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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: 7/15/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	18%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (88%) 2018-19: A (88%) 2017-18: 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	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.

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Sunset Elementary School

5120 SW 72ND ST, Miami, FL 33143

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>18%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>76%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

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
Alvarez-Arison, Ana	Principal	<p>As principal of the school, Ms. Alvarez-Arison provides and communicates a common vision, ensures the safety and security of all students, oversees the general day-to-day operations of the school, manages the school's budget, and ensures the implementation of a rigorous academic program that follows district and state policies and guidelines. Ms. Alvarez-Arison promotes data-driven decision-making and plans for the strategic direction of the school. She establishes a schoolwide commitment to high standards and the success of all students. As principal, she communicates with and encourages the participation of all stakeholders, builds capacity, and develops leadership in others. Furthermore, Ms. Alvarez-Arison supports all aspects of the MTSS/Rtl process, student assessment, and data collection. She monitors student progress, participates in data analysis for various purposes, and ensures appropriate measures are taken to meet the individual needs of all students.</p>
Hurtado, Yusimi	Assistant Principal	<p>As assistant principal, Ms. Yusimi Hurtado assists the principal in carrying out the vision and functions of the school, including implementing policies and procedures related to curriculum and instruction, the school organization, facilities, and student management. Ms. Hurtado ensures ESOL compliance, oversees the SIP process, develops schedules, monitors class-size, attendance, and transportation. Additionally, she collaborates with the foreign language departments and Grades 3-5 teachers to oversee curriculum and instruction. Ms. Hurtado conducts student and parent conferences related to student progress and behavior. Furthermore, Ms. Hurtado supports all aspects of MTSS/Rtl program, participates in data analysis for the purpose of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.</p>
Menendez, Marisa	Assistant Principal	<p>As assistant principal, Ms. Menendez assists the principal in carrying out the vision and functions of the school, including implementing policies and procedures related to curriculum and instruction, the school organization, and student management. Ms. Menendez serves as the school's LEA, coordinates student services, and ensures compliance with IEPs, 504 plans, and Gifted. She oversees textbook distribution and inventory, coordinates professional development with the PLST, and serves as the School Assessment Coordinator. Additionally, Ms. Menendez collaborates with the special areas department and Grades Pre-K through 2 to implement curriculum and instruction. She conducts student and parent conferences related to student progress and behavior. Furthermore, Ms. Menendez oversees matters related to emergency procedures and supports all aspects of MTSS/Rtl process, data analysis for the purposes of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.</p>
Liliana, Piedra	ELL Compliance Specialist	<p>Ms. Piedra ensures ESOL compliance for all ELL students. She monitors ELL students, collaborates with their teachers to ensure the students are</p>

