

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Ana Alvarez-Armon
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sunset Elementary School
(As it should appear in the official records)

School Mailing Address 5120 SW 72nd Street
(If address is P.O. Box, also include street address.)

City Miami State FL Zip Code+4 (9 digits total) 33143-6024

County Miami-Dade

Telephone (305) 661-8527 Fax (305) 666-2327

Web site/URL https://sunsetinternationalschool.com E-mail anaalvarez-arimon@dadeschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jose L. Dotres E-mail Superintendent'sOffice@dadeschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Miami-Dade Tel. (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Mari Tere Rojas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 216 Elementary schools (includes K-8)
 - 49 Middle/Junior high schools
 - 64 High schools
 - 0 K-12 schools
- 329 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	20
K	193
1	203
2	173
3	195
4	193
5	205
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	1182

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 3 % Black or African American
 - 68 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 24 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2021	1204
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Chinese, Creole, Danish, Estonian, Farsi, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Laotian, Polish, Portuguese, Russian, Spanish, Swedish, Tamil, Turkish

English Language Learners (ELL) in the school: 10 %

117 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 139

8. Students receiving special education services with an IEP: 3 %
Total number of students served 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>3</u> Autism	<u>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>1</u> Developmental Delay	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 48

10. Number of years the principal has been in the position at this school: 2

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	74
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	97%	0%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1998

16. In a couple of sentences, provide the school's mission or vision statement.

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

17. Provide a URL link to the school's nondiscrimination policy.

<http://www2.dadeschools.net/discover/policy.htm>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Sunset Elementary School offers an International Studies Magnet Program. Applicants complete and submit a Magnet application online between October 1st through January 15th. When the number of eligible applicants exceeds the number of seats available in the school's Magnet program, a district-wide, computerized random selection (lottery) process is used for student admission. Eligible students who submit an application by the deadline qualify for the participation in the lottery.

PART III – SCHOOL OVERVIEW

Sunset Elementary School (SES) is a Pre-K - fifth grade Nationally Certified Magnet School with a vibrant global learning community serving 1,129 students in the International Studies Magnet Program and 68 students in the non-magnet International Education Program. Amongst its international student body are students from 102 elementary schools throughout Miami-Dade County, and numerous countries throughout the world, speaking over 20 different languages. SES's diverse student population includes Black students from various countries in Africa and the Caribbean; Caucasian students from eastern and western Europe; the Middle East, Asia, South America, and North America; Hispanic students from Spain, Central, and South America; and Asian students from India, China, Korea, Iran, and Japan.

SES is committed to fostering a culture of diversity and inclusion through proactive and innovative recruitment efforts, classroom, and schoolwide strategies, including teaching core values such as empathy, respect, and responsibility. Magnet and non-magnet students learn alongside each other in core academic classes, including full-time gifted courses, physical education, art, music, and schoolwide events. Authentic cultural experiences are brought to the classroom by visiting teachers, including native French, German, or Spanish Foreign Language teachers. SES's diverse international student and teacher population is fully leveraged in lessons that incorporate cooperative learning, collaboration, and strategic partnering. Students' and teachers' diverse cultural backgrounds are highlighted through literature selections, writing assignments, art, music, dance, and all forms of expression. SES is a learning community of cultures, genders, races, ethnicities, learning abilities, languages, and socioeconomic backgrounds. It instills high expectations for all students, by providing student-centered instruction and learning within the context of culture, embracing all parents and families, and infusing cultural competency into the international curriculum.

