Sunset Elementary School

2017-18 Schoolwide Improvement Plan

Sunset Elementary School

5120 SW 72ND ST, Miami, FL 33143

http://sunset.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	15%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sunset Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

The vision of Sunset Elementary School is to provide our students with a world-class education.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Sunset serves an international community of students who come from over 50 countries and speak many languages. Currently, students from every area of Miami-Dade County attend the school, further helping to create a unique environment of cultures, abilities, and backgrounds.

Sunset Elementary educates 1,179 students of various ethnicities and nationalities in Pre-Kindergarten through Fifth Grade. Its diverse student population is comprised of: 64% Hispanic, 29% White (non-Hispanic), 3% Black, 2% Asian, 2% Multi-Racial The faculty is as diverse as the school's student population.

With the goal in mind of preparing our students for a global society, Sunset infuses a global awareness perspective into its unique international curriculum including the study of languages. Throughout the school year, teachers focus on making global connections within each subject area. Students investigate the world, consider a variety of perspectives, communicate ideas, take meaningful actions, and make a difference. They exhibit habits of critical thinking, rational optimism, innovation, empathy, and awareness of the influences of cultures on individual behavior and world events.Throughout the school year, teachers focus on making global connections to every subject area. Essential questions explored throughout the school year include:
• What are the roles and responsibilities of a global citizen?
• As a global citizen, why is it important to be aware of other cultures?
• As a global citizen, why is it important to protect the environment?
• As a global citizen, what positive contributions can I make to the global economy?

Maintaining a united focus and perspective is also challenging amongst such culturally diversified stakeholders. In addition to the PTA, the various parent organizations: the French International Parent Association (FIPA), German International Parent Association (GIPA), Spanish International Parent Association (SIPA), and Student Educational Enrichment Drive (SEED) support Sunset Elementary School and provide opportunities for parents and community members to contribute to the common goal while maintaining their individuality close at heart.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Sunset's global citizens lead the way with: integrity in their daily lives; respect for themselves and others; responsibility in choosing what's right; cooperation with their peers; compassion in their thoughts, words, and actions; independence of mind; and service towards others. Special activities which afford students the opportunity to put this into practice include: the Elementary National Honor Society; Kids for Kindness which focuses on community service projects; Student Ambassadors, where student leaders promote core values and character education amongst each other; Future Educators of America; the Multi-Cultural Exchange program, where students from three diversely populated schools visit other schools and share their experiences; International Book Clubs in French, German and Spanish, as well as traditional book clubs in grades 2 - 5; and environmentally conscious project participation such as the Mangrove Reclamation Project and the Fairchild Challenge. Our afterschool enrichment program offers classes that range from the arts to physical fitness and foreign language experience classes.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Teachers, alongside our school's counselors and administrators, focus on helping students demonstrate and embody Sunset Elementary' s core values. Every classroom has the Core Values and Sunset's Mission and Vision statements displayed. Besides setting clear expectations and communicating behavioral systems with the students and parents, our school administrators began a "Words of Wisdom" piece during the morning announcements. The daily anecdote from our principal highlights opportunities to improve behavioral practices and role models to imitate. When in need, students may visit our school counselors and/or speak to an administrator, if necessary. Our philosophy is to help the children learn to make the right choice and understand they have the power to make good choices. Our school counselors, in partnership with the PTA and EESAC, began highlighting students for their display of Sunset's Core Values by presenting them with badges that attach to key rings.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Ms. Mary Ferrer and Ms. Loidaly Gonzalez, our school counselors, carry out a Comprehensive School Counseling Program based on the district standards and framework. This includes implementing classroom guidance lessons, small group counseling and individual counseling. The programs that are implemented are based on referral, attendance and behavior data for the school and specific to the grade-levels. The school counselors also carry-out and support teachers in the district-wide Values Matters Miami curriculum. They are always available to meet with students upon teacher, parent, and even student self-referrals request. The counselors are a 'safe-place' for the students where they can openly express themselves and learn positive social skills and coping mechanisms for many situations that may arise throughout the development of an elementary-aged child. The school counselors collaborate with administration, teachers and parents to help improve the social/emotional and behavioral development of the students. When necessary, the school counselors refer students and their families to outside agencies such as, Psychsolutions, Institute for Child and Families, FIU Center for Children with ADHD and Phobias and Anxiety. "Big Brother Big Sister" is another referral agency that provides "mentoring" for students from single-parent homes.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Sunset Elementary closely monitors students exhibiting Early Warning Indicators and takes preventive measures to ensure students remain on track.
Sunset Elementary Early Warning Indicators include:
- Students scoring a Level 1 in Reading and Math
- Students who have failed a Reading or Math Course
- Students who have had one or more suspensions
- Students who have been retained
- Students with 18 or more days of absences