Name	Position Title	Job Duties and Responsibilities
		<p>receiving the proper services, and assists with all assessments related to ESOL. Ms. Piedra also collaborates with the administration in the development of the School Improvement Process.</p>
<p>Aguero, Andres</p>	<p>Teacher, ESE</p>	<p>Mr. Andres Aguero supports students and teachers in ensuring that students with IEPs receive the appropriate accommodations and services. As the school's ESE coordinator, Mr. Aguero assists teachers in assessing students' abilities to craft plans, adapting learning materials to students' needs, monitors behavioral patterns, and arranges appropriate interventions as needed. He also assists in making data-driven decisions, supports the development and implementation of the MTSS/RtI process, and works with classroom teachers in all aspects of the inclusion program.</p>
<p>Pujol Burns, Tere</p>	<p>Magnet Coordinator</p>	<p>As the school's magnet lead teacher, Ms. Pujol-Burns assists with recruitment, the magnet application process, enrollment, and scheduling process for all magnet students and provides instructional leadership in the design, development and implementation of the school's foreign language magnet curriculum. Ms. Pujol-Burns also oversees the volunteer program at the school.</p>
<p>Portela, Raquel</p>	<p>Instructional Media</p>	<p>As the Media Specialist, Ms. Portela oversees the operation of the school's Media Center and serves as the school's literacy leader. Ms. Portela also manages the Accelerated Reader program for the school and assists teachers with technology-related issues.</p>
<p>Diaz-Brown, Marlem</p>	<p>Reading Coach</p>	<p>In addition to classroom responsibilities, Ms. Diaz-Brown serves as the school's reading liaison and the Grade 4 chairperson. As reading liaison, she participates in professional development opportunities in the area of reading, collaborates with grade level chairs to determine strategies that will have the greatest impact on student achievement, and provides support and mentors colleagues. Furthermore, Ms. Diaz-Brown supports all aspects of MTSS/RtI process, participates in data analysis for the purposes of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.</p>
<p>Hoyo, Cristina</p>	<p>Math Coach</p>	<p>In addition to classroom responsibilities, Ms. Hoyo serves as the school's mathematics liaison. As mathematics liaison, Ms. Hoyo participates in professional development opportunities in the area of mathematics, collaborates with grade level chairs to determine strategies that will have the greatest impact on student achievement, and provides support and mentors colleagues. Furthermore, Ms. Hoyo supports all aspects of MTSS/RtI program, participates in data analysis for the purpose of identifying Tier 2 and Tier 3 students, monitors student progress, and participates in the student assessment and data collection process.</p>

Name	Position Title	Job Duties and Responsibilities
Ramirez, Lissette	Science Coach	In addition to classroom responsibilities, Ms. Ramirez serves as the school's science liaison. As science liaison, Ms. Ramirez participates in professional development opportunities in the area of science, collaborates with grade level chairs to determine strategies that will have the greatest impact on student achievement and provides support and mentors colleagues. Ms. Ramirez also serves as the school's mindfulness practices liaison.
Llanes, Patricia	School Counselor	Ms. Llanes serves as the school's guidance counselor, providing students and teachers with behavioral and social-emotional support. As counselor, she provides individual and small group counseling, as needed, and promotes the academic and social-emotional growth of all students. Ms. Llanes implements the Values Matter curriculum and assists the school's LEA with the Gifted process. Finally, Ms. Llanes assists in the implementation of the MTSS/Rtl process.
Trujillo, Lourdes	Teacher, K-12	In addition to classroom responsibilities, Ms. Trujillo represents kindergarten teachers and students as the grade level chair.
Lopez, Jennette	Teacher, K-12	In addition to classroom responsibilities, Ms. Lopez serves Grade 1 teachers and students as the grade level chair.
Silver, Melissa	Teacher, K-12	In addition to classroom responsibilities, Ms. Silver represents Grade 2 teachers and students as the grade level chair.
Boullon, Christina	Teacher, K-12	In addition to classroom responsibilities, Ms. Boullon represents Grade 3 teachers and students as the grade level chair. She is also the Gradebook Manager for the school.
Diaz, Martha	Teacher, K-12	In addition to classroom responsibilities, Ms. Diaz participates in the Professional Learning Support Team (PLST) as the Instructional Content Liaison. Ms. Diaz also represents Grade 5 teachers and students as the grade level chair. She is also the Women's History Advocate for the school.
Llano, Virginie	Teacher, K-12	In addition to classroom responsibilities, Ms. Llano serves as the department chairperson for the French foreign language magnet program.
Riedel, Gabriele	Teacher, K-12	In addition to classroom responsibilities, Ms. Riedel serves as the department chairperson for the German foreign language magnet program.
Schuler-Lopez, Susan	Teacher, K-12	In addition to classroom responsibilities, Ms. Schuler-Lopez serves as the department chairperson for the Spanish foreign language magnet program.

Name	Position Title	Job Duties and Responsibilities
Noy, Vivian	Teacher, K-12	In addition to classroom responsibilities, Ms. Noy participates in the school's PLST and plans professional development for the school based on the school's needs assessment survey and School Improvement Process.
Horak de Mur, Karen	Teacher, K-12	In addition to classroom responsibilities, Ms. Mur participates in the PLST team as the Technology Innovator.

