

Miami-Dade County Public Schools

Sunset Elementary School



2021-22 Schoolwide Improvement Plan

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Sunset Elementary School

5120 SW 72ND ST, Miami, FL 33143

<http://sunset.dadeschools.net/>

Demographics

Principal: Ana Alvarez Arimon C

Start Date for this Principal: 7/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	18%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (88%) 2017-18: A (85%) 2016-17: A (85%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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<http://sunset.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	16%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Sunset Elementary 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.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hurtado, Yusimi	Assistant Principal	Assists the principal in carrying out the functions of the school including implementing policies and procedures, instructional, organizational, facilities, curriculum and student management. The assistant principal ensures compliance in ESOL LEP plans and gifted EPs, develops schedules, teacher assignments, monitors class-size, attendance and transportation. In addition, the assistant principal collaborates with the foreign language departments and Grades 3-5 to evaluate curriculum and instruction. Furthermore, the assistant principal conducts conferences on student and school issues with parents, students and teachers and safety drill practice, as needed. Furthermore, supports all aspects of MTSS/Rtl 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.
Liliana, Piedra	Assistant Principal	Assists the principal in carrying out the functions of the school including implementing policies and procedures, instructional, organizational, facilities, curriculum and student management. The assistant principal coordinates cafeteria and other support services, ensures compliance in IEPs and 504 plans, oversees textbook distribution and inventory, coordinates professional development along with the PLST and serves as the School Assessment Coordinator. In addition, the assistant principal collaborates with the special areas department and Grades Pre-K through 2 to evaluate curriculum and instruction. Furthermore, the assistant principal conducts conferences on student and school issues with parents, students and teachers and safety drill practice, as needed. Furthermore, supports all aspects of MTSS/Rtl 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.
Aguero, Andres	Teacher, ESE	The teacher supports students and teachers in ensuring that students are receive the appropriate accommodations and services. As the school's ESE Compliance Liaison, the teacher assists teachers in assessing students' abilities to craft plans, adapting learning materials to students' needs, monitors behavioral patterns and arranges appropriate intervention if needed. Furthermore, as the MTSS/Rtl Coordinator, the teacher assists in making data-driven decisions, supports the development and implementation of the MTSS/ Rtl plan, and works with classroom teachers in all aspects of the inclusion program.
Pujol Burns, Tere	Teacher, K-12	As the school's magnet coordinator, the teacher assists with the enrollment and scheduling process for all magnet students, provides instructional leadership in the design, development and implementation of the school's unique language magnet curriculum.
Diaz-Brown, Marlem	Teacher, K-12	In addition to classroom responsibilities, the teacher serves as the school's reading liaison and the Grade 4 chairperson. As the school's reading liaison the teacher participates in professional development opportunities in the area

Name	Position Title	Job Duties and Responsibilities
		<p>of reading, collaborates with grade level chairs to determine activities that will have the greatest impact on student achievement and provides support and mentors colleagues. Furthermore, supports 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.</p>
Ramirez, Lissette	Teacher, K-12	<p>In addition to classroom responsibilities, the teacher serves as the school's science liaison. As the school's science liaison the teacher participates in professional development opportunities in the area of science, collaborates with grade level chairs to determine activities that will have the greatest impact on student achievement and provides support and mentors colleagues.</p>
Hoyo, Cristina	Teacher, K-12	<p>In addition to classroom responsibilities, the teacher serves as the school's mathematics liaison. As the school's mathematics liaison the teacher participates in professional development opportunities in the area of mathematics, collaborates with grade level chairs to determine activities that will have the greatest impact on student achievement and provides support and mentors colleagues. Furthermore, supports 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.</p>
Horak de Mur, Karen	Teacher, K-12	<p>In addition to classroom responsibilities, the teacher serves as part of the school's Professional Learning Support Team (PLST) as the Instructional Technology Liaison. The teacher also represents Grade 1 teachers and students as their grade level chair.</p>
Noy, Vivian	Teacher, K-12	<p>In addition to classroom responsibilities, Ms. Noy serves as part of the school's Professional Learning Support Team (PLST) as the Professional Development Liaison.</p>
Diaz, Martha	Teacher, K-12	<p>In addition to classroom responsibilities, the teacher is part of the Professional Learning Support Team (PLST) as the Instructional Content Liaison and Women's History Advocate.</p>
Trujillo, Lourdes	Teacher, K-12	<p>In addition to classroom responsibilities, the teacher represents kindergarten's teachers and students as their grade level chair.</p>
Millares, Diana	Teacher, K-12	<p>In addition to classroom responsibilities, the teacher serves as a member of our school's EESAC and gifted department head.</p>

