Sunset Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sunset Park Elementary School

10235 SW 84TH ST, Miami, FL 33173

http://sunsetpark.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hernandez, Wendy	Principal	Mrs. Hernandez, whernandez@dadeschools.net, 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 ELA, Math, and Science 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 and ensure differentiated instruction is occurring. Mrs. Hernandez makes sure that all stakeholders are involved with the education at Sunset Park Elementary.
Abreu, Maricarmen	Assistant Principal	Mrs. Abreu, mariabreu@dadeschools.net, conducts regular walkthroughs to ensure that students are receiving proper intervention based on their individual needs. She also ensures that lesson plans indicate differentiation and also attends grade level meetings on a weekly basis. 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, dsowers@dadeschools.net, 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 interventionist to ensure Tier 2 and Tier 3 interventions are being provided to the recommended students. Mrs. Sowers assists with the implementation of differentiated instruction across all grade levels.
Fernandez, Janine	Other	Mrs. Fernandez, janinefernandez@dadeschools.net, 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.
Huergo-Jones, Isabel	Teacher, K-12	Mrs. Huergo-Jones, ihuergojones@dadeschools.net, provides assistance to ELA teachers about core instruction, participates in ELA student data collection, delivers Tier 1 instruction and Reading interventions. Mrs. Huergo-Jones also collaborates with other teachers to develop and implement Tier 2 interventions and strategies. Mrs. Huergo-Jones is also a member of the PLST team, as the Professional Learning Growth Leader. In this role, she ensures that all professional learning needs are met.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders in the School Improvement Plan (SIP) development is a collaborative and inclusive approach to ensure the engagement and representation of all relevant parties. First, the school leadership team, initiates the planning process with school data and upcoming school goals. Then the SIP is shared with the EESAC committee, which is comprised of teachers, school staff, parents, students, and representatives from local businesses and community leaders. The EESAC meets regularly to provide input on various aspects of the SIP, such as identifying the school's strengths and weaknesses, setting goals, and outlining improvement strategies. The collected input is thoroughly analyzed and used in the development of the SIP. The plan is then reviewed, refined, and finalized with continuous input and support from stakeholders, ensuring it reflects the collective vision, needs, and priorities of the entire school community. This inclusive approach fosters a sense of ownership and commitment to the SIP, promoting a more effective and successful school improvement process.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be regularly monitored through a systematic and data-driven approach to assess its effective implementation and impact on student achievement in meeting Florida academic standards, with a particular focus on students with the greatest achievement gap. This monitoring process involves frequent data collection and analysis, evaluating progress towards goals and objectives, and identifying areas of success and areas needing improvement. The school leadership team, in collaboration with the EESAC members, will review the data and evidence regularly to gauge the plan's effectiveness. Based on these findings, the school will identify strengths to build upon and areas that require adjustments. The SIP will be revised as necessary, incorporating evidence-based practices and innovative strategies to address identified challenges and ensure continuous improvement. This process ensures that the school remains responsive to student needs and persistent in its efforts to close achievement gaps and support the academic success of all students, as mandated by educational regulations and standards.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP)

(subgroups below the federal threshold are identified with an asterisk)	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	1	6	6	5	6	6	0	0	0	30
One or more suspensions	0	0	0	1	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	5	3	0	0	0	0	0	8
Course failure in Math	0	0	3	1	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	6	15	20	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	5	8	15	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	5	28	16	18	22	0	0	0	90
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	5	9	6	14	0	0	0	35

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	7	6	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	6	6	5	1	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	0	2	2	0	0	0	7
Course failure in Math	0	2	2	2	2	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	2	10	12	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	0	7	11	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	4	9	14	12	0	0	0	41

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	1	8	8	0	0	0	21

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	6	6	5	1	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	0	2	2	0	0	0	7
Course failure in Math	0	2	2	2	2	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	2	10	12	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	0	7	11	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	4	9	14	12	0	0	0	41