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	1	1	1	3	10	0	0	0	0	0	0	0	16
Students who are retained	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	0	2	13	0	0	0	0	0	0	0	16

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Our teachers and administrators employ the following intervention strategies to improve the academic performance of students identified by the early warning system:
- Identify and refer students who may be developing a pattern of tardiness and/or truancy to the MTSS/RtI Team.
- Monitor students who receive two or more behavioral referrals by providing students with counseling and encouraging parental involvement in the process.
- Establish a during school tutorial program to provide assistance to students based on their academic needs.
- Closely monitor student progress and track data to provide immediate support to any student at risk of being retained.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

In addition to the PTA, there are various parent organizations who take an active part in our school community: the French International Parent Association (FIPA), Spanish International Parent Association (SIPA), German International Parent Association (GIPA) and Student Educational Enrichment Drive (SEED) support Sunset Elementary School. Sunset also:
-implements an incentive plan for parents of students that live in the extended boundaries to attend PTA opening meeting and follow-up school-wide activities;
-provides childcare and refreshments to encourage attendance at PTA meetings;
-organizes an annual Volunteer Orientation Meeting offered during the first month of school followed by a series of new Parent Outreach Sessions (6 total) at varying times;
-uses Connect Ed to communicate activities;
-communicates electronically through weekly publication of "Go Green Communicator" including upcoming events, activites and deadlines.
Many teachers also communicate with parents regularly via class websites and online behavioral programs.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

In order to sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement, Sunset:
-coordinates, collaborates, and networks amongst the various parent organizations to increase efforts related to family involvement and academic achievement;
-implements research-based parental involvement plans, practices, programs, and activities such as the Parent Academy for all parents that are linked to improving academic achievement.

Sunset's administrators designate a Dade Partners Liaison to secure partnerships that will improve academic learning and support the students and staff. The school's partners are highlighted on the school website and during sponsored events.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Alvarez-Arimon, Ana	Principal
Gilbert, Gigi	Assistant Principal
Diaz-Brown, Marlem	Teacher, K-12
Ramirez, Lissette	Teacher, K-12
Hoyo, Cristina	Teacher, K-12
Aguero, Andres	Teacher, ESE
Portela, Raquel	Instructional Media
Trujillo, Lourdes	Teacher, K-12
Liliana, Piedra	Teacher, K-12
Millares, Diana	Teacher, K-12
Ferrer, Maria	School Counselor
Gonzalez, Loidaly	School Counselor
San Pedro, Marilyn	Teacher, K-12
Horak de Mur, Karen	Teacher, K-12
Hurtado, Yusimi	Assistant Principal
Fernandez, Jacqueline	Teacher, K-12
Arana, Jeanette	Teacher, K-12
Brown, Maria	Teacher, K-12
Llano, Virginie	Teacher, K-12
Pujol Burns, Tere	

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Dr. Marlene Leyte Vidal, Principal: Provides a common vision and plans for the use of data-driven decision-making, identifies the MTSS/RtI team and ensures the team meets the responsibilities of implementing the MTSS/RtI program, monitors and assesses MTSS/RtI staff members, ensures implementation of the program and documents student progress. The principal provides professional development and resources to support the MTSS/RtI program and communicates with parents regarding the MTSS/RtI plan, as well as monitors the fidelity of the delivery of instruction and interventions.

Dr. Gigi Gilbert and Mrs. Yusimi Hurtado, Assistant Principals: Support the principal in all MTSS/RtI program decisions, including identification of the MTSS/RtI team, implementation and monitoring of the program, monitoring of MTSS/RtI staff and student progress, delivery of adequate professional development and resources, and communication with parents regarding the MTSS/RtI plan and student progress.