Name	Position Title	Job Duties and Responsibilities
Boullon, Christina	Teacher, K-12	In addition to classroom responsibilities, the teacher represents Grade 3 teachers and students as their grade level chair and Gradebook Manager.
Pasternac, Nieves	Teacher, K-12	In addition to classroom responsibilities, the teacher represents Grade 5 teachers and students as their grade level chair.
Chica, Cristina	Teacher, PreK	In addition to classroom responsibilities, the teacher serves as part of the School Leadership Team (SLT) as a Synergy representative.
Villegas, Magaly	Teacher, K-12	In addition to classroom responsibilities, Ms. Villegas serves as part of the School Leadership Team (SLT) as a Synergy participant representing Foreign Language magnet program teachers and students.
Alvarez-Armon, Ana	Principal	As principal of the school, Ms. Alvarez-Armon provides a common vision and plans for the use of data-driven decision-making, strategic direction in the school, establishes a schoolwide vision of commitment to high standards and the success of all students, ensures that academic policies and curriculum are followed, oversees the daily activities, manages the school's budget, communicates and encourages participation from all stakeholders, oversees the operations within the school and cultivates leadership in others. Furthermore, supports all aspects of MTSS/Rtl 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.
Pardinas, Patricia	School Counselor	Serves as the school's guidance counselor providing students and teachers with behavioral and emotional support. The counselor will provide individual and small group counseling as needed, promotes the academic, social/emotional of all students. Furthermore, assists in the implementation of the MTSS/Rtl process, provide PDs, and progress monitor students in the process.

Demographic Information

Principal start date

Wednesday 7/28/2021, Ana Alvarez Arimon C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

54

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,234

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	203	194	201	206	220	190	0	0	0	0	0	0	0	1214
Attendance below 90 percent	1	3	2	1	6	4	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	8	8	19	11	2	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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	
Number of students enrolled	185	193	222	231	196	207	0	0	0	0	0	0	0	1234
Attendance below 90 percent	2	2	1	6	4	3	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				95%	62%	57%	94%	62%	56%
ELA Learning Gains				84%	62%	58%	76%	62%	55%
ELA Lowest 25th Percentile				90%	58%	53%	77%	59%	48%
Math Achievement				95%	69%	63%	96%	69%	62%
Math Learning Gains				80%	66%	62%	79%	64%	59%
Math Lowest 25th Percentile				85%	55%	51%	85%	55%	47%
Science Achievement				88%	55%	53%	89%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	94%	60%	34%	58%	36%
Cohort Comparison						
04	2021					
	2019	95%	64%	31%	58%	37%
Cohort Comparison		-94%				
05	2021					
	2019	92%	60%	32%	56%	36%
Cohort Comparison		-95%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	92%	67%	25%	62%	30%
Cohort Comparison						
04	2021					
	2019	95%	69%	26%	64%	31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-92%				
05	2021					
	2019	96%	65%	31%	60%	36%
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	87%	53%	34%	53%	34%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Math i-Ready data was used to monitor student progress for Kindergarten to Grade 5. Science data for Grade 5 students was collected from the district midyear assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69	84	96
	Economically Disadvantaged	57	68	86
	Students With Disabilities	0	50	100
	English Language Learners	54	69	92
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	69	92
	Economically Disadvantaged	36	50	75
	Students With Disabilities	0	0	100
	English Language Learners	13	38	92