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	1	8	8	0	0	0	21

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	60	53	73	62	56	66		
ELA Learning Gains				66			55		
ELA Lowest 25th Percentile				47			44		
Math Achievement*	64	66	59	68	58	50	58		
Math Learning Gains				77			49		
Math Lowest 25th Percentile				62			40		
Science Achievement*	58	58	54	59	64	59	49		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	72	63	59	55			64		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	51			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	60			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	57			
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT	95			
FRL	64			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			64			58					72
SWD	20			30			31				5	48
ELL	41			53			39				5	72
AMI												
ASN												
BLK												
HSP	61			63			53				5	73
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	55			54			48				5	74

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	73	66	47	68	77	62	59					55
SWD	45	52	25	39	61	54	46					52
ELL	59	63	53	60	69	58	39					55
AMI												
ASN												
BLK												
HSP	71	64	47	66	77	61	57					54
MUL												
PAC												
WHT	100			90								
FRL	71	62	48	66	79	74	58					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	66	55	44	58	49	40	49					64
SWD	45	36		36	36	40	8					73
ELL	55	52	46	49	28	36	26					64
AMI												
ASN												
BLK												
HSP	64	59	44	57	50	44	49					65
MUL												
PAC												
WHT	90			80								
FRL	64	52	44	56	48	43	43					66

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or
all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	56%	-7%	54%	-5%
04	2023 - Spring	56%	58%	-2%	58%	-2%
03	2023 - Spring	61%	52%	9%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	66%	63%	3%	59%	7%
04	2023 - Spring	59%	64%	-5%	61%	-2%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	50%	-2%	51%	-3%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 3-5 ELA data component showed the lowest performance, which can be attributed to the introduction of a new computer-based assessment and the presence of limited English learners. The transition to a new assessment format likely required an adjustment period for students and teachers, while the computer-based nature posed challenges for those not familiar with technology. Limited English learners may have struggled with language proficiency, affecting their comprehension and expression in ELA. Over time, performance could improve as students adapt to the new assessment, targeted support is provided for English learners, and ongoing assessment refinement takes place.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 3-5 ELA data component exhibited the greatest decline from the prior school year. This can be attributed to the implementation of new State Standards, the inclusion of a more rigorous variety of questions, and the presence of limited English learners. The adjustment to new standards and unfamiliar question types may have impacted student preparedness and performance, while limited English proficiency could have hindered comprehension and expression in ELA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 3-5th grade data component that had the greatest gap when compared to the state average was math with our school's average proficiency at 67% compared to the state average of 58%. Several factors contributed to this gap. The implementation of interventions during Spanish time provided additional focused support to students, helping them improve their math skills. The use of a variety of computer math supplemental programs offered students opportunities for extra practice and engagement. Additionally, before and after-school tutoring provided dedicated assistance to students in need. These initiatives likely played a role in boosting our school's math proficiency average. The use of targeted interventions and supplemental programs can be seen as a positive trend in addressing math proficiency and supporting students' academic growth in this area.

Which data component showed the most improvement? What new actions did your school take in this area?

The 3-5 grade math data component showed the most improvement. To support this improvement, the school implemented several new actions. These actions included increased usage of iReady Math and iXL, providing math tutoring before and after school, and incorporating math intervention during Spanish time. These measures aimed to enhance math instruction, provide additional practice and support, and address students' individual needs to promote improved performance in math.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One or two potential areas of concern in the EWS data are the presence of ELA Level 1's and 2's on the FAST 2023 Spring Assessment, indicating lower proficiency levels in English language arts, and the number of students with substantial reading deficiencies due to language barriers or lack of foundational skills. Targeted interventions, differentiated instruction, and language support are necessary to address these concerns and improve the ELA performance and reading abilities of the identified students, promoting their overall academic growth and success.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for school improvement in the upcoming school year are to increase 3-5 ELA performance through individualized instruction, rigorous questions with the new ELA state standards, and enhance 3-5 grade ELA interventions. Providing personalized instruction tailored to students' needs can help address individual skill gaps and improve overall ELA performance. Aligning assessment questions with rigorous standards ensures accurate measurement of proficiency and promotes critical thinking.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST ELA PM3 data, 64% of the students in grades 3-5 scored proficient in ELA compared to the 2022 FSA in which the students in grades 3-5 scored 73% proficient. Based on the data and the identified contributing factors, there was a high number of Level 1 and 2 ESOL students and student readiness levels limited abilities to master grade level tasks. We will implement the Targeted Element of Differentiated Instruction.