Instructional Leaders (Reading, Math, Science): Support all aspects of MTSS/RtI program, participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students, monitor student progress, and participate in the student assessment and data collection process.

Ms. Marlem Diaz-Brown, Ms. Christy Hoyo, and Ms. Lisette Ramirez, Instructional Leaders (Reading, Math, Science) provide guidance and leadership in instructional standards, research-based

programs, and curriculum. They participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress, facilitate student assessment and data collection process. Additionally, instructional liaisons provide professional development, modeling, and assistance in instructional planning and best practices, as well as provide information regarding resources for MTSS/RtI plan, and support all aspects of MTSS/RtI plan.

Grade Level Chairs (Ms. Lourdes Trujillo, Kindergarten; Ms. Karen Horak de Mur, First Grade; Ms. Diana Millares, Second Grade; Ms. Marilyn San Pedro, Third Grade; Ms. Marlem Diaz-Brown, Fourth Grade; and Ms. Liliana Piedra, Fifth Grade), Select General Education Teachers (Ms. Jeanette Arana, Maria Brown, Jacqueline Fernandez); and Magnet Lead Teacher (Tere Pujol-Burns): Participate in curriculum planning for core instruction and MTSS/RtI plan, collaborate with administration and instructional coaches in identifying Tier 1, Tier 2, and Tier 3 students, and participate in the implementation of MTSS/RtI plan.

Mr. Andres Aguero, SPED Teacher: Collaborates with MTSS/RtI team in making data-driven decisions, supports the development and implementation of the MTSS/RtI plan, and works with classroom teachers in all aspects of the inclusion program.

Ms. Mary Ferrer and Ms. Loidaly Gonzalez, Counselors:: Assist in the implementation of the MTSS/RtI process, provide PDs, and progress monitor students in the process.

Additional Support:
Ms. Raquel Portela: Support the MTSS/RtI plan and team by managing the school's technology infrastructure, equipment, and programs, to facilitate implementation of the MTSS/RtI plan.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RtI Leadership Team meets monthly to develop a MTSS/RtI schedule, review data and monitor student progress in order to identify students meeting or exceeding expectations and/or students at moderate to high risk, identify Tier 1, 2, and 3 students, and to determine professional development needs, appropriate materials and resources. The team also collaborates regularly to review research-based literature and programs and share best practices.

The FCIM is used to guide in the determination of needs and problem solving strategies. The MTSS/RtI team meets to work on all aspects of the program that support the vision and mission of the school and the MTSS/RtI plan. MTSS/RtI is provided in Reading, Math, and Science by MTSS/RtI team members, including select classroom teachers. The MTSS/RtI plan is implemented through small group differentiated instructional practices, providing student support via the intervention and/or enrichment program, and through traditional inclusion settings.

Title I, Part A: N/A
Title I, Part C: N/A
Title I, Part D: N/A

Title II, Part B: The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group

implementation and protocols.

Title III: Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
• reading and supplementary instructional materials
• cultural supplementary instructional materials
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons are purchased for selected schools to be used by ELL students and recently arrived immigrant students.

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title X- Homeless
Sunset Elementary follows the Homeless Students Board Policy.
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Sunset Elementary has identified Mary Ferrer, Guidance Counselor, as the school-based School Homeless Liaison is trained annually on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Sunset Elementary currently has one student identified as Homeless or Displaced.

Supplemental Academic Instruction (SAI): N/A

Violence Prevention Programs
• Sunset Elementary participates in The Safe and Drug-Free Schools Program addressing violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors, as well as the District's DARE program.

• Training and technical assistance for teachers, administrators and counselors is also a component of this program.

District Policy Against Bullying and Harassment
Sunset Elementary follows the District adopted policy against bullying as follows:
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All staff, students, and parents/volunteers MUST receive training on an annual basis.
Sunset Elementary implements 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs: N/A