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	88	91
	Economically Disadvantaged	82	88	94
	Students With Disabilities	83	83	100
	English Language Learners	47	68	68
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	77	84
	Economically Disadvantaged	30	58	73
	Students With Disabilities	40	40	100
	English Language Learners	32	68	68
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	84	92.5	95.3
	Economically Disadvantaged	64.7	85.3	85.3
	Students With Disabilities	N/A	100	N/A
	English Language Learners	N/A	54.6	63.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	71.8	89.7
	Economically Disadvantaged	23	50	73.5
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	54.6
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78.9	89.2	94.1
	Economically Disadvantaged	72.7	84.9	84.9
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50.8	77.3	88.7
	Economically Disadvantaged	24.2	57.6	90.9
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	84.5	86.5	87.1
	Economically Disadvantaged	80.7	77.4	83.9
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	76.7	87.6
	Economically Disadvantaged	58.1	58.1	80.7
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	65.6	N/A
	Economically Disadvantaged	N/A	48.4	N/A
	Students With Disabilities	N/A	0	N/A
	English Language Learners	N/A	0	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	36			36							
ELL	90	82		76	68		96				
ASN	100			93							
BLK	80			57							
HSP	95	77	79	85	70	66	88				
MUL	100			80							
WHT	92	81	90	90	63		74				
FRL	87	90	100	70	50		85				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	64			45							
ELL	91	84	96	93	81	93	83				
ASN	85			92							
BLK	87	77		83	79						
HSP	96	84	93	96	82	87	90				
MUL	94	90		100	91						
WHT	95	83	86	96	73	83	86				
FRL	94	86	91	93	72	88	77				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	53	58		73	75						
ELL	86	73	69	93	79	85	75				
ASN	73			82							
BLK	83			89	80						
HSP	93	76	73	95	80	85	87				
MUL	100			100							
WHT	96	78	88	98	77	88	92				
FRL	87	81	68	93	75	78	82				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	617
Total Components for the Federal Index	8
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	97
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	69
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 DATA:

According to Spring 2019 FSA data, the content area with the most significant percentage gain was ELA, with a 1 percentage point increase in proficiency from 94% in 2018 to 95% in 2019, an 8 percentage point increase in learning gains from 76% in 2018 to 84% in 2019, and 13 percentage point increase in the learning gains of the L25, increasing from 77% in 2018 to 90% in 2019.

2021 DATA:

2021 data findings indicate a new trend where proficiency decreased in Mathematics 9 percentage points from 95% proficient in 2019 to 86% proficient in 2021. Math learning gains also decreased 13 percentage points from 80% in 2019 to 67% in 2021, and Mathematics LG of L25 decreased 22 percentage points from 85% in 2019 to 63% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 DATA:

According the Spring 2019 FSA data, the component demonstrating the greatest need for improvement is science with a one percentage point decrease from 89% proficiency in 2018 to 88%

proficiency is 2019.

2021 DATA:

Based on 2021 FSA data, the component demonstrating the greatest need for improvement is mathematics, specifically learning gains of students in the L25. In Spring 2021, 63% of students in this subgroup demonstrated proficiency in Mathematics, a 22 percentage point decrease from 2019 when 85% demonstrated proficiency in the FSA Mathematics assessment.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on state assessments, there is a discrepancy between proficiency levels and learning gains. As a result, instructional practices should address learning gains. In order to address learning gains, the school leadership team should focus on initiatives that will enhance instructional delivery. Collaborative planning between core content and foreign language teachers will allow for more in-depth learning. Additionally, teachers can participate in lesson studies that model how math standards can be integrated in literacy and content areas. Moreover, teachers can evaluate resources by grade level to enrich the standard curriculum.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on Spring 2019 FSA assessment, overall learning gains and learning gains in the L25 in ELA demonstrated the greatest improvement. 78% of the students made learning gains in ELA while 80% of the students in the L25 made learning gains.

2021 Data Finding indicates no increase. However ELA proficiency only dropped one percentage point from 95% in 2019 to 94 % proficient in 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This improvement was a result of data chats and effective feedback. Teachers consistently held student data chats with students and created individual goal-setting activities to involve them in the process.

What strategies will need to be implemented in order to accelerate learning?

Learning styles inventories will assist teachers in planning differentiated lessons to maximize learning. School administrators and leadership team members will conduct data chats to identify learning gaps and opportunities for enrichment. Additionally, professional development sessions will need to include time for collaborative planning between the foreign language and core content teacher.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During the 2021-2022 school year, all teachers will participate in lesson studies and professional learning communities with a focus on integrating mathematics and STEM.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ELA assessment data has consistently indicated a high percentage of students performing at a Level 3 or above. One contributing factor is collaboration between the foreign language and core content teachers in literacy. Classroom environments are print-rich in multiple languages. All teachers