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

With the implementation of differentiated instruction, an additional 5% of the 3-5th grade students will score at grade level or above in the area of ELA on the 2023-2024 state assessment by June 2024.

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

The administrators, W. Hernandez and M. Abreu, will conduct quarterly data chats, adjust intervention groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation. Data analysis of formative assessments will be reviewed monthly to observe progress. Data will also be analyzed during leadership team meetings to ensure students are demonstrating growth. If not, extended learning opportunities will be provided to those needed extra support.

Person responsible for monitoring outcome:

Wendy Hernandez (whernandez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiated Instruction, Sunset Park Elementary will focus on the evidenced based strategy of differentiated instruction. Teachers will conduct differentiated instruction during their ELA block to ensure that individual student needs are being met. Students will show evidence of growth through their work samples during differentiation and bi weekly assessments.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of the evidence based strategy of Differentiated Instruction 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/29/23 Administration will work with teachers to develop a plan for differentiated instruction during ELA classroom instructional time. As a result, students will receive the necessary support to increase ELA proficiency.

Person Responsible: Wendy Hernandez (whernandez@dadeschools.net)

By When: 8/14/2023-9/29/2023

08/14/23-09/29/23 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)

By When: 8/14/2023-9/29/2023

08/14/23-09/29/23 Teachers will meet within their 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)

By When: 8/14/2023-9/29/2023

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 NGSSS Science Assessment, 58% of the 5th grade students scored proficient, in comparison to the 2022 NGSS Science Assessment where the 5th grade students scored 59% proficient. Based on the data and identified contributing factors of the Fair Game Benchmarks, we will ensure teachers are planning collaboratively.

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 5th grade students will score at grade level or above in the 2024 NGSSS Science Assessment.

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

Administration will monitor the weekly collaborative planning meetings with teachers. The increase in collaboration will assist the science teachers in planning for the science labs. The science teachers will plan collaboratively using the MDCPS science pacing guides to increase student engagement in science content.

Person responsible for monitoring outcome:

Wendy Hernandez (whernandez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 science lessons are standard aligned quality. The collaboration will improve planning, teacher discussions, and shared practices, which will increase student proficiency.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collaborative planning will positively impact student learning in the area of science. During collaborative planning, teachers will reflect on current practices and make changes accordingly. Teachers will use Schoology, STEM 4.0 labs, MDCPS science pacing guides; all provided by the district to ensure an increase in student science scores.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/29/23 Administration will develop a plan for collaborative planning sessions for all the science teachers. As a result, this plan will allow science teachers the opportunity to share and collaborate with each other.

Person Responsible: Wendy Hernandez (whernandez@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/23-09/29/23 Administration will conduct on-going monitoring of the collaborative planning sessions. As a result, this will ensure that all science teachers are planning collaboratively.

Person Responsible: Wendy Hernandez (whernandez@dadeschools.net)

By When: 08/14/2023-09/29/2023

08/14/23-09/29/23 Administration and teachers will identify students that need support by reviewing the Science Baseline Assessment data. As a result, the targeted students will receive additional support to increase their science scores.

Person Responsible: Wendy Hernandez (whernandez@dadeschools.net)

By When: 08/14/2023-09/29/2023

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey, 20% of the students indicated they do not like coming to school in comparison to the 2021-2022 School Climate Survey, in which 12% of students did not like coming to school. This indicates an increase of 8 percentage points. Based on this data and identified contributing factors of the lack of engagement in extracurricular activities, Sunset Park Elementary will implement a variety of activities throughout the school year to promote student engagement.

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

If we successfully provide Extended Learning Opportunities for all of the students at Sunset Park Elementary, the students will like coming to school and will be more engaged in their daily instruction. All students will be given the opportunity to participate in a variety of extracurricular activities. These activities will occur before or after school on a weekly basis. The percentage of students who will like school, due to participating in extra- curricular activities, will increase by the end of the 2023-2024 school year.

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

With the implementation of a variety of Extended Learning Opportunities, 85 percent of the students will like coming to school and will be engaged in their education during the 2023-2024 school year.