Academically, SES's commitment to innovation and global awareness permeates all aspects of campus life. Key strategies used within the school encourage and challenge all students to develop their full potential academically, emotionally, physically, socially, and culturally. Innovative instructional strategies are focused on inquiry-based teaching and project-based learning. The International Curriculum Framework (ICF) transcends all core, foreign language, and special area courses. It engages students in interdisciplinary units centered around international components: our place in history, preserving citizenship, appreciating diversity of cultures, making connections, and global contributions. Students investigate the world in multiple languages through the mathematics, sciences, engineering, and technology in the STEM classes, Outdoor Classroom, and Eco Club using state-of-the-art technology tools, Promethean Boards, tablets, laptops, 3-D printer, Gizmos, virtual math, and science labs, earning the school Gold STEM Designation and only Platinum level elementary school in the district. Accelerated gifted mathematics, multilingual book clubs, geography clubs, National Elementary Honor Society, and participating in Science, Engineering, Communication, and Math Enrichment (SECME) competitions further challenge students scholastically.

Socially, student-centered projects in reading, writing, mathematics, social studies, science, and foreign language courses use technology in multidimensional ways, allowing students to become virtual participants while researching, discovering, and analyzing complex information. Students use QR codes to access and share information, showcase learning, and share community/school improvement projects using applications like Schoology, Google Classroom, and Zoom. Students learn collaboratively and practice critical thinking to achieve a positive impact on their school and communities through community service. They connect with students, parents, and authors for multilingual learning exchanges via Zoom or in person, and collaborate effectively online with sister schools in Spain, France, and Germany, utilizing Web quests and other Internet tools resulting in growth and improvement in reading comprehension in the world languages. Innovative teaching and learning practices incorporate responsive teaching, student ownership of learning, high levels of engagement, authentic contexts, and strategic use of digital technologies to connect, collaborate, create, and share learning.

Culturally, student ambassadors participate in the Multicultural Student Exchange Program where schools with diverse cultural and socioeconomic backgrounds host each other and engage in experiences that promote respect and cultural awareness. Teachers organize diverse learning groups (gender, race, ethnicity, language, learning abilities, and socioeconomic background), designing activities that require each student's

contribution and collaboration. Diversity of cultures, authors, characters, and themes is infused in novels and literature across grade levels. Guest speakers from diverse backgrounds are invited to classrooms, ceremonies, and school-wide activities. School-wide community service initiatives are empathy driven, which build positive classroom culture, strengthen community, and prepare students to be leaders in their community.

In addition to the foreign language International Studies education, creative and innovative techniques and programs have been implemented in the school. A full-time gifted program is offered for students who meet criteria in Grades 1-5. Physically and socially, the Outdoor Classroom and grade level gardens provide increased life skills, enhancing students' authentic, hands-on learning experiences, building life-long social skills. They also teach responsibility, communication, teamwork, ownership, and leadership, supporting emotional, behavioral, and intellectual development. Students participate in enrichment courses through the after-school program. The Eco Club empowers students to participate and organize meaningful environmental activities and projects including maintaining gardens, practicing school-wide paper recycling, establishing No Idle Zones during dismissal times, and engaging in partnerships with local, state, and national environmental agencies. Other programs include the Stars Program, founded through partnership and collaboration with the University of Miami (UM), where students in the UM College of Teaching and Learning provide free, one-on-one tutoring in math and reading to students in the lowest 25th percentile. This program has been important toward the pursuit of closing the achievement gap. The social and emotional wellbeing of students is also addressed through practicing Mindfulness via morning announcements and individual, teacher-led activities in the classroom.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The International Studies Magnet Program (ISMP) is a dually recognized program, sanctioned and implemented through a Memorandum of Understanding with the Ministries of Education of Spain, France, and Germany in collaboration with Miami-Dade County Public Schools. SES infuses a global awareness perspective into its international curriculum including the study of world languages. SES's International Curriculum Framework's interdisciplinary units center around international components of Our Place in History, Preserving Citizenship, Appreciating Diversity and Culture, Making Connections, Global Contributions, and STEAM.

