

Miami-Dade County Public Schools

Sunset Park Elementary School



2021-22 Schoolwide Improvement Plan

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Sunset Park Elementary School

10235 SW 84TH ST, Miami, FL 33173

<http://sunsetpark.dadeschools.net>

Demographics

Principal: Wendy Hernandez S

Start Date for this Principal: 6/19/2014

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (60%) 2016-17: A (64%)
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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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	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Sunset Park Elementary School's purpose is to ensure that all students become lifelong learners and productive, responsible citizens in our multicultural society. The school's vision is to provide a stimulating learning environment for students that will help them develop into knowledgeable, productive members of society. Sunset Park Elementary School students are encouraged and challenged to reach their full potential in all subjects.

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
Hernandez, Wendy	Principal	Mrs. Hernandez, the school Principal, is in charge of overseeing all jobs/duties of the staff and faculty at Sunset Park Elementary. Mrs. Hernandez ensures that all data is being analyzed and used to target individual student needs. She also conducts daily walkthroughs within the classrooms, to observe teacher and student instruction. Mrs. Hernandez makes sure that all stakeholders are involved with the education at Sunset Park Elementary.
Abreu, Maricarmen	Assistant Principal	Mrs. Abreu schedules and facilitates regular ESE meetings, Attendance meetings, and Curriculum meetings with staff members and/or parents. She conducts regular walkthroughs of teachers to ensure that students are receiving proper intervention based on their individual needs. Mrs. Abreu also conducts data chats with teachers and students to ensure proper small group instruction is being delivered to target student needs.
Sowers, Dina	Other	Mrs. Sowers is the school's Reading Liaison. She attends the district provided ELA PD's and assists the teachers with their ELA core instruction. Mrs. Sowers also participates in ELA student data collection, delivers Tier 1 instruction and interventions. She also collaborates with the ELA interventionists to ensure Tier 2 and Tier 3 interventions are being provided to the recommended students.
Fernandez, Janine	Other	Mrs. Fernandez is our Everglades Champion and Schoology representative. She ensures that all teachers at Sunset Park Elementary are participating in the Everglades classroom lessons and also provides them with support. As the Schoology representative, Mrs. Fernandez supports the teachers with their groups/resources/courses within the program.
Bashir, Sana	Teacher, ESE	Mrs. Bashir is a member of the Sunset Park PLST team. She represents the new teachers as a mentor to them. She ensures all new teachers feel supported and empowered as their mentor.
Glover, Sonja	Teacher, K-12	As the school PD liaison and Title I Community Involvement Specialist, Ms. Glover provides the staff at Sunset Park Elementary with a variety of information. She ensures that all teacher professional needs are met and makes sure our teachers are informed about the Title I program.
Lopez, Lissette	Teacher, K-12	Mrs. Lopez provides information about Math core instruction, participates in Math student data collection, and delivers Tier 1 instruction/interventions. As the Math liaison, Mrs. Lopez also attends the Math PD's provided by MDCPS and provides the information to the rest of the Math teachers at Sunset Park Elementary.
Huergo-Jones, Isabel	Teacher, K-12	Mrs. Huergo-Jones provides assistance to ELA teachers about core instruction, participates in ELA student data collection, delivers Tier 1 instruction and Reading interventions Mrs. Huergo-Jones also collaborates

Name	Position Title	Job Duties and Responsibilities
		with other teachers to develop and implement Tier 2 interventions and strategies.
Bazan, Rolando	Other	Mr. Bazan provides information about Science instruction, participates in student Science data collection, delivers Tier 1 instruction/intervention, collaborates with other Science teachers to develop and implement rigorous Science instruction.