Person responsible for monitoring outcome:

Wendy Hernandez (whernandez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Student Engagement at Sunset Park Elementary, we will focus on Extended Learning Opportunities. The Administration and the leadership team will develop a variety of before and after school activities that will promote student engagement and encourage students to like school. By increasing the extracurricular activities, the students at Sunset Park Elementary will also feel more engaged and enjoy coming to school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We decided to focus on Extended Learning Opportunities to address the issue of students not liking school. The data reveals that only about 80% of the students like coming to school. To increase this percentage, we selected Extended Learning Opportunities because this will motivate the students to enjoy school more.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/29/23 Administration will create a Volunteer Club which will assist the school in a variety of ways to promote a positive school culture within the students. As a result, students who like to help, will enjoy coming to school.

Person Responsible: Maricarmen Abreu (mariabreu@dadeschools.net)

By When: 08/14/23-09/29/23

08/14/23-09/29/23 After school sports will be offered to all students, various days a week, to promote school positivity. As a result, students who like sports, will enjoy coming to school.

Person Responsible: Maricarmen Abreu (mariabreu@dadeschools.net)

By When: 08/14/23-09/29/23

08/14/23-09/29/23 Students will have the opportunity to participate in a Robotics club. This club will be open to students who enjoy STEM activities. This club will occur at various times during the school week. As a result, students will like to come to school since they will be participating in this club.

Person Responsible: Maricarmen Abreu (mariabreu@dadeschools.net)

By When: 08/14/23-09/29/23

#4. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 SIP Staff Attendance District/Tiered Comparison report, 58% of the teachers were absent 10.5 days or more, in comparison to 28% of the teachers being absent 10.5 days or more in 2021-2022. This indicates an increase of 30 percentage points. This data demonstrates there is a critical need to find out why teachers are missing work in excessive amounts during the school year.

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

If we successfully implement a rewards/incentive program, teachers who are absent 10.5 days or more will decrease 20 percentage points by the end of the 2023-2024 school year.

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

Administration, along with the Leadership team, will create a plan of rewards/ incentives for teachers who are not absent each month, such as rewarding teachers with gift card raffles and other treats. Administration will ensure that all teachers who are in attendance for each month receive a reward and feel incentivized to continue to come to work and not be absent.

Person responsible for monitoring outcome:
Wendy Hernandez (whernandez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Rewards/Incentives, our school will focus on creating a reward and incentive program for all teachers. Teachers will feel appreciated by their administration for being at work each month.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Rewards/Incentives will positively impact teacher attendance. Teachers will be motivated to be at work since they will receive a reward for being present.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/29/23 Administration will develop a plan to reward teachers with a small token of appreciation at the monthly faculty meeting if they had 100% attendance for the month. As a result, teachers will want to come to school on a regular basis.

Person Responsible: Dina Sowers (dsowers@dadeschools.net)

By When: 08/14/23-09/29/23

08/14/23-09/29/23 Teachers who were in attendance for the month will enter a monthly raffle for a special treat given by administration. As a result, teachers will be motivated to be in school daily.

Person Responsible: Dina Sowers (dsowers@dadeschools.net)

By When: 08/14/23- 09/29/23

08/14/23-09/29/23 All teachers who were in attendance for the month will be highlighted on the school's social media page. As a result, all stakeholders will be able to celebrate the teachers who were in attendance the entire month.

Person Responsible: Dina Sowers (dsowers@dadeschools.net)

By When: 08/14/23-09/29/23

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Sunset Park Elementary is committed to transparent and effective communication with all stakeholders involved in the school's improvement journey. To disseminate the School Improvement Plan (SIP) and SWP updates, a comprehensive and inclusive approach will be adopted. Monthly newsletters will be sent to families and students, outlining the school's objectives, strategies, and progress made towards achieving them. In addition, Sunset Park Elementary will leverage digital platforms, such as the school website (sunsetparkelementary.com) and social media (Instagram) to provide accessible and up-to-date information in multiple languages, ensuring that all parents can understand the content. Collaboration with local businesses and organizations will also be fostered through community partnerships where updates and achievements will be showcased at joint events or through dedicated communication channels. By employing these methods, Sunset Park Elementary aims to create a collaborative environment that promotes understanding, involvement, and collective commitment to the school's improvement goals.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Sunset Park Elementary is dedicated to forging strong and meaningful connections with parents, families, and community stakeholders to fully realize the school's mission, cater to student needs, and ensure parents are well-informed about their child's academic journey. Through regular parent-teacher conferences, open houses, and parent workshops, the school will provide opportunities for dialogue, feedback, and collaboration. Families are invited to our Parent Resource Center where they can access