In the Reading and Language Arts curriculum, both in English and the foreign language (French, German, and Spanish) courses, Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) are taught. In the primary grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. To develop reading comprehension and critical thinking skills in students, the systemic building of background knowledge about a variety of subjects includes engaging students with literary and informational text selections that are complex, rich, and meaningful. The standards are divided into four strands: Foundation, Reading, Communication, and Vocabulary. The Foundation Strand is adapted to meet the needs of the traditional beginning reader and expanded to include remediation for students who are not yet proficient readers. The Reading Strand is divided into three standards: reading prose and poetry, reading informational texts, and reading across genres. The Communications Strand is divided into five strands: communicating through writing, communicating orally, following conventions, researching, and creating and collaborating. The Vocabulary Strand is comprised of one standard: finding meaning. SES students in kindergarten through fifth grade receive a 1½ hours ELA block in English as well as a 1½ hours ELA foreign language (French, German, or Spanish) block daily. In total, students receive three hours daily of ELA instruction, affording them an internationally benchmarked bilingual curriculum and reinforcing skills that are transferable from one language to the other. They use information from various sources around the world, read periodicals published abroad, and read and compare literature and poetry from different countries.

Students in first through fifth grade, who qualify for Gifted Education, participate in a full-time gifted program, and are grouped in self-contained homerooms. The Gifted Education Program offers a differentiated curriculum based on content, concepts, processes, and applications through products and projects. In-depth consideration of topics and concepts beyond requirements is academically accelerated. Interdisciplinary units, literary and informational texts, genres, speaking, and writing opportunities strive to promote experiences to extend learning, increase student achievement through the acquisition of enhanced thinking and problem-solving skills, promote acceleration and enrichment of gifted students using investigative and shared inquiry skills, and promote the individual pursuit of special interests and development of academic talents. Five hundred 1st - 5th grade students are enrolled in the full-time Gifted Education Program and have Education Plans with specific goals tailored to meet their individual needs.

All kindergarten through fifth grade students are assessed with both district and state assessments throughout the school year. Assessments include universal screening, diagnostic, progress monitoring, interim, and formative and summative assessments. The Miami-Dade County Public Schools District's i-Ready Reading Diagnostics assessment is administered two times per year (three times for Grade 3). It pinpoints student needs to sub-skill level, with an ongoing growth monitoring option that shows whether students are on track to achieve end-of-year targets. Teachers use data to guide instruction and determine intervention, and/or enrichment groups. The Florida Assessment of Student Thinking (FAST) is administered to third through fifth graders in Reading and is aligned to the B.E.S.T. standards. Progress Monitoring 1 (PM1) and Progress Monitoring 2 (PM2) administrations are for informational purposes only. The Progress Monitoring 3 (PM3) is administered in the spring. Its data is utilized for placement the following school year. Fourth and fifth graders will also be participating in the pilot Writing test this Spring.

Kindergarten through second grade students are administered the Star Early Literacy assessment for PM1, PM2 and PM3. All assessments are computer-based. Formative assessments include Reading portfolios, group projects, class discussions, quizzes, tests, and the technology tool Kahoot!

1b. Mathematics curriculum content, instruction, and assessment:

In the Mathematics curriculum, Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics are taught in both English and the foreign language (French, German, and Spanish) courses. Florida's B.E.S.T. strands include Number Sense and Operations (NSO), Algebraic Reasoning, Geometric Reasoning and Data Analysis, and Probability. In the NSO strand, there are three stages: exploration, procedural reliability, and procedural fluency. In the exploration strand, students develop understanding through manipulatives, visual models, discussions, estimation, and drawings. In the procedural reliability strand, students utilize skills from the exploration stage to develop an accurate, reliable method that aligns with the student's understanding and learning style. Students learn how to use a method without help. In the procedural fluency strand, students utilize skills from the procedural reliability stage to become fluent with an efficient and accurate procedure, including a standard algorithm. Students engage with mathematics through the Mathematical Thinking and Reasoning (MTR) Standards. They promote deeper learning and understanding of mathematics. Students actively participate in effortful learning, both individually and collectively, demonstrate understanding by representing problems in multiple ways, complete tasks with mathematical fluency, engage in discussions that reflect on the mathematical thinking of self and others, use patterns and structure to help understand and connect mathematical concepts, assess the reasonableness of solutions, and apply mathematics to real-world contexts.