participate in Professional Development sessions led by teacher leaders within the school which allow for building shared goals. Teachers provide parent workshops which positively impact student achievement. For 2021-2022 school year, a continued emphasis on meeting students' individual needs, specifically in math, and virtual parent workshops would ensure continued school improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	<p>Based on the Spring 2021 FSA Mathematics Assessment, 86% of the students in Grades 3-5 demonstrated proficiency, a decrease of 9 percentage points from the Spring 2019 Mathematics Assessment. Furthermore, overall learning gains decreased 13 percentage points and learning gains of the L25 decreased 22 percentage points from Spring 2019 to Spring 2021.</p> <p>To ensure that mathematics instruction is aligned, cross-curricular planning needs to take place. A quarterly, collaborative planning schedule has been created allotting time for foreign language and core subject area teachers to combine planning for relevant content areas, allowing for deeper teaching and learning. Administrators will attend collaborative planning sessions among grade levels and contribute to conversations with individual departments to carefully align resources.</p>
Measurable Outcome:	<p>By October 11, 2021, if we successfully implement collaborative instructional planning time within our in-house Professional Development sessions, then teachers will make cross-disciplinary connections, identify overlapping areas in their teaching goals, examine their practice, expand the use of resources and increase the percentage of L25 students proficient in math by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.</p>
Monitoring:	<p>The administrative team will ensure that Professional Development sessions include time for collaboration during which the administrative will provide support and guidance with the data. The Leadership Team will conduct collaborative, quarterly data chats to adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure cross-disciplinary instruction is taking place. Activities and strategies teachers have used to remediate and/or enrich students on the assessed standards will be discussed. Administrators will review lesson plans and student work folders for indications of cross-curricular instruction. Data Analysis of formative assessments will be reviewed monthly to observe progress. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.</p>
Person responsible for monitoring outcome:	<p>Ana Alvarez-Armon (anaalvarez-arimon@dadeschools.net)</p>
Evidence-based Strategy:	<p>Our school will focus on the evidence-based strategy of: Establishing and Implementing Instructional Frameworks. This will assist in accelerating the learning gains of all our students as it is a systematic approach that promotes inquiry practices that results in student achievement .</p>
Rationale for Evidence-based Strategy:	<p>Establishing and Implementing Instructional Frameworks will ensure that teachers have access to relevant, high-quality resources customized to our school's bilingual magnet program in order to meet the depth of the B.E.S.T. (ELA), Florida (MATH), NGSSS (Science) standards. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available and a result of aligning the curriculum between the Foreign Language and core curriculum.</p>

Action Steps to Implement

08/31/21-10/11/21 - Ensure that grade level teams can all attend collaborative planning sessions. A specific location will be designated for collaborative team planning meetings.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

08/31/21-10/11/21 - Include collaborative planning time into Professional Development sessions allowing teachers to immediately integrate new strategies into daily lessons.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

08/31/21-10/11/21 - Schedule an IPEGS review focusing on Instructional Planning.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

08/31/21-10/11/21 - Schedule quarterly planning sessions where foreign language and homeroom teachers are able to develop focus calendar, identify standards to target, and share resources.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

11/1/21-12/17/21 - Homeroom and foreign language teachers will collaborate on a monthly basis to discuss mathematics standards to be covered, share ideas, and build lesson plans based on student progress.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

11/1/21-12/17/21 - Homeroom and foreign language teachers will collaborate to establish clear goals, consider strategies utilized, and determine which standards are to be taught by each teacher during the mathematics or foreign language content blocks.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

01/31/22-04/29/22 - Schedule a collaborative planning session between core subject area and foreign language teachers to discuss the mathematics scope and sequence and the standards that need to be retaught or introduced during foreign language content.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

01/31/22-04/29/22 - Schedule a collaborative planning session between core subject area and foreign language teachers to develop a Mathematics Focus Calendar from February - June 2022.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Based on 2021 AP3 data, 89.7% of 3rd grade, 92% of 4th grade, and 88% of 5th grade students, scored proficient in Math as compared to 92% of 3rd grade, 95% of 4th grade, and 96% of 5th grade in 2018-2019, a decrease of 2.3, 3, and 8 percentage points. Based on the 2020-2021 FSA Mathematics Assessment, 67% of students achieved learning gains as compared to 80% in 2018-2019, a decrease of 13 percentage points. As a result, our school will implement Collaborative Data Chats between teachers and students with the purpose of guiding students towards understanding their academic standing and helping them strategize potential ways for improving their academic performance.