Demographic Information

Principal start date

Friday 7/15/2022, Ana Alvarez Arimon C

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.*

9

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.*

12

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,187

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

10

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

3

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	204	185	192	196	208	158	0	0	0	0	0	0	0	1143
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	1	0	1	5	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	4	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	4	6	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	1	1	6	4	8	0	0	0	0	0	0	0	20

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	1	0	2	1	7	0	0	0	0	0	0	0	11

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	1	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/22/2022

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	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	

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	204	185	192	196	208	158	0	0	0	0	0	0	0	1143
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	2	0	0	1	5	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	5	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	6	1	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	2	3	7	8	2	0	0	0	0	0	0	0	22

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	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	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	94%	62%	56%				95%	62%	57%
ELA Learning Gains	86%						84%	62%	58%
ELA Lowest 25th Percentile	85%						90%	58%	53%
Math Achievement	90%	58%	50%				95%	69%	63%
Math Learning Gains	86%						80%	66%	62%
Math Lowest 25th Percentile	86%						85%	55%	51%
Science Achievement	92%	64%	59%				88%	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	94%	60%	34%	58%	36%
Cohort Comparison		0%				
04	2022					
	2019	95%	64%	31%	58%	37%
Cohort Comparison		-94%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	92%	60%	32%	56%	36%
Cohort Comparison		-95%				

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	92%	67%	25%	62%	30%
Cohort Comparison		0%				
04	2022					
	2019	95%	69%	26%	64%	31%
Cohort Comparison		-92%				
05	2022					
	2019	96%	65%	31%	60%	36%
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	87%	53%	34%	53%	34%
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	67	69	64	50	69	60					
ELL	88	87	87	74	82	76	69				
ASN	100	82		100	90						
BLK	75			73							
HSP	94	87	89	90	86	92	90				
MUL	88			88							
WHT	96	88	81	91	83	58	95				
FRL	88	82	77	82	87	93	80				

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				

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	87
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	79
Total Points Earned for the Federal Index	698
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
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	80
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	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	74
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	89
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	88
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	85
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	84
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?

2022 data findings indicate an improvement in schoolwide Math performance. Schoolwide Math proficiency was 94% in 2019, decreased to 83% in 2021, and improved to 90% in 2022, a 7 percentage point increase from 2021 to 2022. Math learning gains also increased from 67% in 2021 to 86% in 2022, a 9 percentage point increase. Math L25 proficiency data increased from 63% in 2021 to 84% in 2022, a 21 percentage point increase.

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

Although there were significant increases in schoolwide Math proficiency, Math continues to lag behind ELA, indicated by 90% proficiency in Math in 2022 compared to 94% proficiency in ELA in 2022. Therefore, Math proficiency continues to be the area with the greatest need for improvement.

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 main contributing factor to this need for improvement is that based on 2022 Spring FSA data, there is a 4 percentage point difference between ELA and Math proficiency. Based on state assessment data, school leadership will focus on instructional delivery practices and targeted instruction to meet students' individual needs. Sharing of data and collaborative planning between core content and foreign language teachers will allow for more in-depth teaching and learning.

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

Based on the 2022 Spring FSA data, the component that showed the most improvement was Math proficiency for the L25 with a 21 percentage point increase from 63% in 2021 to 84% in 2022.

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

Contributing factors to the increased Math proficiency for the L25 included before-school, targeted Math instruction/tutoring provided by classroom teachers and additional tutoring provided by education students from the University of Miami, a community partner. An additional contributing factor was teacher-led, individualized student data chats and goal-setting conducted with students after each progress monitoring window.

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

To accelerate learning in Math, several strategies will be implemented. Administrators and the school leadership team will conduct teacher data chats to identify learning gaps and opportunities for enrichment. Teachers will conduct individualized student data chats. Teachers will implement before-school targeted instruction/tutoring for remediation and enrichment purposes based on student needs. Core content teachers and foreign language teachers will participate in collaboration sessions to review student data and strategize. University of Miami education students will provide targeted, after school math tutoring to L25.