Demographic Information

Principal start date

Thursday 6/19/2014, Wendy Hernandez S

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.*

13

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.*

21

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

370

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

6

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

0

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	42	62	65	63	62	76	0	0	0	0	0	0	0	370
Attendance below 90 percent	4	8	4	1	6	6	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	1	2	1	0	0	0	0	0	0	0	7
Course failure in Math	0	0	4	0	3	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	6	28	21	13	9	0	0	0	0	0	0	0	77

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	2	3	0	2	2	0	0	0	0	0	0	0	9

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	3	4	6	3	0	0	0	0	0	0	0	0	0	16
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

Tuesday 9/7/2021

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	63	66	69	72	82	80	0	0	0	0	0	0	0	432
Attendance below 90 percent	7	4	3	6	6	6	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	2	1	2	0	0	0	0	0	0	0	10
Course failure in Math	0	2	2	3	3	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	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	2	3	2	2	5	0	0	0	0	0	0	0	14

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	3	4	6	3	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				76%	62%	57%	74%	62%	56%
ELA Learning Gains				68%	62%	58%	66%	62%	55%
ELA Lowest 25th Percentile				57%	58%	53%	58%	59%	48%
Math Achievement				75%	69%	63%	66%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				80%	66%	62%	56%	64%	59%
Math Lowest 25th Percentile				64%	55%	51%	39%	55%	47%
Science Achievement				56%	55%	53%	64%	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	75%	60%	15%	58%	17%
Cohort Comparison						
04	2021					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-75%				
05	2021					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	67%	4%	62%	9%
Cohort Comparison						
04	2021					
	2019	69%	69%	0%	64%	5%
Cohort Comparison		-71%				
05	2021					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	53%	0%	53%	0%
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 iReady AP1, AP2 and AP3 and Math iReady AP1, AP2, and AP3, were used as a progress monitoring tools in grades 1-5. The Science Baseline Assessment- Grade 5, mid-year and post test scores were used for progress monitoring purposes for the subject of Science. This information was taken from Performance Matters.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.7	46.7	60
	Economically Disadvantaged	31.8	50.0	61.4
	Students With Disabilities	11.1	22.2	33.3
	English Language Learners	0	28.6	28.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.4	51.7	58.3
	Economically Disadvantaged	25.0	43.2	59.1
	Students With Disabilities	11.1	22.2	22.2
	English Language Learners	0	28.6	28.6
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.3	60.3	63.5
	Economically Disadvantaged	40.0	60.0	65.5
	Students With Disabilities	11.1	22.2	22.2
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.2	54.0	65.1
	Economically Disadvantaged	20.0	54.5	65.5
	Students With Disabilities	11.1	44.4	33.3
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.5	60.0	75.4
	Economically Disadvantaged	39.6	54.2	66.7
	Students With Disabilities	16.7	33.3	44.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.2	46.2	72.3
	Economically Disadvantaged	20.0	37.5	62.5
	Students With Disabilities	11.1	33.3	77.8
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.0	65.4	74.4
	Economically Disadvantaged	56.3	67.2	75.0
	Students With Disabilities	47.1	35.3	52.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.0	59.0	67.9
	Economically Disadvantaged	37.7	59.4	68.8
	Students With Disabilities	18.8	41.2	47.1
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.7	52.0	62.7
	Economically Disadvantaged	46.7	53.3	61.7
	Students With Disabilities	8.3	8.3	16.7
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.0	44.0	60.0
	Economically Disadvantaged	31.7	43.3	58.3
	Students With Disabilities	0	0	25.0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	23.0	0
	Economically Disadvantaged	0	24.0	0
	Students With Disabilities	0	0.0	0
	English Language Learners	0	0.0	0

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	45	36		36	36	40	8				
ELL	55	52	46	49	28	36	26				
HSP	64	59	44	57	50	44	49				
WHT	90			80							
FRL	64	52	44	56	48	43	43				
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	41	58	47	43	62	59	14				
ELL	67	72	60	74	80	65	52				
HSP	75	66	59	75	80	66	53				
WHT	94	100		88	91						
FRL	72	63	56	72	77	63	51				

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	28	35	42	31	27	14	10				
ELL	57	60	56	56	49	45	43				
HSP	74	66	58	64	54	35	66				
WHT	80	65		80	59						
FRL	71	63	57	63	56	40	60				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	45
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	85
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	52
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?

2021 data findings:

Based on the 2021 Math FSA data, there was a 15 point drop in proficiency. Students, overall, went from 71% of the students scoring at a level 3-5 in Mathematics to 56% of the students scoring at a level 3-5. Based on the 2021 ELA FSA data, there was a 7 point drop in proficiency. Students, overall, went from 71% of the students scoring at a level 3-5 in Reading to 64% of the students scoring at a level 3-5.