Measurable Outcome:

By October 11, 2021, if we successfully implement Collaborative Data Chats between teachers and students, then math learning gains will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct quarterly data chats with grade level and department teams as well as follow-up with regular walkthroughs to ensure that data-driven planning and teaching is taking place. Administrators will review student work folders to identify data collected by teachers and students. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of differentiation, our school will focus on the evidence-based strategy of: Data-driven planning and instruction. Data-driven planning and instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the each student's individual needs. Data-driven planning and instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

Data-driven planning and instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available thus meeting the needs of all learners.

Action Steps to Implement

09/16//2021 - Identify and purchase supplemental resources to enrich math curriculum and materials for hands-on learning experiences.

Person Responsible

Ana Alvarez-Armon (pr5401@dadeschools.net)

10/29/2021 - Provide professional development session(s) for all teachers with additional support for Grades 4-5 teachers with a focus on data chat guides and protocol in order to facilitate conversations with students, set goals and make appropriate instructional decisions.

Person Responsible

Ana Alvarez-Armon (pr5401@dadeschools.net)

09/16/2021 - Identify math liaisons in each grade level that can guide the team through data chats and accessing supplemental resources for differentiation, remediation, and enrichment.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

08/31/2021-10/22/2021 - Administer and scan topic assessments to guide data conversations with leadership team.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

11/1/21-12/17/21 - Homeroom teachers will Implement the Gradual Release Model to shift the responsibility from the teacher to the student and facilitate small group instruction with the purpose of enriching or remediating based on student data.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

11/1/21-12/17/21 - Utilize Topic Assessment Data from Performance Matters to develop flexible groups and drive small group mathematics instruction.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

01/31/22-04/29/22 - Schedule data chat sessions between core subject area teachers and students to discuss AP2 mathematics results, guide students' towards understanding their academic standing and help them strategize potential ways for improving their performance.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

01/31/22-04/29/22 - Implement mathematics support program before and/or after school hours to provide intervention or enrichment to students in Grades 3-5.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the 2020-2021 School Climate survey, 66% of students agreed with the statement that "adults at my school care about me as an individual" as compared to 60% in 2018-2019. While there was a favorable increase in student responses, there is an understanding that the pandemic has greatly affected many students and their families in a variety of ways.

Measurable Outcome: By October 11, 2021, if we implement strategies that support Social Emotional Learning, then the percent of students that feel that adults care about them as individuals should increase by a minimum of 10 percentage points.

Monitoring: The student services team will communicate with administrators, teachers, and families to ensure that students are receiving whole group lessons and individual assistance as needed.

Person responsible for monitoring outcome: Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Effective Use of School and District Support Personnel. Social Emotional Learning is a practice that includes communication, goal-setting, showing empathy for others, handling conflict resolution. Effective Use of School and District Support Personnel ensures that support personnel are available and accessible for students and families including a clearly defined process for enlisting their help. Guidance Counselors, Social Worker, Mental Health Coordinator, School Psychologist and Staffing Specialist have a clear understanding of the role they play in the school's success.

Rationale for Evidence-based Strategy: This evidence-based strategy focuses on the whole child. By developing stronger social/emotional skills students will develop increased self-awareness, academic achievement and positive behaviors in and out of the classroom. SEL will assist students in understanding and managing their emotions, establishing and maintaining positive relationships and making responsible decisions.

Action Steps to Implement

10/06/2021 - Provide teachers with professional development on SEL during faculty meeting.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

08/31/21 - 10/11/21 - Create mindful corners in classrooms with posters and materials to support students.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

08/31/21 - 10/11/21 - Schedule counselor visits monthly to provide students with lessons.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

08/31/21 - 10/11/21 - Explore community partnerships focused on overall well-being of students, families, and teachers.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

11/1/21-12/17/21 - During student data chat, homeroom teachers will guide students as they develop social emotional learning goal with special attention to the development of empathy, social awareness, and perspective to develop an increased capacity for understanding the needs and feelings of others.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

11/1/21-12/17/21 - Establish Mindful Mondays where students will participate in a mindful moment led by a Mindfulness Coach televised over morning announcements focusing on helping students cope with stressors and challenges.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

01/31/22-04/29/22 - Continue to implement Mindful Mondays where students participate in a mindful moment led by a Mindfulness Coach televised over morning announcements focusing on helping students cope with stressors and challenges.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