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 2022-2023 school year, school faculty will participate in professional development to explore and strategize for the implementation of the Math B.E.S.T. standards and instructional practices that correlate with the standards. Faculty will also participate in professional development related to Schoology, the use of the new Math textbook series, Gizmos, iXL, i-Ready, and Discovery Education.

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

Additional services that will be implemented to ensure sustainability of improvement include a partnership with the University of Miami where students will provide targeted Math tutoring and parent workshops to improve Math student achievement.

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 B.E.S.T. Standards

Area of Focus Description and Rationale: Based on the Spring 2022 FSA Math assessment, 90% of students in Grades 3-5 demonstrated proficiency, an increase of 7 percentage points from the Spring 2021 assessment, but a decrease of 4 percentage points from 2019. Therefore, Mathematics continues to be an area of focus.

Include a rationale that explains how it was identified as a critical need from the data reviewed. To ensure a schoolwide improvement in Math proficiency, teachers will receive professional development in the B.E.S.T. standards and the correlation to the new Math textbook. Before-school targeted remediation and enrichment tutoring will be offered to identified students by core subject teachers as well as after-school tutoring to the L25 students by University of Miami education students. Data sharing and collaboration sessions between core subject and foreign language teachers will be facilitated by the leadership team and "data experts" from within each grade level. The purpose of the data collaboration sessions is to develop targeted instructional practices based on the B.E.S.T. standards.

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

If we successfully implement data collaboration sessions, targeted remediation and enrichment tutoring, and additional technology resources to supplement instructional practices by 10/14/22, we will increase schoolwide Math proficiency by 5 percentage points as demonstrated in the F.A.S.T. PM1 results.

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

The area of focus will be monitored through administrative walkthroughs and formal observations. The PLST team will work with administration to develop and deliver a professional development plan for the school that includes B.E.S.T. standards, effective and engaging instructional practices, the use of the new Math textbook, and supplemental technology resources. The administration will work with faculty to develop, implement, and monitor the remediation and enrichment tutoring provided by teachers as well as the University of Miami education students. Finally, administration will build capacity by developing "data experts" within and monitor the data collaboration meetings by attending the meetings and providing support.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented

The evidence-based strategy being implemented for this area of focus is Standards-Based Collaborative Planning. This will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Collaboration during professional development sessions and data sharing sessions will promote learning, insight, and constructive feedback among colleagues that will ultimately result in improved student performance and achievement.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

The strategy of Standards-Based Collaborative Planning was selected for faculty to become well informed with the new B.E.S.T. standards. Data sharing sessions and collaborative planning will lead to data driven, targeted instruction in the classrooms as well as the tutoring sessions.

Describe the resources/ criteria used for selecting this strategy.

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.

08/31/22 - 10/14/22: The PLST will develop and deliver a professional development plan that addresses the new B.E.S.T. standards, use of the new Math series, and technology resources that supplement classroom instruction. As a result, teachers will effectively implement the new B.E.S.T. standards.

Person Responsible Marisa Menendez (mamenendez@dadeschools.net)

08/31/22 - 10/14/22: Core subject and foreign language teachers will meet to share and review data and collaborate in developing strategies for instruction to target student individual needs. As a result, core subjects and foreign language teachers will target individual student needs based on data.

Person Responsible Yusimi Hurtado (yhurtado@dadeschools.net)

08/31/22 - 10/14/22: Organize before-school targeted remediation and enrichment tutoring. As a result, student proficiency will increase.

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

08/31/22 - 10/14/22: Organize targeted tutoring with the L25 students with the University of Miami education students. As a result, the L25 students will have improved proficiency.

Person Responsible Piedra Liliana (lpiedra@dadeschools.net)

10/31/22 - 12/16/22: The PLST will expand on the current professional development plan and deliver a professional development on the effective implementation of the new Math series, Big Ideas, and all its components. As a result, teachers will address Math B.E.S.T. standards and students' individual needs.