In Math and ELA, grade levels 3-5 showed an increase of proficiency based on the Three Year Trend FSA Proficiency Data. Based on the FSA Demographic Subgroup Performance Data, the Economically Disadvantaged (ED) subgroup showed the highest percent proficient in ELA, Math, and Science; in comparison to other subgroups.

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

2021 data findings:

Based on the 2021 ELA FSA data, there was a 13 point drop in ELA Learning Gains. 68% of the students made learning gains in 2019. In 2021, 55% of the students made learning gains.

Based on progress monitoring and the FSA Demographic Subgroup Performance ELA Data, the ELL subgroup showed the greatest need for improvement, scoring a 34 percent proficient.

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

The primary contributing factor to the ELA percent proficient ELL students, is due to a decreased level of engagement. In order to address this need, student engagement will be increased, since all students will be in the school building. All ELL students will be taught in a physical manner as opposed to online, which will improve focus and engagement for these limited English learners.

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

Based on progress monitoring and FSA Demographic Subgroup Performance Math Data, the Economically Disadvantaged (ED) students showed the most improvement in Learning Gains. The ED subgroup scored a 77.06 percent proficient in Learning Gains, which was the highest proficiency amongst the other subgroups.

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

The primary contributing factor to the FSA Math Data - ED subgroup percent proficient increase, was due to the individualized instruction the students received. The ED students were placed in Math intervention groups, in which their individual needs were targeted by an interventionist.

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

The strategies necessary in order to accelerate learning are differentiated instruction, collaborative planning, interventions, data-driven instruction, goal-oriented learning and ongoing progress

monitoring. All of these will take place either within the classroom instruction and/or with an interventionist.

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 faculty meetings, the members of the leadership team, will share successful practices. On designated professional development days, Wendy Hernandez and Maricarmen Abreu, the school administrators, will provide opportunities to participate in on-site professional development for planning, instruction and data analysis. These on-site professional developments will be provided by Dina Sowers, teacher leader and Janine Fernandez, teacher leader.

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

Wendy Hernandez and Maricarmen Abreu, the school Administrators will join collaborative planning meetings to ensure fidelity with the school's chosen strategies. Quarterly data chats will be held between teachers and administration. Interventions will be provided during the school day, and tutoring will be made available before and after school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Based on the 2021 FSA ELA Data, the demographic subgroup that showed to be most critical is the lowest 25% of the students. In 2019, 57% of the lowest 25% made learning gains. In 2021, 44% of the lowest 25% made learning gains. This decrease of 13 percentage points is critical to student learning.
Measurable Outcome:	The 2021-2022 measurable outcome Sunset Park Elementary plans to achieve is that the lowest 25% of the students will make learning gains in the area of Reading as measured by the 2022 ELA FSA. The desired outcome would be from 44% percent of the lowest 25% of the students making learning gains to at least 50% of these students making learning gains on the 2022 FSA ELA.
Monitoring:	This area of focus will be monitored by weekly collaborative planning with teachers, interventionists, and administration. The increase in collaboration, will assist the ELA teachers in planning for their individualized instruction for their students. The ELA teachers will plan collaboratively by grade level and subject, as well as share best practices to increase student engagement and focus on their individual learning style.
Person responsible for monitoring outcome:	Wendy Hernandez (whernandez@dadeschools.net)
Evidence-based Strategy:	Standards-Based Collaborative Planning Refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purposed is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities, and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.
Rationale for Evidence-based Strategy:	Student learning will be positively impacted when teachers plan collaboratively. During collaborative planning, teachers will reflect on current practices and make changes accordingly. Teachers will use textbooks, pacing guides, and current curriculum resources provided by the district.

Action Steps to Implement

8/31-10/11-Administration will develop a plan for collaborative planning sessions for all the teachers. This plan will allow teachers the opportunity to share and collaborate with each other.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-Administration will conduct on-going monitoring of the collaborative planning sessions. This will ensure that all teachers are planning collaboratively.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-Administration and members of the Leadership Team will provide professional development on effective collaborative planning. This practice will assist the teachers in using their planning time effectively.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8//31-10/11-Teachers will plan and develop lessons during collaborative planning that will be shared with others as best practices. Best practices can be shared during faculty meetings and/or during grade level meetings.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

11/01-12/17-Teachers will identify students that need extra support by observing their progress on Performance Matters.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