Head Start: N/A
Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Other
Health Connect in Our Schools
Sunset Elementary participates in the Health Connect in Our Schools as follows:
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Dr. Marlene Leyte-VIdal	Principal
Jeanette Alfonso Arana	Teacher
Elizabeth Garcia	Education Support Employee
Lissett Ramirez	Teacher
Maria Sandoval	Teacher
Rita Suarez	Teacher
Tere Pujol-Burns	Teacher
Pete Schmidt	Parent
Daniela Galbis	Parent
Carmen Santamaria	Parent
Angelique Ruhi-Lopez	Parent
Eleanor Schmidt	Parent
Peter Salomon	Business/Community
Mike Visconti	Business/Community
TBA	Business/Community
Lauren Schachter	Student
Mateo Heitnner	Student
Erika Chaveco	Teacher
Scarleth Sandigo	Education Support Employee
Andrea Figueroa	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our School Advisory Council (SAC) meets monthly to review and approve proposals presented by curriculum leaders. The committee supports projects that aligned to the School Improvement Plan. Our SAC also ensures that the expenditures funded intervention and enrichment initiatives that supported the core curriculum. The committee reviews baseline, mid-year, and end of the year assessments as well as state assessments in the process. During the 2016-2017, SAC funded projects that improved the quality Sunset Elementary's International Curriculum Units which are social studies and science-based.

b. Development of this school improvement plan

Our School Advisory Council will assist in the development of the School Improvement Plan by analyzing the current data as well as end of the year SIP reflections and providing suggestions to determine the goals for the 2017-2018 school year. Our SAC will also explore current barriers and strategies to reduce the barriers. Moreover, SAC will ensure that all expenditures during the 2017-2018 school year are in line with current School Improvement Plan.

c. Preparation of the school's annual budget and plan

Our School Advisory Committee is will use SAC funds to support initiatives the improve student achievement in all academic areas. The SAC committee will use Baseline data in Reading, Math, and Science as well as data from the previous year to make recommendations on school initiatives that are aligned to the School Improvement Plan and within our budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SAC funds were used primarily to fund our programs that supported Sunset's International Curriculum Units in pre-kindergarten through fifth grade. Funds were allocated as follows: $986 were used for the creation of the Primary STEM Lab: $1038 for historical resource texts and social studies based read aloud chapter books for fifth grade students; $85 for a human anatomy model to be used during Spanish content classes; $380 towards informational reading material in Spanish, French, and German (magazine subscriptions) available in Sunset's library; and, $538 towards STEM materials related to International units in pre-kindergarten classes.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Alvarez-Arimon, Ana	Principal
Gilbert, Gigi	Assistant Principal
Diaz-Brown, Marlem	Teacher, K-12
Ramirez, Lissette	Teacher, K-12
Hoyo, Cristina	Teacher, K-12
Aguero, Andres	Teacher, ESE
Portela, Raquel	Instructional Media
Trujillo, Lourdes	Teacher, K-12
Fernandez, Jacqueline	Teacher, K-12
Liliana, Piedra	Teacher, K-12
Millares, Diana	Teacher, K-12
Brown, Maria	Teacher, K-12
Llano, Virginie	Teacher, K-12
Sandoval, Maria	Teacher, K-12
Pujol Burns, Tere	Teacher, K-12
Arana, Jeanette	Teacher, K-12
Gonzalez, Loidaly	School Counselor
San Pedro, Marilyn	Teacher, K-12
Hurtado, Yusimi	Assistant Principal
Horak de Mur, Karen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Sunset Elementary will continue to enhance its global curriculum as it is implemented across all grade levels and departments with the goal of preparing all students to be well-educated, productive, and internationally-minded citizens. Teachers and students will continue to focus on four concept-driven, big idea essential questions throughout the school year and across subject areas. These big ideas add rigor to the development of curriculum and the school's instructional practices. There is an emphasis on promoting cultural, environmental, and economic awareness. What it means to be a global citizen is strengthened through a school wide service learning program, student ambassadors, and the schools' Kids4Kindness character development initiative. Sunset Elementary will enhance this component of our curriculum through three main initiatives, as follows:
- Writing resources and Professional Development will be implemented school wide in grades PK-5, and throughout the International Language Programs in an effort to further develop students' writing skills as they address each essential question and further develop their higher order and research skills;
- Sunset Elementary will offer six parent informational sessions to inform our parent community of curriculum trends, and international education and student services related topics;
- Sunset Elementary, in conjunction with The University of Miami, will continue to work cohesively in the development and enhancement of a professional development site at our school in which student teachers are paired up with mentor teachers to enhance curriculum instruction for our students and further develop their instructional skills and abilities. Through this partnership, Sunset Elementary teachers will continue to participate in staff development opportunities related to the school's initiatives and other ongoing professional development requirements.