Students in kindergarten through fifth grade receive 1½ hours of Mathematics/Science daily instruction in English plus 1-hour of daily Mathematics/Science/Social Studies (Content) instruction in the foreign language (French, German, or Spanish) in first through fifth grade, affording them an internationally benchmarked bilingual curriculum. Students in first through fifth grade, who qualify for Gifted Education, participate in a full-time gifted program, and are grouped in self-contained homerooms with students enrolled in the magnet program who are learning French, German, or Spanish. The Gifted Education Program offers a differentiated curriculum based on content, concepts, processes, and applications through products and projects. In-depth consideration of topics and concepts beyond requirements is academically accelerated. This school year, an advanced, accelerated track of mathematics is offered to students in third grade where they are exposed to the fourth grade Math curriculum. Students create models of world attractions, solve mathematical problems using currency from around the world, and calculate distances from country to country in miles and kilometers.

All kindergarten through fifth grade students are assessed with both district and state tests throughout the school year. Assessments include universal screening, diagnostic, progress monitoring, interim, and summative assessments. The Miami-Dade County Public Schools District's i-Ready Mathematics Diagnostics assessment is administered two times per year. It pinpoints student needs to sub-skill level, with an ongoing growth monitoring option that shows whether students are on track to achieve end-of-year targets. Teachers use results to group students for differentiated instruction and intervention. The Florida Assessment of Student Thinking (FAST) is administered to students in Grades 3-5 in Mathematics and is aligned to the B.E.S.T. standards. PM1 and PM2 administrations are for informational purposes only. The PM3 is administered in the spring. Its data is utilized for placement the following school year. Kindergarten through second grade students take the Star Early Literacy assessment for PM1, PM2, and PM3. All assessments are computer based. Formative assessments include quizzes, tests, conferencing, graphic organizers, problem-solving checklists, learning logs, pictorial math problems solving, and self-and peer-evaluations.

1c. Science curriculum content, instruction, and assessment:

In the Science curriculum, both in English and the foreign language (French, German, and Spanish) courses, the Next Generation Sunshine State Standards are taught. Students in kindergarten through fifth grade begin to develop an understanding of the four Disciplinary Core Ideas: Physical Sciences; Life Sciences; Earth and Space Sciences; and Engineering, Technology, and applications of science. In the primary grades, students

start by recognizing patterns and formulating answers to questions about the world around them. By the end of fifth grade, students can demonstrate grade-appropriate proficiency in gathering, describing, and using information about the natural and designed worlds.

The Science, Technology, Engineering, and Mathematics (STEM) approach and model is taught daily during the 1½ hours Math/Science instructional block in English and during the 1-hour foreign language (French, German, or Spanish) Content block. SES has earned the distinction of being a Gold Designated school for the past six years, fostering relevant and rigorous application to ensure college and career readiness. This program encompasses a rigorous year-long process that focuses on areas such as state and national assessments, course offerings, teacher professional development, student competitions, showcases for all stakeholders, and community partnerships, while challenging today's digital learners through the infusion of higher-order thinking skills through a standard-driven international STEM integration. STEM Designation shows schoolwide instructional philosophy and multiple modes of learning. STEM lessons occur in all languages: teachers work together within their class and their curriculum through problem-based engineering projects. SES's STEM Lab serves as an exhibition area for STEM projects that are happening in the English and Foreign Language classes. This demonstrates consistent integration of the international theme across the curriculum.

