains. Results also indicate that 25 percent of students continue to read at achievement Levels 1 and 2. Based on the scores of the 2007 FCAT Reading test content cluster and the final administration of the Reading Interim (April 2007), more emphasis will be placed on the Reference and Research and Main Idea strands. The progress of students in SPED and ELL subgroups will be monitored quarterly.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skill proficiency in Reading as evidenced by 77 percent or more of students meeting high standards and achieving a Level 3 or higher on the FCAT Reading Test to be administered in March 2008. NCLB subgroups will continue to make adequate yearly progress.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer Reading Screenings such as the DIBELS and DAR to determine level of reading proficiency and analyze data in accordance with the Continuous Improvement Model.	Reading Leader Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate on research projects to reinforce reference and research content clusters.	Media Specialist Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide supplemental content area reading materials, such as Time for Kids, Reading Plus, Lexia, Accelerated Reader, and Riverdeep to increase student interest in reading.	Administration Classroom Teachers EESAC Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	5000
Utilize Sunshine State Standards, content cluster analysis, as well as the District Pacing Guide to plan for reading instruction.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide inservice activities in Edusoft for teachers to be able to analyze and interpret interim assessment data in order to maintain or increase the number of students achieving at or above a 70 percent mastery level.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate monthly reading logs to evidence the required thirty minute daily reading goal.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement an in-school and after school tutorial program to address the reading deficiencies of students, incorporating Voyager, Soar to Success, Early Success, Reading Plus, Lexia, Riverdeep, and FCAT Explorer.	Administration Classroom Teachers Hourly Teachers Paraprofessionals/Tutors	8/20/2007	6/5/2008	Other/ Not Applicable	15000
Identify students in all subgroups scoring at Level 1 and 2, as well as Tier 1 and Tier 2 students, and implement a Progress Monitoring Plan to target student deficiencies utilizing various strategies, including CRISS strategies.	Administration Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading Series, Riverdeep, Soar to Success, Early Success, Voyager Passport, Reading Plus, Lexia, Scott Foresman Science

Professional Development

Riverdeep/FCAT Explorer
DIBELS
CRISS Strategies
Houghton Mifflin Reading Series
DAR
Soar to Success/Early Success
Reciprocal Teaching
Vertical Grade Level Articulation
District Pacing Guide
Interim Assessment Data Analysis

Evaluation

Success will be achieved when the number of students meeting high standards and achieving a Level 3 or above is maintained or improved on the 2008 administration of the FCAT Reading test. Reading assessment tools such as DIBELS, DAR, Houghton Mifflin Theme Skills Tests, AR/STAR, and the District Interim Assessments will be used to monitor progress toward the objective. During tutoring sessions, Voyager Passport will be used as an intervention for students who are not meeting high standards in Reading.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Improve student achievement in Mathematics by providing student data-driven instruction and targeted intervention supported by professional development provided by highly qualified teachers..

Needs Assessment

Results of the 2007 FCAT Mathematics test indicate that 81 percent of students have met high standards by achieving a Level 3 or higher, 62 percent have made annual learning gains and 71 percent of the lowest 25 percent made adequate yearly progress. Results also indicate that 19 percent of students continue to perform at achievement Levels 1 and 2. Based on the scores of the 2007 FCAT Mathematics test content cluster and the final administration of the Mathematics Interim (April 2007), more emphasis will be placed on the Geometry and Measurement strand. The progress of students in the SPED and ELL subgroups will be monitored quarterly.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, students in grades three through five will meet high standards, improve their Mathematics score and demonstrate skill proficiency as evidenced by 82 percent of students achieving a Level 3 or higher, as documented by scores on the FCAT Mathematics test to be administered in March 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Departmentalize fourth and fifth grade to enhance the delivery of Mathematics instruction using FCAT strategies.	Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Incorporate tessellations, geometric shapes, and symmetrical designs across grade levels in order to target Geometry and Measurement strand.	Classroom Teachers Art Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Incorporate Acaletics in second through fifth grade.	Administration Mathematics Teachers (second through fifth grade)	8/20/2007	5/30/08	Other/ Not Applicable	5000
Practice use of FCAT Mathematical terms provided on classroom word walls.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide inservice activities in Edusoft for teachers to be able to analyze and interpret interim assessment data in order to maintain or increase the number of students achieving a mastery level of 70 percent or above.	Administration Grade Level Chairs	9/11/2007	05/30/08	Other/ Not Applicable	0
Reinforce mathematical skills through the site authored implementation of FAB 5 to increase accuracy and speed in computation and application of problems.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Identify students in all subgroups scoring at Level 1 and 2, Tier 1 and Tier 2, as well as students scoring below grade level and implement a Progress Monitoring Plan to target student deficiencies.	Administration Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	15000