Sunset also promotes literacy within the school with its efforts to promote the Accelerated Reader Program. Our school's media specialist's, Ms. Raquel Portela's, enthusiastic weekly AR updates motivate students to visit the library, read books, and take online comprehension quizzes based on their independent reading and instructional levels.

Our foreign language programs also promote visiting the library to circulate language books based on the student's individual reading level. The German Language program has promoted reading and taking online quizzes through the Antonin program which is similar to Accelerated Reader. The department recognizes the students for their reading achievement periodically during morning announcements. The Spanish department also has access to Accelerated Reader and students in that program participate in reading for points.

Sunset also organizes book clubs by grade level and foreign language departments beginning in second grade. Students are invited to participate in the monthly meetings which are led by teachers from the various grade levels and departments. Opportunities for parents and the community to read to students is also provided.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Sunset Elementary provides all faculty members time to plan with grade level and/or departments. Common planning time ensures that teachers are working collaboratively toward common goals and planning in-depth, rigorous units of study. In addition, our school schedules monthly Leadership Team meetings where grade level chairpersons, curriculum coaches, and administrators come together as a vertical planning team. This type of collaboration creates a positive working relationship among the faculty members. Professional Development sessions allow time for collaboration among teachers outside of their grade level and department.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Sunset Elementary has an extensive process to pursue highly qualified applications for interview procedures. In addition, our school goes to great lengths to retain highly qualified and effective staff through the Mentoring and Inductions for New Teachers (MINT) program, as well as grade level and department collaboration. This year, Sunset will participate in the i3 Mentoring program. A lead teacher will attend the two year training program and complete the requirements of the program. All faculty members are offered numerous in-house PD opportunities. Additionally, the opportunity to participate in external PD opportunities is encouraged and supported by school administrators. Dr. Leyte-Vidal, along with Dr. Gigi Gilbert and Ms. Yusimi Hurtado, support these strategies with fidelity.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Sunset Elementary offers all faculty members the opportunity to participate in mentoring through MINT mentoring program and Professional Learning Communities. They may also be paired by areas of expertise or the ability to be supported by a master teacher. Master teachers are available to support classroom modeling, and push-in strategies. Ongoing communication with all faculty members is a vital component in this process.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school has provided numerous professional development sessions focusing on reading, writing, math, and science content areas. English-language teachers, special area teachers, and foreign language teachers have all participated in analyzing the Florida State Standards for their grade levels as well as a grade level below and one above. Teachers have copies of Florida State Standards accessible to them during planning sessions. These professional development sessions have helped teachers select appropriate resources to complement state adoptions. Teachers at each grade level have common planning time. Use of the district's pacing guides, state standards, and research-based materials are evidenced in the minutes of each grade level's meeting. The school's leadership team meets monthly to discuss data and curriculum resources that could help bridge the gap amongst grade levels and improve students' learning gains. International units of study are developed with the Florida Standards. This year, the topic of Sunset's first professional development session was standards-aligned grading.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Based on data gathered from state assessments, PowerBi, Science topic assessments, and iReady, Sunset students are offered support services through pull-out and push-in strategies throughout the school day. Teachers use data to form flexible differentiated instruction groups in their classrooms as well as implement research-based, computer programs that help differentiate instruction such as iReady. Students benefiting from enrichment are encouraged to take part in rigorous and complex skill-based academic opportunities. A variety of co-curricular enrichment courses are also offered through our after school program.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,860

Sunset students are offered student support services through pull-out and push-in strategies throughout the school day. Students benefiting from enrichment are encouraged to take part in rigorous and complex skill based academic opportunities. In addition to the core curriculum courses, students participating in the magnet program have an extended school day and receive an additional two and a half hours of instruction in a Foreign Language (Spanish, French or German), including Reading/Language Arts and Content. Additionally, all students in grades 2 - 5 participate in weekly STEM Lab activities and in the Science after school program.