all types of information related to their child's education. Monthly newsletters sent via email, access to the parent portal via dadeschools.net, and the school's website: sunsetparkelementary.com; will keep parents updated on their child's academic, social, and emotional growth, fostering a cohesive partnership that supports student success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Sunset Park Elementary is dedicated to enhancing the academic program by implementing a comprehensive strategy to elevate the quality and quantity of learning, particularly in the areas of ELA, Mathematics, and Science. By integrating the research based curriculum, along with research based technology programs, we aim to create a dynamic and engaging learning environment. Collaborative planning sessions will focus on innovative teaching approaches to ensure the delivery of enriched and rigorous content. In ELA, this will involve promoting critical thinking and writing skills, while in Math and Science, emphasis will be placed on problem-solving, hands-on experimentation, and application of concepts. Continuous assessment and data analysis will guide instructional adjustments, promoting student mastery and higher-order thinking skills in these subject areas.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Sunset Park Elementary is deeply committed to the holistic well-being of its students, providing a robust support framework that extends beyond academic subjects. Through a combination of counseling, school-based mental health services, specialized support programs, mentoring initiatives, the school aims to foster students' emotional, social, and personal growth. A dedicated counselor, mental health coordinator, and support staff work collaboratively to identify and address individual needs, offering a safe space for students to express themselves. Regular counseling sessions and targeted intervention programs provide personalized guidance while fostering positive relationships and self-confidence. By offering a comprehensive array of services, Sunset Park Elementary ensures that students receive the necessary support to thrive not only academically but also emotionally and socially.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Sunset Park Elementary has established a comprehensive school-wide tiered model aimed at proactively preventing and addressing problematic behaviors among students aligning with the principles of the Individuals with Disabilities Education Act (IDEA). This multi-tiered approach involves a range of targeted interventions that provide support at various levels of need. Through proactive strategies such as positive behavior interventions, the school cultivates a positive and inclusive school culture where expectations for behavior are clearly defined and consistently reinforced. Early intervening services are seamlessly coordinated with IDEA-related activities, ensuring that students requiring additional support receive timely interventions tailored to their unique needs. By fostering collaboration among educators, counselors, parents, and specialists, Sunset Park Elementary promotes a supportive environment that enables all students to succeed academically and behaviorally, ultimately enhancing their overall educational experience.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Sunset Park Elementary has a professional learning framework in place to empower teachers, paraprofessionals, and all school personnel in enhancing instruction and optimizing the utilization of academic assessment data. Collaborative workshops and peer-led learning communities enable the sharing of best practices fostering a culture of continuous improvement for all staff. The administration at Sunset Park Elementary is committed to recruiting and retaining highly effective teachers through mentorship programs (MINT) and opportunities for professional growth. By equipping educators with the skills to interpret assessment data, tailor instruction, and cultivate a supportive teaching environment, Sunset Park Elementary ensures that students receive the highest quality education that responds to their individual progress and strengths.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Sunset Park Elementary implements a comprehensive set of strategies to facilitate a smooth and successful transition for PreK children from early childhood education programs to elementary school. Sunset Park Elem. organizes orientation sessions that introduce both students and their families to the school environment, helping them familiarize themselves with classrooms, teachers, and routines. Collaborative communication channels are established between PreK programs and reg. K-5 school, enabling the sharing of student progress, learning styles, and individual needs. A dedicated team of educators and support staff employ play-based learning activities that bridge the gap between the two educational stages, ensuring a gradual and comfortable adjustment for young learners. By prioritizing a nurturing and inclusive atmosphere during this pivotal transition, Sunset Park Elementary ensures that PreK children embark on their elementary journey with confidence, curiosity, and a solid foundation for future growth.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No