Person Responsible Marisa Menendez (mamenendez@dadeschools.net)

10/31/22 - 12/16/22: The leadership team will provide a series of data usage tutorials at faculty/best practices meetings. As a result, teachers will access and use the data to guide and tailor instruction to address B.E.S.T. standards and students' individual needs.

Person Responsible Yusimi Hurtado (yhurtado@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on Spring 2022 Math i-Ready AP3 data, 71% of Grade 3 students, 80% of Grade 4 students, and 78% of Grade 5 students, scored at mid or above grade level. Although an increase from Spring 2021 data with 70% Grade 3, 75% Grade 4, and 74% Grade 5, the 2022 data reflects a gap in the preparation of students for the following grade level.

Include a rationale that explains how it was identified as a critical need from the data reviewed. To address the gap presented by the data, the school will provide professional development and implement the use of supplemental technological instructional resources to supplement classroom instructional practices. The technology resources include, but are not limited to, i-Ready, Reflex Math, IXL, and Gizmos. The school will conduct quarterly teacher data chats with administration and the leadership team. Teachers will also conduct individual student data chats with students after each F.A.S.T. progress monitoring window and i-Ready AP window to review the data with the teachers and students. Finally, following professional development, teachers will implement effective and engaging instructional practices in the classroom such as hands-on experiences, the use of manipulatives, real-world math connections, and opportunities for students to use metacognition and share their thinking.

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

If the school successfully implements collaborative data chats, supplemental technology resources, and expands the use of effective and engaging instructional practices, then the percentage of students scoring at proficiency or above grade level for the PM3, will increase by 5 percentage points.

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

The leadership team will conduct quarterly data chats with teachers to review all available student data, including F.A.S.T. progress monitoring, i-Ready, and student performance on classroom formative and summative assessments. The administration will conduct walkthroughs during student data chat sessions and attend grade level meetings for debriefing of student data chat conversations. The administration will conduct walkthroughs and formal classroom observations to monitor instructional delivery and student engagement. The administration will monitor usage of technology-related programs.

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

Evidence-based Strategy: Describe the evidence-based

The evidence-based strategy being implemented for the area of focus is student engagement. Through student engagement, teachers will capture students' attention, curiosity, and interest in learning using a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies.

strategy being implemented for this Area of Focus.

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

The evidence-based strategy of student engagement was selected because it is the most effective and comprehensive approach to motivate students, ensure learning, and improve student performance and achievement. Student engagement directly impacts academic, intellectual, and social-emotional growth.

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.

08/31/22 - 10/14/22: The PLST will plan and implement professional development that includes the effective use of various technological instructional resources such as i-Ready, Reflex Math, IXL, and Gizmos. As a result, teachers will be able to utilize the resources available to differentiate classroom instruction.

Person Responsible Marisa Menendez (mamenendez@dadeschools.net)

08/31/22- 10/14/22: The leadership and administrative teams will conduct quarterly data chats with teachers to review student data and strategize for improved student performance. As a result, teachers will use the data to implement targeted instruction.

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

08/31/22 - 10/14/22: Teachers will conduct individual student data chats following each F.A.S.T. progress monitoring and i-Ready window to develop student self-awareness of progress and setting goals. As a result, students will develop ownership of their progress.

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

08/31/22 - 10/14/22: Through collaborative planning sessions and sharing of best practices, teachers will implement effective and engaging instructional practices in the classroom. As a result, lesson plans and instructional delivery will reflect the use of engaging instructional practices in the classroom.

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

10/31/22 - 12/16/22: The PLST will expand on the professional development plan to include professional development on differentiated instruction during faculty/best practices meetings. As a result, teachers will apply differentiated instruction strategies in the classroom to engage students based on their needs.

Person Responsible Marisa Menendez (mamenendez@dadeschools.net)

10/31/22 - 12/16/22: Best practices using the new math series, Big Ideas, and its instructional resources will be shared during grade level meetings. As a result, teachers will maximize the use of the new Math series resources to engage students and promote learning.