Strategy Rationale

Student performance is increased by meeting students' individual learning needs via enrichment for high performing students or intervention for struggling students. The extended school day results in additional opportunities and exposure to a rich and intensive Language Arts curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Alvarez-Arimon, Ana, pr5401@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and disaggregated to determine student progress. Overall areas of strength and weakness are identified and instruction is modified as necessary. Individual student results are used to identify students in need of additional support and those who will benefit from enrichment opportunities. Students are divided into support groups according to their individual needs.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in PreK are offered a variety of strategies to assist them in the transition process. PreK curriculum is fully aligned to CCS and students are instructed using rigor and relevance. Starting in May, PreK students visit a Kinder class for collaborative activities that will model Kindergarten standards. In March, students and parents are offered a Kindergarten orientation to assist parents in preparation for the school of choice process and give an overview of the District's Kindergarten curriculum. Throughout the summer, books are chosen to promote discussion for transition into the elementary school level.
During the month of August, a Meet and Greet event is held for all students to help them prepare and acclimate for the start of the new school year. In the fall, fifth grade students and their parents attend a meeting where several middle school magnet programs present the programs they offer and information about the application process so the students and their parents can make an informed decision regarding the program that best meets their needs. Throughout the year, fifth grade students are also encouraged to participate in leadership opportunities such as the Leadership Initiative, National Elementary Honor Society, and ongoing service learning. Finally, fifth grade students are

exposed to skills such as time management and prioritizing when completing home learning assignments so that they are better prepared to manage the coursework and independence of middle school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is enriched in all core subject areas through writing across languages, the implementation of the International Curriculum units of study, Global Connections projects, and differentiation of home learning tasks, then the percentage of students making learning gains in Reading, Math, and Science will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is enriched in all core subject areas through writing across languages, the implementation of the International Curriculum units of study, Global Connections projects, and differentiation of home learning tasks, then the percentage of students making learning gains in Reading, Math, and Science will increase. `1a`

🔍 G096808

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0
FCAT 2.0 Science Proficiency	92.0

Targeted Barriers to Achieving the Goal `3`

- There is a need to utilize various modes of writing and text material in order to integrate ideas and communicate with others.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Highly qualified teachers, Sunset's International Curriculum, Sunset's Global Connections project, state adopted instructional materials, web-based instructional software, common planning time, enrichment opportunities, STEM Lab, enrichment resources, school-wide writing plan. (Reading & Writing)

- Highly qualified teachers, variety of digital and text-based instructional materials, web-based software, common planning time, enrichment opportunities, STEM Lab, PANGEA gifted program, enrichment resources, school-wide writing plan. (Math & Science)

- Highly qualified teachers, foreign language resources aligned to Spain, France, and Germany's language curriculum, enrichment language activities. (Foreign Language)

Plan to Monitor Progress Toward G1. `8`

Student portfolios and performance data will be reviewed during leadership team meetings. Grade level and department International Curriculum and Global Connections projects will be presented.

Person Responsible
Ana Alvarez-Arimon

Schedule
Quarterly, from 8/22/2017 to 6/8/2018

Evidence of Completion
Power BI data, i-Ready assessments, topic assessments, formal and informal walkthroughs, student response/evidence journals, and Global Connections artifacts.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is enriched in all core subject areas through writing across languages, the implementation of the International Curriculum units of study, Global Connections projects, and differentiation of home learning tasks, then the percentage of students making learning gains in Reading, Math, and Science will increase. 1

🔑 G096808

G1.B1 There is a need to utilize various modes of writing and text material in order to integrate ideas and communicate with others. 2

🔑 B260412

G1.B1.S1 Continue to implement Professional Development and Professional Learning Communities in order to develop, implement, and monitor grade level action plans to make learning gains. 4

🔑 S275812

Strategy Rationale

Students will improve academically when teachers are able to plan units centered around the standards and students' interests.

Action Step 1 5

The administrative team will schedule Professional Development sessions and Professional Learning Communities to analyze instructional unit plans and identify additional resources that focus on standards-aligned grading, International Curriculum, and Global Connections Project.

Person Responsible

Ana Alvarez-Arimon

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Agenda, grade level and department curriculum maps, sign-in sheets, meeting minutes, and student artifacts.

Action Step 2 `5`

The administrative team will review grade level minutes in order to provide support with developing International Curriculum units of study and implement standards-aligned grading.

Person Responsible

Ana Alvarez-Arimon

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Grade level minutes, agenda, and follow-up meetings.

Action Step 3 `5`

The School Leadership Team will utilize Power BI, i-Ready and Gateway to Data reports to determine areas of growth.

