

Miami-Dade County Public Schools

Sunset Park Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 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	2021-22: A (65%) 2018-19: A (68%) 2017-18: B (60%)
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	N/A
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Sunset Park Elementary School

10235 SW 84TH ST, Miami, FL 33173

<http://sunsetpark.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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<https://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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 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 the Math Liaison at Sunset Park Elementary. She attends the district provided Math PD's and assists the teachers with their core Math instruction. Mrs. Fernandez also participates in Math data collection, and assists with placement of students in the intervention programs. Mrs. Fernandez supports the teachers with their groups/resources/ courses within the Math program.
Lopez, Lissette	Other	Mrs. Lopez provides information about Science instruction, and participates in student Science data collection. She also delivers Tier 1 instruction/ intervention, collaborates with other Science teachers to develop and implement rigorous Science instruction.
Huergo-Jones, Isabel	Teacher, K-12	Mrs. Huergo-Jones provides assistance to ELA teachers about core instruction, participates in ELA student data collection, delivers Tier1 instruction and Reading interventions. Mrs. Huergo-Jones also collaborates with other teachers to develop and implement Tier 2 interventions and strategies.
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 that 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

Name	Position Title	Job Duties and Responsibilities
		information. She ensures that all teacher professional needs are met and makes sure our teachers are informed about the Title I program.

Demographic Information

Principal start date

Thursday 6/19/2014, Wendy Hernandez S

Number of teachers with a 2022 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.*

14

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

397

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	53	60	67	77	69	57	0	0	0	0	0	0	0	383
Attendance below 90 percent	0	8	6	6	5	1	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	0	2	2	0	0	0	0	0	0	0	7
Course failure in Math	0	2	2	2	2	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	10	12	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	7	11	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	2	4	9	14	12	0	0	0	0	0	0	0	41

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	8	8	0	0	0	0	0	0	0	21

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 8/25/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	62%	56%				76%	62%	57%
ELA Learning Gains	66%						68%	62%	58%
ELA Lowest 25th Percentile	47%						57%	58%	53%
Math Achievement	68%	58%	50%				75%	69%	63%
Math Learning Gains	77%						80%	66%	62%
Math Lowest 25th Percentile	62%						64%	55%	51%
Science Achievement	59%	64%	59%				56%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	60%	15%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-75%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	69%	69%	0%	64%	5%
Cohort Comparison		-71%				
05	2022					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	45	52	25	39	61	54	46				
ELL	59	63	53	60	69	58	39				
HSP	71	64	47	66	77	61	57				
WHT	100			90							
FRL	71	62	48	66	79	74	58				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	95
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the 2022 Reading FSA data, there was a 3 point drop in proficiency from the 2019 FSA results. Students, overall, went from 76% of the students scoring at a level 3-5 in Reading to 73% of the students scoring at a level 3-5. Based on the 2022 Math FSA data, there was a 3 point drop in proficiency. Students overall, went from 71% of the students scoring at at a level 3-5 in Math to 68% of the students scoring at a level 3-5.

Based on the FSA Demographic Subgroup Performance Data, the White (WHT) subgroup showed the highest percent proficient in ELA & Math, in comparison to other subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 FSA data, there was a 3 point drop in ELA proficiency in 3-5th grade. 76% of the students scored proficient on the 2019 ELA FSA. In 2022, 73% of the students scored proficiency on the 2022 ELA FSA.

Based on the FSA Demographic Subgroup Performance ELA data, the ELL subgroup showed the greatest need for improvement, scoring at 60 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 use of differentiated instruction in the classroom. In order to address this need, differentiated instruction will be used with fidelity by all classroom teachers. All ELL students will have access to individualized instruction according to their needs. The use of differentiated instruction will improve student ELA proficiency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on progress monitoring and FSA Demographic Subgroup Performance Math Data, the white (WHT) subgroup students showed the most improvement in proficiency. The WHT subgroup scored 90 percent proficient in overall proficiency, which was the highest 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- WHT subgroup percent proficient increase was due to the individualized instruction the students received. The WHT subgroup 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, standards-based instruction, 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 the faculty meetings, the members of the leadership team will share successful practices. On designated professional development dates, Wendy Hernandez and Maricarmen Abreu, the school administrators, will provide opportunities to participate on-site professional development for planning, instruction, and data analysis.

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

The School Administrators, Wendy Hernandez and Maricarmen Abreu, 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 70% of the 4th grade students are proficient in ELA and 77% of the 5th grade students are proficient in ELA. The 2019 FSA proficiency data shows 76% of the 4th grade students are proficient in ELA and 65% of the 5th grade students are proficient in ELA. Based on the data, differentiation has been proven to be effective in 5th grade. We will focus on differentiation in the classrooms to address the needs of the school.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation instruction, an additional 5% of the the grades 3-5 student population will score at grade level or above in in the area of ELA by 2022-2023 state assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct walkthroughs to ensure the teachers/interventionists are implementing differentiation instruction with fidelity. The increase in differentiation will assist the ELA teachers in targeting the students' individual needs. The ELA teachers will meet with administration quarterly to adjust the student differentiation based on the results from iReady and Progress Monitoring data.