Research-Based Programs

Scott Foresman Addison-Wesley Mathematics Series

Professional Development

Vertical Grade Level Articulation
 Scott Foresman Manipulatives
 District Initiatives in Mathematics
 District Mathematics Pacing Guide
 Riverdeep/FCAT Explorer
 Reciprocal Teaching
 Edusoft
 Acaletics

Evaluation

Success will be achieved when the number of students meeting high standards and scoring a Level 3 or higher is maintained or improved on the 2008 administration of the FCAT Mathematics test. Mathematics assessment tools, such as the District's Interim Assessments, will be used to monitor progress toward the objective. Acaletics resources will be used to support students not meeting high standards in Mathematics.

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

Improve student achievement in writing by providing student data-driven instruction and targeted intervention supported by professional development provided by highly qualified teachers.

Needs Assessment

Results of the 2007 FCAT Writing+ test, indicate that 83 percent of students met high standards and achieved a score of 3.5 or higher in Narrative or Expository writing. Results also indicate that 17 percent of students scored below a 3.5. The mean Writing+ scale score was 314 placing Sunset Park Elementary at an achievement Level 3. Based on the results of the 2007 FCAT Writing+ test data analysis, more emphasis will be placed on Word Choice and Elaboration. The progress of students in the SPED and ELL subgroups will be monitored monthly.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their skill proficiency in writing, as evidenced by 84 percent of students meeting high standards and achieving a score of 3.5 or higher in the prompt portion, and a school mean scale score of at least 315 on the Writing+ portion, as evidenced by scores on the FCAT Writing+ test to be administered in February 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Progress Monitoring Plan to target individual student deficiencies.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Administer monthly writing prompts across all grade levels, analyze data, and make modifications to the writing program based on the Continuous Improvement Model.	Administration Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct mini-writing staff developments.	Reading Leaders	8/16/2007	5/30/2008	Other/ Not Applicable	0
Implement Writers of the Month Program to recognize and share outstanding writing using our Publishing Board.	Administration Classroom Teachers Reading Leader	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement Teach Me Writing Curriculum in kindergarten through second grade.	Primary Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Display and model the use of transitional and elaborative phrases in all classrooms.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Language Arts Series
Teach Me Writing

Professional Development

Teach Me Writing
Writing Process training
Effective Writing Strategies training
Houghton Mifflin Reading Series
Vertical Grade Level Articulation
Model Writing lessons in third grade
Leveled group instruction in fourth grade

Evaluation

Success will be achieved if students in grade four maintain or increase their writing skills as evidenced by 84 percent of students meeting high standards and achieving a score of 3.5 or higher in the prompt portion, and a school mean scale score of at least 315 on the Writing+ portion, as evidenced by scores on the FCAT Writing+ test to be administered in February 2008. Writing assessment tools, such as the writing pre/post tests and monthly writing prompts, will provide formative assessments that will be used to monitor progress toward the objective.

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

Science Statement

Improve student achievement in Science by providing student data-driven instruction and targeted remediation supported by professional development provided by highly qualified teachers.

Needs Assessment

Results of the 2007 FCAT Science test indicate that 49 percent of fifth grade students met high standards and scored a Level 3 or above. Results also indicate that 51 percent of students scored below a Level 3. Based on the scores of the 2008 FCAT Science test content cluster and the final administration of the Fifth Grade Science Interim Test (April 2007), more emphasis will be placed on the Earth and Space strand. The progress of students in SPED and ELL will be monitored quarterly.