Person Responsible Ana Alvarez-Arison (anaalvarez-arison@dadeschools.net)

#3. Positive Culture and Environment specifically relating to 31/22 Social and Emotional Learning (SEL)

**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 2021-22 School Climate Survey, feedback from staff indicated that 84% of teachers agreed or strongly agreed that they often felt overloaded in their job, in comparison to 67% during the 2020-21 school year. This increase of 17 percentage points indicates that there is a critical need to provide additional SEL support for faculty and staff.

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

If we successfully implement opportunities for faculty and staff to decompress and empower them with strategies to balance their responsibilities, then we will decrease the number of staff members who feel overloaded by 20 percentage points, as evidenced by the 2023 School Climate Survey.

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

Administration will implement monthly check-ins with grade levels and departments to discuss how to better support staff and build capacity to balance responsibilities collectively. The leadership team will develop a midyear staff survey to gauge perceptions of their workload and responsibilities.

**Person
responsible
for
monitoring
outcome:**

Ana Alvarez-Armon (anaalvarez-arimon@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, the leadership team will gather feedback from staff through a quarterly survey and monthly grade level and department check-ins. The feedback will be used to identify ways to best support staff and build capacity to help staff balance responsibilities. School committees and teacher leader roles will be reestablished and schedules will be adjusted to better balance responsibilities among the staff. The administration will work with the PTA to coordinate quarterly activities to celebrate the staff. Mindfulness practices will be included at every staff meeting. We believe that these strategies will contribute to the social and emotional well-being of the staff.

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

Based on the School Climate Survey, the leadership team identified that our staff felt overloaded in their job. We want to use their feedback to best support our staff and build capacity to help them balance their responsibilities.

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.

08/31/22-10/14/22 - Develop a survey for teachers to write feedback regarding workload perceptions. As a result, administration will be able to identify areas for improvement.

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

08/31/22-10/14/22 - Attend grade level/department meetings to discuss how to better support staff and build capacity to balance responsibilities collectively. As a result, administration will participate in grade level/department meetings.

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

08/31/22 - 10/14/22 - Build capacity and develop stakeholder committees that include volunteers, faculty, and staff and redistribute leadership roles. As a result, the workload will be balanced for teachers and teacher leaders.

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

08/31/22 - 10/14/22 - Work with the P.T.A. to implement a team building activity for staff that also celebrates staff and provides an opportunity for a mindfulness activity. As a result, staff morale will be positively impacted.

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

10/31/22 - 12/16/22: Include mindfulness activities in faculty meetings. As a result, teachers will better manage the feeling of being overloaded.

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

10/31/22 - 12/16/22: Implement a teacher recognition program to acknowledge teachers for the additional responsibilities they take on and their contributions to the betterment of the school. As a result, teachers will feel validated and motivated.

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

#4. Transformational Leadership specifically relating to Leadership Development

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

The 2021-2022 School Climate Survey data reveals 29% of teachers never use data or only use data annually to plan instruction. To increase this percentage, data sharing and collaboraiton meetings will be planned between core subject and foreign language teachers. This will allow core subject teachers to share progress monitoring data with the foreign language teachers who also impact student progress.

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 data sharing and collaboration sessions between core subject and foreign language teachers, then the percentage of teachers who express that they never or only annually use data to plan for instruction will decrease by at least 10 percentage points to 19% or lower on the 2023 School Climate Survey.

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

The area of focus will be monitored during the monthly grade level and department check-ins with administration and through the quarterly teacher surveys to elicit faculty feedback.

Person responsible for monitoring outcome:

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

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

The evidence-based strategy being implemented for this area of focus is Creating Mentorship and Partnerships Between Teachers. Each grade level will identify an "data expert" within the grade level who will provide expertise and support as core subject and foreign language teachers collaborate to share and analyze data to drive instruction.