11/01-12/17- Teachers will collaborate with each other to discuss grade-level strengths and weaknesses and plan for individualized instruction.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

1/31-4/29- Teachers will collaborate with parents to ensure parental involvement in their child's education.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

1/31-4/29- Teachers will collaborate with students to ensure effective communication amongst their peers.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	According to the 2020-2021 student School Climate Survey results, only 39% of students feel that the school counselor helps them with school and personal problems.
Measurable Outcome:	By Spring of 2022, there will be a 75% increase in students that feel the school counselor helps them with school and personal problems.
Monitoring:	The area of focus will be monitored by the school counselor. She will document counseling sessions and/or interactions with students who are having problems at school or at home.
Person responsible for monitoring outcome:	Wendy Hernandez (whernandez@dadeschools.net)
Evidence-based Strategy:	<p>A positive behavior intervention and support system (PBIS) will be implemented school wide.</p> <p>Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on school wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.</p>
Rationale for Evidence-based Strategy:	<p>Students will be empowered to exhibit positive decision making when PBIS is implemented.</p> <p>The counselor will implement an incentive based school store which will motivate students to be more productive, thus creating a feeling of pride and achievement.</p>

Action Steps to Implement

8/31-10/11-Teachers will use the Class Dojo application as the positive behavior system in the classroom.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-The school counselor will implement a "school store" to encourage positive behaviors.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-The school counselor will implement a school-wide behavior management system with "Panther" bucks for positive behavior.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-Administration will monitor that all teachers are participating in encouraging the positive student behavior "bucks" system.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

11/01-12/17- Homeroom teachers will choose a students of the month based on the Values Matter program.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

11/01-12/17- Teachers will reward the students for iReady participation with "Panther bucks".

Person Responsible Dina Sowers (dsowers@dadeschools.net)

1/31-4/29- The school counselor will meet with students monthly to discuss the values of the month.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

1/31-4/29-The school counselor will meet with selected students biweekly to discuss any school and personal problems they may be encountering.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the 2021 FSA Mathematics Data, the demographic subgroup that showed to be most critical is the lowest 25% of the students. In 2019, 64% of the lowest 25% made learning gains. In 2021, 40% of the lowest 25% made learning gains. This decrease of 22 percentage points is critical to student learning.
Measurable Outcome:	The 2021-2022 measurable outcome Sunset Park Elementary plans to achieve is that the lowest 25% of the students will make learning gains in the area of Mathematics as measured by the 2022 Mathematics FSA. The desired outcome would be from 40% percent of the lowest 25% of the students making learning gains to at least 50% of these students making learning gains on the 2022 FSA Mathematics.
Monitoring:	Teachers will use Math Topic Assessments during collaborative planning to create higher order thinking questions and real-world math problems. This will be monitored by the monthly data collection by teachers and administration, which will be used to created lessons that are engaging for the ELL students.
Person responsible for monitoring outcome:	Wendy Hernandez (whernandez@dadeschools.net)
Evidence-based Strategy:	Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.
Rationale for Evidence-based Strategy:	Students who feel encouraged to participate using higher order thinking skills will have a better understanding of the material which will increase student engagement.

Action Steps to Implement

8/31-10/11-Teachers will create higher order thinking questions during collaborative planning to increase ELL student engagement and motivation in Math.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-Administration will provide ongoing monitoring of incorporation of higher order thinking skills and questioning strategies throughout curriculum planning and instructional delivery to ensure ELL students are motivated and engaged in their learning.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-Teachers will meet with ELL Math students in small groups to provide them with individualized instruction to increase their motivation and engagement within the mathematics lessons.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/31-10/11-Teachers will conduct data chats with students to motivate them to improve their Topic Assessment scores.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

11/01-12/17- Curriculum Council meetings will address student needs based on data collected from various classroom assessments.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

11/01-12/17-Grade-level specific data chats will be conducted bi-weekly to provide areas of concern. These areas of concern will then be addressed during interventions both in the classroom and with the interventionist.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

1/31-4/29- Teachers will increase the use of Math technology program usage with students.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