Fifth grade students participate in the computer-based statewide Science Assessment in the spring, which measures student achievement of the Next Generation Sunshine State Science Standards. SES students' knowledge of standards is evident in their high achievement levels and learning gains in standardized assessments. Examples of used formative assessments include multiple-choice, poll, pre-class open-ended questions, questionnaires, short answer, Word Cloud, and Emoji survey.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Next Generation Sunshine State Standards for Social Studies are taught in kindergarten through fifth grades. In the English social studies course, these standards include content aligned to: American History, Geography, Economics, Civics, and Government, and are embedded in the ELA class. In the foreign language (French, German, or Spanish) Content block, the history and culture of France, Germany, or Spain are taught. The International Curriculum Framework (ICF) integrates core and magnet courses, special areas, electives, and co-curricular activities. Students develop questions, research topics, present what they have learned, and reflect on the learning process. Students investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action by making a difference in their community. All the while students are developing habits of critical thinking, rational optimism, innovation, empathy, and awareness of the influences of cultures on individual behavior and world events. Students become international thinkers exhibiting skills that promote respect and cut across customs, cultures, and educational settings. This comprehensive approach to education prepares students to be active and engaged participants in an interconnected world. In social studies and foreign language content classes, students learn about where people come from and how they live through themes that explore building community, leadership, cultural diversity, immigration, exploration, conservation, and economic expansion. Each unit is explored through novels and literature. Teachers use various formative assessments including exit tickets, class discussions, Venn diagrams, polls, think-pair-share, timelines, KWL charts, and data-informed assessments. There is no statewide assessment for social studies.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

SES offers a Voluntary Pre-Kindergarten Program (VPK) for 4-year-olds. Florida's Early Learning and Developmental Standards are taught. The program focuses on age-appropriate information for young children to explore, create, and think. The standards emphasize development of listening and comprehension skills, language and vocabulary development, emergent writing and emergent reading, and the development of the whole child which includes physical, social, and emotional development as well as mathematical

thinking, social studies, scientific inquiry, and creative expression through the arts. In the VPK Program, children explore emergent literacy by showing motivation for and appreciation of reading, age-appropriate phonological awareness, alphabet, print knowledge, and demonstrating comprehension of books through read-aloud sessions. In reading and writing, students engage in written expression; select books for reading enjoyment; make real-world connections between stories and real-life experience; name most letters; recognize letter sounds; retell and reenact stories; ask and answer questions about stories; use scribbles/writing to convey meaning; use letter-like shapes or letters to write words or part of words; and write their own names. SES VPK students participate in all schoolwide international-themed activities, events, experiences, and celebrations. The VPK School-Year Program offers 540 instructional hours. The class includes 20 students with a lead instructor and an assistant.

VPK Programs began implementation of the statewide, standardized program known as Florida Assessment of Student Thinking (FAST) using Star Early Literacy beginning the 2022-2023 VPK Program year. A variety of assessment tools and approaches, including rating scales, checklists, portfolios, and observations, are used to assess students to learn more about the child's strengths and challenges and improve student performance. Current kindergarten students, who completed the VPK program at SES, are performing at the highest academic level as evidenced in the FAST PM1 and PM2 and i-Ready progress monitoring.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Art and music instruction are critical parts of the international curriculum. Experienced teachers reinforce the ICF's central components of our place in history, preserving citizenship, appreciating diversity of cultures, making connections, and global contributions. Students learn about international artists and musicians, compare art and music of diverse cultures, create art using multiple mediums, learn folk songs and dances from around the world, and participate in and visit cultural performances by foreign artists, connecting how their work in art and music relates to what they are studying in the classroom.

In Pre-K through first grade, the arts are taught by the homeroom teacher. In second through fifth grades, art and music teachers offer a spiraling curriculum where ideas, concepts, skills, media, and processes are introduced and applied. The curriculum affords students a forum to develop creative problem-solving skills, understanding of difficult concepts, color theory, composition, perspective, and balance techniques. Art experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. The arts program includes participation in visual and performing arts competitions. The music program includes a school chorus, orchestra, and rock band that showcase their work at least twice per year.