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

The strategy was selected to address the lack of knowledge of data expressed by teachers in the 2022 Staff Climate Survey. The strategy will create mentorships and partnerships among teachers to support teachers in becoming more familiar with student data and the use of the data to drive instruction and improve student performance.

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.

08/31/22 - 10/14/22 - Leadership team meets with data experts within the grade levels to review data and develop strategies for data sharing and collaboration sessions. As a result, the data experts will be able to share their knowledge and expertise with other teachers.

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

08/31/22 - 10/14/22 - Data sharing and collaboration sessions between core subject and foreign language teachers take place to review student data and plan for instruction. As a result, core subject and foreign language teachers will be able to align their classroom instruction.

Person Responsible Ana Alvarez-Arison (anaalvarez-arison@dadeschools.net)

08/31/22 - 10/14/22 - Schedule monthly Leader-to-Leader meetings with the PLST and grade level and foreign language department chairs to review Power BI reports and train the teacher leaders in the use of data to drive instruction. As a result, teachers will be better able to meet students' individual needs.

Person Responsible Marisa Menendez (mamenendez@dadeschools.net)

08/31/22 - 10/14/22 - Core subject teachers will review individual student data used during student data chats with corresponding foreign language teachers to collaborate in the common implementation of appropriate strategies to address student individual needs. As a result, student proficiency will increase.

Person Responsible Ana Alvarez-Arison (anaalvarez-arison@dadeschools.net)

10/31/22 - 12/16/22: Establish time for homeroom teachers to share with foreign language teachers standards-based needs in the grade levels based on student data. As a result, foreign language teachers will be able to support the homeroom teachers in addressing the standards.

Person Responsible Ana Alvarez-Arison (anaalvarez-arison@dadeschools.net)

10/31/22 - 12/16/22: Expand data-sharing with special area teachers so that special area teachers can be aware of individual student needs. As a result, the special area teachers will be able to support the homeroom teachers in addressing student needs.

Person Responsible Ana Alvarez-Arison (anaalvarez-arison@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 Elementary prides itself in offering students a world-class education. As part of that education, the school delivers a rigorous dual language curriculum and maintains high expectations for all its students, rooted in the belief that all students are capable of growing academically, intellectually, and socially-emotionally. Students' individual needs are continually identified and addressed through data review, parent conferences, formative and summative assessments, differentiated instruction, engaging instructional delivery, and student services. The school maintains a motivated, well informed and balanced hierarchy of teams, with clear roles and responsibilities, that work together to positively impact individual students and the school learning environment as a whole. Led by the administrative team, the leadership team, grade level and department teams, faculty and staff, five parent organizations, student groups, and community partners work together to instill core values in all students and work cohesively toward the vision and

mission of the school. The school community and culture is one that is inclusive, equitable, maintains high expectations where students feel safe, secure, and respected.

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

The administrative team places student safety and student +achievement first by encouraging and supporting collaboration between all stakeholders for the betterment of all students and the school community as a whole.

The school leadership team, which includes the administrators, magnet lead teacher, counselors, ESE coordinator, ESOL Compliance Liaison, Media Specialist, and Curriculum Coaches, collaborate to support students, parents, and staff in the creation of a positive school culture and the implementation of a rigorous curriculum.

The PLST team works with the administrative and leadership teams to plan and deliver a professional development plan that addressed the learning needs of the staff and students.

The student services team, made up of the LEA, school counselors, ESE coordinator, school psychologist, mental health coordinators, staffing specialist, and other support staff, ensure students' academic and social-emotional needs are met.

Grade level and department chairs work with the faculty to review data, plan for instruction, share instructional resources and best practices, and collaborate to promote learning.

Support staff work to ensure and safe learning environment and support all stakeholders in addressing the needs of students, families, and faculty.

Parent organizations and school volunteers support the school by enhancing the learning environment and standard curriculum.

Community partners support the school community through a variety of initiatives that promote student learning beyond the classroom environment.

Students groups such as safety patrols, student council, FEA, and student ambassadors serve as role models for other students and support the school in instilling a positive school culture.