1/31-4/29- Teachers will identify students who need additional support and provide them with intervention in the subject area of mathematics.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus	Based on the 2020-2021 Staff School Climate Survey results, there was an 18.48% decrease in teachers who agree that teacher evaluations are used to improve teacher performance.
Description and Rationale:	
Measurable Outcome:	By the Spring of 2022, at least 66% of staff members will feel that teacher evaluations are used to improve teacher performance.
Monitoring:	This area of focus will be monitored by monthly informal chats with the teachers, to ensure their daily instruction is being validated by administration.
Person responsible for monitoring outcome:	Wendy Hernandez (whernandez@dadeschools.net)
Evidence-based Strategy:	Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for data, and implementing next steps.
Rationale for Evidence-based Strategy:	Teachers will feel their annual evaluation is more accurate due to the monthly feedback they received from administration. As a result of the informal observations from administration, teachers will feel more empowered to reflect and improve upon their professional practices.
Action Steps to Implement	
8/31-10/11-The school administrators will conduct classroom walkthroughs on a regular basis.	
Person Responsible	Wendy Hernandez (whernandez@dadeschools.net)
8/31-10/11-Following the walkthrough, the administrators will have informal "chats" with teachers. The administrators will quickly discuss positives and negatives of the walkthrough.	
Person Responsible	Wendy Hernandez (whernandez@dadeschools.net)
8/31-10/11-Teachers will ensure to implement the recommendations from the administrators based on the walkthrough.	
Person Responsible	Wendy Hernandez (whernandez@dadeschools.net)
8/31-10/11-Teachers will review their student data with administration, to ensure proper classroom instruction is being implemented.	
Person Responsible	Wendy Hernandez (whernandez@dadeschools.net)
11/01-12/17- Teachers will be able to observe other teachers in their classrooms to improve on classroom instruction/management.	
Person Responsible	Maricarmen Abreu (mariabreu@dadeschools.net)

11/01-12/17- Teachers will be able to take professional developments as needed, to support their classroom instruction.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

1/31-4/29- Administration will observe teacher interaction with students during small group instruction to provide appropriate feedback.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

1/31-4/29-Administration will use the midyear student climate survey to adjust educational strategies with the teachers.

Person Responsible Maricarmen Abreu (mariabreu@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.

According to SafeSchoolsforAlex.org, Sunset Park Elementary ranked 584th out of 1,395 elementary schools across the state for overall incidents - at a rate of 0.4 incidents per 100 students. When examining suspension rates, Sunset Park Elementary ranked 1st across the state with 0 suspensions during the 2020 - 2021 school year. During the 2021 - 2022 school year, the Leadership Team of Sunset Park Elementary will monitor student attendance on the basis that students who are present are more engaged and that more engaged students are less likely to demonstrate negative behaviors that detract from the school culture and environment.

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 Park Elementary strives for academic excellence. Teachers have received, and will continue to receive, professional development in the BEST Standards, and will be offered additional support from school personnel in order to improve student performance. Other programs/activities that are offered at

Sunset Park Elementary include the following: STEM curriculum activities (i.e. - Math & Science Night, Community classes, Parent's Day, Field Day, Night of the Arts, Chorus, Honor Roll Assemblies, Fall Festival, Movie Night, Book Fair, Career Week, Hispanic Heritage events, Red Ribbon Week, Polar Express, Everglades Challenge, SPOT Successes, and attendance recognition. Students at Sunset Park Elementary are exposed to a multicultural curriculum which exposes them to a variety of cultures and beliefs. Additionally, each grade level sponsors a Passion Project that benefits the community through fundraising, donating, and raising awareness. Each activity is meant to foster connections amongst students, teachers, and community.

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

The basis of the school culture at Sunset Park Elementary is positive relationships. Administrators oversee planning of events and coordinate interactions amongst all stakeholders. Teachers foster relationships amongst students and faculty. Parents are responsible for reinforcing the school culture at home and bringing a diversity of thought to the school building by participating as volunteers. Community members assist in showing how the efforts of individuals have positive outcomes in their communities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			5421 - Sunset Park Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: Instructional materials</i>						
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			5421 - Sunset Park Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: Supplemental materials for incentives</i>						
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$33,670.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			5421 - Sunset Park Elementary School	General Fund		\$30,670.00
<i>Notes: hourly personnel</i>						
			5421 - Sunset Park Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: instructional materials</i>						
4	III.A.	Areas of Focus: Leadership: Walkthroughs				\$0.00

Total:	\$39,670.00
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