Measurable Objective

Given instruction using the Sunshine State Standards and Grade Level Expectations, 51 percent of students in grade five will score achievement Level 3 or higher, as documented by scores of the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer district-wide pre/post test to all fifth grade students.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Increase guest speakers/presentations to discuss careers in science.	Administration Counselor Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Use Inquiry Based Scientific Learning Method to promote the use of the scientific process by conducting hands-on science experiments to be displayed at the annual science fair.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Develop and implement grade level timelines that include identification of skills to be taught based on Sunshine State Standards, Grade Level Expectations and the District Pacing Guide.	Classroom Teachers Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement a Progress Monitoring Plan to target individual student deficiencies based on the Continuous Improvement Model.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Assign students to use technological resources to research various scientific topics and create various presentations stressing Earth and Space strand.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide inservice activities in Edusoft for teachers to be able to analyze and interpret interim assessment data in order to maintain or increase the number of students achieving a mastery level of 70 percent or higher.	Administration Classroom Teachers	8/20/2007	05/30/2008	Other/ Not Applicable	0
Use the Science Assessment tools provided by Scott Foresman Science Series.	Classroom Science Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Incorporate on-going Science word walls in Kindergarten through fifth grade.	Classroom Science Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide twice weekly Academic Excellence Program Hands-On Science incorporating the Full Option Science Skills kits.	Administration AEP Teachers	8/20/2007	5/4/2008	Other/ Not Applicable	3500

Research-Based Programs

Scott Foresman Science Series
Full Option Science Skills - FOSS kits

Professional Development

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

Evaluation

Success will be achieved when 51 percent of students in grade five meet high standards and achieve a Level 3 or higher on the 2008 FCAT Science test. Science assessment tools, such as District Interim Assessments, will be used to monitor progress toward the objective. Scott Foresman resources will be used to support students not meeting high standards in Science.

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 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 parental involvement by providing parents opportunities to become more involved with Sunset Park Elementary School.

Needs Assessment

Parental involvement is below 30 percent at school-sponsored family activities. Research clearly indicates that students in schools with high levels of parent participation make greater achievement gains than those with low levels. The Parent Teacher Association had 145 members, in the 2006-2007 school year. Increased membership and communication through flyers and Connect-Ed will improve student achievement and community participation. Parent Academy classes will be available to all parents in both English and Spanish.

Measurable Objective

Given school wide emphasis on parental involvement, membership in the PTA will increase by 10 percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Advertise school events through student agendas, newspaper, Web page, Connect-Ed (telephone system) and flyers in both English and Spanish to increase parent awareness and participation (National Standards I).	Administration Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	2000
Schedule school sponsored parental involvement events to educate parents on topics such as home learning assistance, FCAT strategies, reading at home, new Federal and State requirements, and retention (National Standards III).	Administration Reading Leader	8/20/2007	5/30/2008	Other/ Not Applicable	500
Invite community members to introduce various career options to students across all grade levels, including Sparky (author) and KAPOW(National Standards VI).	Administration Media Specialist Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Increase parental participation in the Parent Academy.	Administration Counselor PTA EESAC	8/20/2007	5/30/2008	Other/ Not Applicable	0
Encourage participation in EESAC and PTA by reminding parents of meetings through the use of Connect-Ed (National Standards V).	Administration PTA	8/20/2007	5/30/2008	Other/ Not Applicable	0
Sponsor "Grandparent's Spooky Story" day to encourage further enrollment in the PTA (National Standards IV).	Administration Media Specialist PTA	10/31/2007	11/1/2007	Other/ Not Applicable	300
Sponsor "Take Your Father to School" and "Take Your Mother to School" day to encourage additional PTA membership (National Standards IV).	Administration Media Specialist PTA	2/1/2008	5/14/2008	Other/ Not Applicable	300
Provide Bully Prevention workshop to parents (National Standards II).	Administration Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

Success will be achieved by 10 percent increase in the 2007-2008 PTA membership, as compared to the membership during the 2006-2007 school year.

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

Discipline & Safety Statement

Ensure the safety of students at all times and decrease the number of teacher written referrals through the implementation of teacher developed assertive discipline plans and adherence to the District Code of Student Conduct.

Needs Assessment

To ensure an environment conducive to safety and learning, student behaviors must be managed using positive reinforcement strategies and techniques.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of teacher written referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create and implement assertive discipline plan.	Teacher Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Document the number of written referrals.	Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide inservice during a faculty meeting explaining how to implement assertive discipline plans.	Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Document parental contact regarding student behaviors.	Teachers Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with parents to develop individualized behavior reinforcements.	Teachers Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement district Code of Student Conduct.	Teachers Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

National PTA Standards for Parents/Family Involvement Program

Professional Development

In-service for implementation of Assertive Discipline Plan
In-Service on the Code of Student Conduct for teachers and students

Evaluation

Success will be achieved when the number of written referrals decreases by ten percent when compared to the 2006-2007 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 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"/>

Technology Statement

Improve communication to the community by linking teachers' class web pages to the school web page.