Person responsible for monitoring outcome:

Wendy Hernandez (whernandez@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiation, our school will focus on the evidenced-based strategy of: Differentiation. Differentiation will assist the students to achieve proficiency in the subject of ELA by targeting their individual areas of weakness.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will make adjustments to their instruction, plans, and instruction as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- Administration will develop a plan for differentiated instruction through the use of the federally funded reading grant to occur within classroom instructional time. As a result, students will receive the necessary support to increase ELA proficiency.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/22-10/14- Administration will conduct on-going walkthroughs to ensure teachers are using differentiation instruction with fidelity. As a result, student ELA progress monitoring scores will increase.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/22-10/14- Administration and members of the Leadership Team will provide professional development on differentiated instruction strategies. As a result, teachers will have the necessary tools to have successful differentiated groups.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/22-10/14- Teachers will meet as grade levels to discuss best practices for differentiated instruction. As a result, teachers will gain ideas to use within their classroom instruction to increase ELA proficiency.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

10/31-12/16- Administration will have data chats with the teachers to discuss student data. As a result, teachers will change their differentiated groups as needed.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

10/31-12/16- Administration will give teachers samples of differentiated instruction activities. As a result, the teachers will have a variety of tools to use with their differentiated groups.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 64% of the 4th grade students are proficient in Mathematics, 69% of the 5th grade students are proficient in Mathematics. The 2019 FSA proficiency data shows 69% of the 4th grade students are proficient in Mathematics, 73% of the 5th grade students are proficient in Mathematics. Based on the data, collaborative planning has proven to be effective in 5th grade. The teachers in grades 3-5, will focus on collaborative planning to address this need.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of collaborative planning, an additional 5% of the students in grades 3-5 will score at grade level or above in the area of Mathematics by 2022-2023 state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will monitor the weekly collaborative planning with teachers and interventionists. The increase in collaboration will assist the Mathematics teachers in planning for individualized instruction for their students. The Mathematics teachers will plan collaboratively by grade level and subject as well as share best practices to increase student engagement and focus on the students' individual learning styles.

Person responsible for monitoring outcome:

Maricarmen Abreu (mariabreu@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Collaborative planning, our school will focus on the evidenced-based strategy of: Standards Based Collaborative Planning. Teachers will plan collaboratively during their planning time and/or after school, to ensure that the Mathematics lessons are standard aligned quality. The collaboration will improve planning, teacher discussions, and shared practices, which will increase student proficiency.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Collaborative planning will positively impact student learning across all grade levels. During collaborative planning, teachers will reflect on current practices and make changes accordingly. Teachers will use Schoology, textbooks, curriculum resources provided by the district, and pacing guides.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- 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 Maricarmen Abreu (mariabreu@dadeschools.net)

8/22-10/14- Administration will conduct on-going monitoring of the collaborative planning sessions. This will ensure that all teachers are planning collaboratively.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

8/22-10/14- Administration and teachers will identify students that need support by reviewing the PM1 data. As a result, the targeted students will receive additional support to increase their Math scores.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

8/22-10/14- Teachers will plan and develop lessons during collaborative planning that will be shared with others as best practices. As a result, best practices can be shared during faculty meetings and/or during grade level meetings.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

10/31-12/16- Teachers will collaborate with each other to discuss grade-level instructional strengths and weaknesses. As a result of the collaborations, the grade level members will have the necessary tools to meet all student needs.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

10/31-12/16- Administration and teachers will ensure increased parental involvement at Sunset Park Elementary. As a result of this collaboration, with parents and community members, students will have a more successful educational experience.

Person Responsible Maricarmen Abreu (mariabreu@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a Leadership team, we decided to focus on Specific Teacher Feedback/Walkthroughs to address the critical needs within our school. The 2022 School Climate data reveals that 38% of the staff believes the principal is supportive of the teachers. To increase percentage, we selected Specific Teacher Feedback/Walkthroughs because it will increase the collaboration and constant feedback between the administration and the teachers.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Specific Teacher Feedback/Walkthroughs, our teachers will be provided with the weekly opportunity to interact formally and informally with the principal. This interaction will occur during classroom walk-throughs, data chats, grade level meetings, and one-on-one meetings to ensure the teachers feel supported. The percentage of teachers feeling supported by the principal will increase by at least 40% during the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

With the implementation of Specific Teacher Feedback/Walkthroughs, an additional 40% of the staff will agree with the statement that the principal is supportive of the teachers by the end of the 2022-2023 school year.