Person Responsible

Ana Alvarez-Arimon

Schedule

Biweekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Power BI, i-Ready and Gateway to Data reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review International Curriculum units of study and Global Connections projects during leadership team meetings, share best practices during faculty meetings, and highlight student work in Phoenix Flair, Sunset newsletter, and Twitter.

Person Responsible

Ana Alvarez-Arimon

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Power BI, i-Ready and Gateway to Data reports, International Curriculum unit plans and student work, Global Connection project descriptions, photographs, and student artifacts.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze Power BI, -i-Ready and Gateway to Data reports to monitor student achievement and utilize as a feedback tool for recommendations regarding the International units of study and Global Connections projects.

Person Responsible

Ana Alvarez-Arimon

Schedule

Quarterly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Power BI data, i-Ready data, International connections and Global Connections feedback (highlighting the strengths and needs of the proposed projects)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 🔑 M399085	Review International Curriculum units of study and Global Connections projects during leadership...	Alvarez-Arimon, Ana	8/21/2017	Power BI, i-Ready and Gateway to Data reports, International Curriculum unit plans and student work, Global Connection project descriptions, photographs, and student artifacts.	6/7/2018 monthly
G1.MA1 🔑 M399086	Student portfolios and performance data will be reviewed during leadership team meetings. Grade...	Alvarez-Arimon, Ana	8/22/2017	Power BI data, i-Ready assessments, topic assessments, formal and informal walkthroughs, student response/ evidence journals, and Global Connections artifacts.	6/8/2018 quarterly
G1.B1.S1.MA1 🔑 M399084	Analyze Power BI, -i-Ready and Gateway to Data reports to monitor student achievement and utilize...	Alvarez-Arimon, Ana	8/22/2017	Power BI data, i-Ready data, International connections and Global Connections feedback (highlighting the strengths and needs of the proposed projects)	6/8/2018 quarterly
G1.B1.S1.A1 🔑 A370739	The administrative team will schedule Professional Development sessions and Professional Learning...	Alvarez-Arimon, Ana	8/21/2017	Agenda, grade level and department curriculum maps, sign-in sheets, meeting minutes, and student artifacts.	6/8/2018 monthly
G1.B1.S1.A2 🔑 A370740	The administrative team will review grade level minutes in order to provide support with developing...	Alvarez-Arimon, Ana	8/22/2017	Grade level minutes, agenda, and follow-up meetings.	6/8/2018 weekly
G1.B1.S1.A3 🔑 A370741	The School Leadership Team will utilize Power BI, i-Ready and Gateway to Data reports to determine...	Alvarez-Arimon, Ana	8/22/2017	Power BI, i-Ready and Gateway to Data reports	6/8/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is enriched in all core subject areas through writing across languages, the implementation of the International Curriculum units of study, Global Connections projects, and differentiation of home learning tasks, then the percentage of students making learning gains in Reading, Math, and Science will increase.

G1.B1 There is a need to utilize various modes of writing and text material in order to integrate ideas and communicate with others.

G1.B1.S1 Continue to implement Professional Development and Professional Learning Communities in order to develop, implement, and monitor grade level action plans to make learning gains.

PD Opportunity 1

The administrative team will schedule Professional Development sessions and Professional Learning Communities to analyze instructional unit plans and identify additional resources that focus on standards-aligned grading, International Curriculum, and Global Connections Project.

Facilitator

Jeanette Arana, Liliana Piedra, Maria Brown

Participants

All teachers

Schedule

Monthly, from 8/21/2017 to 6/8/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	The administrative team will schedule Professional Development sessions and Professional Learning Communities to analyze instructional unit plans and identify additional resources that focus on standards-aligned grading, International Curriculum, and Global Connections Project.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5401 - Sunset Elementary School	General Fund		$0.00
			Notes: All teachers will be provided with professional development. Grade levels and departments will be able to request resources and materials for their Global Curriculum Connections Project.			
2	G1.B1.S1.A2	The administrative team will review grade level minutes in order to provide support with developing International Curriculum units of study and implement standards-aligned grading.				$0.00
3	G1.B1.S1.A3	The School Leadership Team will utilize Power BI, i-Ready and Gateway to Data reports to determine areas of growth.				$0.00
					Total:	$0.00