Needs Assessment

Current communication methods are limited due to the inability of parents to contact teachers via e-mail. Sunset Park Elementary School's web site has no links to teachers' e-mail nor teachers' individual website. The school's web page will provide parents with the ability to be informed and to communicate with school personnel as well as a new to link to inform parents of the daily breakfast and lunch schedule.

Measurable Objective

Given the use of the school's web page, parents and teachers will increase communication as evidenced by a minimum of 20,000 visits to the web page.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish a procedure to monitor computer maintenance.	Administration Microsystems Tech	8/20/2007	5/30/2008	Other/ Not Applicable	0
Update school's web page to link to teacher e-mail addresses and web pages.	Administration School Web Master	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide inservice training for technology applications.	Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize e-mail for parental communication.	Administration Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide workshops for parents and teachers to demonstrate use of district provided on-line resources.	Administration Media Specialist Parent Academy	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide parents with access to technology by opening the computer lab on selected nights.	Administration Parent Academy	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

Inservice for staff on Technology applications
Inservice for staff on the use of teacher created web sites

Evaluation

Success will be achieved when a minimum of 20,000 visits are logged on the school's web page.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Improve student awareness of the importance of physical fitness by providing FITNESS data-driven reports to parents and students. The number of students in grades four and five will improve by two percent.

Needs Assessment

Results of the 2006-2007 FITNESSGRAM test indicate that 78 percent of all students in grades four and five tested received a Gold or Silver Fitness Award. An analysis of the data indicates the need to improve student performance on the mile run portion of the test.

Measurable Objective

Given instruction using the Sunshine State Standards, 80 percent of students in grades four and five will earn a Gold or Silver Fitness Award, as measured by the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer pretest to gather baseline data.	Physical Education Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Incorporate activities that emphasize cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teachers Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that selective activities relate to assessment component items and enhance specificity of training.	Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide additional time for physical activity through recess.	Administration Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Develop an action plan and devise programs to help students make progress toward their goal, of passing the fitnessgram.	Physical Education Teachers Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Presidential Physical Fitness Program

Professional Development

Training on essential components of health and physical fitness

In-service for PE teachers-FITNESSGRAM

Evaluation

Success will be achieved if 80 percent of students in grades four and five receive a Gold or Silver Fitness Award, as measured by the 2008 FITNESSGRAM.

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

Sunset Park Elementary School will foster an appreciation for Spanish language acquisition. Students in grade five enrolled in Spanish classes will increase their proficiency of the Spanish language as evidenced by the administrations of Pre and Post tests.

Needs Assessment

Given our extensive Hispanic population, students in grade five enrolled in the Spanish program will benefit from an increased knowledge of their home language and cultural heritage.

Measurable Objective

Given instruction on Spanish language skills, ten percent of students in grade five enrolled in Spanish classes will increase their scores on a written post-test as compared to their scores on the pre-test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in the District's Feria Ole.	Spanish Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Participate in oral reading and discussions during Spanish classes.	Spanish Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Use the Spanish language with correct grammar.	Spanish Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Write and perform poetry in Spanish.	Spanish Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Enter writing projects in the Dade County Youth Fair and Exposition.	Spanish Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman "La Lectura"

Professional Development

In-service for Spanish teachers.

Evaluation

Success will be achieved when ten percent of all students in grade five enrolled in the Spanish program increase their proficiency, as demonstrated by the scores on the Spanish post-test when compared to the scores on the pre-test.

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

Miami-Dade County Public Schools

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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 Park Elementary School will increase by at least one percentage point in the Return on Investment Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2005-2006, Sunset Park Elementary School ranked at the 78th percentile on the State of Florida ROI index.

Measurable Objective

Sunset Park Elementary School will increase by at least one percentage point on the Return on Investment percentile ranking.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, grants, volunteer networks.	Leadership Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Increase knowledge of the use of financial resources in relationship to school programs.	Leadership Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Sunset Park Elementary School will show progress toward reaching the one percentage point increase.

EESAC Compliance

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

Budget:

EESAC assists in the development and implementation of the School Improvement Plan. In order to fully implement the SIP, EESAC recommends that funds be used as necessary to provide additional resources for reading, mathematics, writing, and science.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	20000
Mathematics	20000
Writing	0
Science	3500
Parental Involvement	3100
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	46600



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