01/31/22-04/29/22 - Reinstate schoolwide and classroom specific student-centered activities to provide opportunities to cultivate and maintain relationships while socializing. These activities include but are not limited to book club, orchestra and band practices and performances, field trips, safety patrols, and class ambassadors.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on the 2021 SIP Survey, 19% of teachers expressed that they track student data or student work product to adjust their instruction all of the time as opposed to 14% in 2020.
Measurable Outcome:	By October 11, 2021, if we guide teachers in analyzing data and work products to plan instruction, then the percentage of teachers who adjust their instruction based on student performance should increase by a minimum of 30 percent.
Monitoring:	The administrative team will conduct quarterly data chats to provide feedback. The PLST will organize professional development sessions where teachers can create instructional groups on Performance Matters and i-Ready.
Person responsible for monitoring outcome:	Ana Alvarez-Armon (anaalvarez-arimon@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy of: Making Meetings Matter. This involves ensuring that time is managed properly and used effectively. The purpose is to exchange information, problem solve, review progress and the resources being utilized during instruction.
Rationale for Evidence-based Strategy:	School Climate and PD Needs Assessment surveys indicate that teachers would benefit from guidance in analyzing data and time to plan to make instructional decisions for improving student learning. Data will be used to evaluate planning, make informed changes in instructional practice and target professional development.

Action Steps to Implement

08/20/21 - Share vision of making meetings matter during first leadership team meeting.

Person Responsible Ana Alvarez-Armon (anaalvarez-arimon@dadeschools.net)

09/16/2021 - Provide teachers with most current data specifically students identified as having Free and Reduced Lunch (EDD subgroup) and lowest 25 percentile.

Person Responsible Ana Alvarez-Armon (anaalvarez-arimon@dadeschools.net)

08/31/21 -10/11/21 - Conduct first data chat guiding teachers in identifying "bubble" students and noting areas of focus based on FSA performance.

Person Responsible Ana Alvarez-Armon (anaalvarez-arimon@dadeschools.net)

08/31/21 -10/11/21 - PLST members will attend grade levels meetings to assist teachers in making instructional groups on i-Ready to monitor student progress.

Person Responsible Ana Alvarez-Armon (anaalvarez-arimon@dadeschools.net)

11/1/21-12/17/21 - Conduct data chats with teachers to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

11/1/21-12/17/21 - Conduct weekly Leadership Team meetings to ensure that all stakeholders are informed and involved providing regular and real-time information sharing, follow-up, and support.

Person Responsible Ana Alvarez-Armon (anaalvarez-armon@dadeschools.net)

01/31/22-04/29/22 - Conduct data chats with teachers to review most recent i-Ready AP2 reading and mathematics data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

01/31/22-04/29/22 - Schedule monthly Leader-to-Leader meetings on the first Wednesday of every month between reading, mathematics and science liaisons, grade level chairpersons, and foreign language department heads to ensure that all stakeholders are informed and involved providing regular and real-time information sharing, follow-up and support.

Person Responsible Ana Alvarez-Armon (pr5401@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school was not included in the incident report, indicating that our incident rate is less than the Statewide elementary school rate. Our area of concern is peer conflict. The student services team will implement conflict resolution strategies to teach students how to become problem solvers and maintain their friendships, even when conflict occurs. Sunset elementary implements the schoolwide Core Values and Life Skills Behavior and Discipline Plan. Students who commit violations of the District's Code of Student Conduct are required to complete the Life Skills Agreement and Life Skills Reflection. The reflection is signed by the teacher, student, and parent and filed by the teacher. A behavior grading rubric is followed with consequences when a Life Skills Agreement and Reflection is completed.

In-school counseling intervention strategies and mediation alternatives for students committing Code of Student Conduct offenses are implemented as necessary and include individual and developmental counseling.

Students who demonstrate model student behavior receive special recognition during the Honor Roll Assemblies through the Phoenix Awards of Core Values.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Sunset Elementary offers students an engaging, cognitively stimulating learning environment. Teachers model and nurture attitudes that emphasize the benefits of learning. Teachers, staff, and parents work together for the benefit of the students. All stakeholders strongly believe in the school's mission, vision, and goals.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administrative team encourages and supports collaboration between all stakeholders for the betterment of the school community. Teachers support learners through differentiated strategies and hold high expectations for all learners. Support staff assist stakeholders in addressing needs of students and families. Parents and school volunteers participate in classroom activities that enrich the standard curriculum and enhance learning.

Community partnerships support the school community through initiatives that provide students learning that goes beyond the classroom environment.