Person

responsible for monitoring outcome:

Wendy Hernandez (whernandez@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Teacher Feedback/Walkthroughs, at Sunset Park Elementary we will focus on the evidence-based strategy of: Peer Observations. The Administration will create a calendar with specific dates/times in which they will observe the teachers' lesson or part of a lesson, in order to gain better understanding of the teachers teaching style. The hope is this will increase teacher support, since the administration will ensure overall understanding of his/her classroom instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We decided to focus on Specific Teacher Feedback/Walkthroughs to address the critical needs within our school. The data reveals only 38% of the staff believes the principal is supportive. To increase this percentage, we selected specific teacher feedback/walkthroughs because it will assist with the more consist informal and formal interaction with the principal.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- Administrators will conduct classroom walkthroughs on a regular basis. As a result, administration will have the opportunity to observe the teachers during different periods of the school day.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/22-10/14- Following the walkthrough, the administrators will have informal chats with teachers. As a result, administration will quickly discuss positives and areas needing improvement observed.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/22-10/14- Teachers will ensure and implement the recommendations from the administrators based on the walkthrough. As a result, administration will ensure the teachers are addressing all necessary areas of concern.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

8/22-10/14- Teachers will review their student data with administration to ensure they are receiving appropriate support for their individual student needs. As a result, teachers will feel that the administration is supporting their educational practices.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

10/31-12/16- Administration will allow time for teachers to observe other peers during classroom instruction. As a result of these peer observations, teachers will be able to take best practices back to their own classrooms.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

10/31-12/16- Teachers will be encouraged to take professional development in their subject areas. As a result, teachers will feel empowered to teach their subject area classes.

Person Responsible Wendy Hernandez (whernandez@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey feedback from the staff, 53% of the teachers feel that the staff morale is high at our school, in comparison to 83% during the 2020-2021 School Climate Survey. This indicates a decrease of 30 percentage points. This data indicates that there is a critical need to increase staff morale.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Empowering Teachers and Staff, our staff morale will increase 40 percentage points in the 2022-2023 School Climate Survey by June 2023.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

An activities committee will plan activities outside of school so that teachers can meet with one another and with administrators to build relationships. Faculty meetings will begin with a "Brag time", in which the staff members will have an opportunity to share a personal high. The leadership team will survey teachers on initiatives they would like to have implemented at the school. The purpose of these initiatives would be for teachers to feel empowered to lead a variety of activities for the staff.

Person responsible for monitoring outcome:

Wendy Hernandez (whernandez@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Area of Focus of Positive Culture and Environment, our school will focus on Empowering Teachers and Staff to ensure that the teachers at Sunset Park Elementary feel they have a voice and can participate in school-wide decisions.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We want to empower teachers in our school by involving them in school-wide decisions. This should make the teachers feel more supported, since they will have an input in their instructional and non-instructional related decisions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- The Activities committee will plan monthly social events to boost staff morale. As a result, teachers will have the opportunity to create a more personal bond.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

8/22-10/14- The Leadership team will plan topics of discussion to be talked about during the first 5 minutes of the faculty meetings. As a result, teachers will be able to share and learn from each other.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

8/22-10/14- Administration will surprise teachers throughout the month with small tokens of appreciation. As a result, teachers will feel more appreciated by administration.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

8/22-10/14- A staff member of the week will be highlighted on the school's social media page. As a result, community members will be able to see all of the amazing staff member's at Sunset Park Elementary.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

10/31-12/16- Administration will leave "surprise" notes on teachers desks. As a result, teachers will feel more valued within in their classroom environment.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

10/31-12/16- Teachers will enter a monthly raffle. As a result, select teachers will receive a special token of appreciation from administration.

Person Responsible Dina Sowers (dsowers@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 including the following: STEM curriculum activities (i.e.-Math & Science Night),

Community classes, Parents/Grandparents 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 Success, and attendance recognition. Students at Sunset Park Elementary are exposed to a multicultural curriculum which exposes them to a variety of cultures and beliefs.

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

The basis of the school culture at Sunset Park Elementary is positive relationships. Administrators oversee planning of events such as Grandparents Day, Fall Festival, STEM Nights, Spring Fling, etc. All of these events and more encourage the positive relationships between the community and the school. The teachers at Sunset Park Elementary also create positive relationships with their parents, by including them in daily classroom activities with pictures/videos sent via Class Dojo. The students are also able to build relationships between community members by interacting with the students from FIU through the FIU teach program. They also interact with different entities such as Deering Estates via school field trips. Parents are responsible for reinforcing the positive school culture at home and bringing a diversity of thought to the school building by participating as volunteers at the school. Our Community Specialist, holds monthly meeting with the parents through the Parent Academy about a variety of topics relevant to our community. The Community Specialist also fosters the schools' relationship with the Dade Partners, such as Publix and Starbucks. All stakeholders working together, create the positive school culture and environment necessary for the school to continue to thrive.