2b. Physical education/health/nutrition

The physical education program/framework at SES stresses physical fitness and encourages healthful, active lifestyles for Pre-K through fifth grade students. The physical education standards focus on movement competency, cognitive abilities, lifetime fitness, and responsible behaviors. Students can play soccer, kickball, or flag football; run laps on the field; and participate in the 25-Mile Run Club and Jump Rope for Heart. Basketball courts are also available for students to play basketball and volleyball. International traditional games, dances such as salsa, merengue, and samba, and movement are taught. Next Generation Sunshine State Standards for Health Education focus on character, responsibility, success skills, trustworthiness, respect, and citizenship. The standards include literacy concepts, responsible behavior, and substance use and abuse. Pre-K through 1st grade students receive physical education 30-minutes daily and Grade 2-5 students receive 2 ½ hours weekly.

Numerous teachers are certified through Mindful Kids Miami's Mindfulness-Based Schools Training (MBST) program. Teachers incorporate mindfulness into their daily lives to support Mindfulness-Based Stress Reduction. Students are taught age-appropriate mindfulness practices, games, activities, and skills

based on social-emotional learning. Mindful Monday moments are shared via the televised morning announcements. Mindful games and exercises such as yoga are practiced in the classroom. Mindful practices relax children through guided awareness of breathing exercises, helping to regulate over-stimulation and teaching proper breathing. Kindness practices increase compassion and empathy in children for themselves and others and lead to an increased understanding of differences and a sense of connection with themselves, others, and the world around them. A Kids4Kindness extracurricular club is also offered for fourth and fifth grade students.

2c. Foreign language(s), if offered (if not offered, leave blank)

Foreign language is at the forefront of instruction at SES in kindergarten through fifth grade. French, German, and Spanish are taught as a primary language, alongside and prioritized equally with English courses. In addition to English core academic subjects instruction, students receive two-and-a-half hours daily of foreign language instruction in the core academic subjects of reading, writing, math, science, and social studies. Students attend school for an additional hour in an extended school day model. Visiting teachers from Spain as well as native language teachers focus on the Five Cs of foreign language instruction: communication, cultures, connections, comparisons, and communities. Communication occurs face-to-face, in writing, and across the reading of literature. Students engage in conversations, express feelings and emotions, and exchange opinions. They understand and interpret written and spoken language on a variety of topics. They present information, concepts, and ideas to an audience of listeners or readers. By studying other languages, students gain knowledge and understanding of other cultures that use that language and master the cultural contexts in which the language occurs. Learning languages provides connections with other disciplines. Students reinforce and further their knowledge of other disciplines through the foreign language and acquire distinctive viewpoints. They make comparisons and develop insight into the nature of language and culture by participating in a multilingual community at school and using the language for personal enjoyment and enrichment.

2d. Technology/library/media

SES's technology, library, and media center support literacy in all grades by providing intellectual and physical access to a broad range of literature and informational reading materials in English as well as in French, German, and Spanish. Materials are selected based on units of study aligned to state standards, the ICF, teacher recommendations, students' interests, and suggestions. A variety of literature, genres, and themes are available to students, including fairy tales, fantasy, fiction, short stories, biographies, poetry, periodicals, and award-winning books.

Students produce and present the morning announcements daily in the school's broadcasting studio, communicating school news and events. They engage in literacy-based motivational programs such as the Accelerated Reader (AR) Program which motivates students to read. Teachers support the program by providing incentives such as awards, certificates, and lunch bunch to students reaching their quarterly goals. Reading celebrations include family literacy events, parades, School Library Media Month, author visits, two book fairs per year, and multilingual book clubs for students in third through fifth grades. Students who participate in the book clubs also attend the Miami Book Fair International. In addition to three computer labs, students in Grades 2-5 are assigned their own devices; and, all classrooms are equipped with Promethean boards for interactive teaching and learning.

2e. Any other interesting or innovative curriculum programs you would like to share

As part of the International Curriculum Framework (ICF) that inspires international citizenship through civic responsibility, cultural and environmental awareness, and knowledge of the global economy, each grade level studies a region of the world across subject areas and languages. The regions include Australia, the Polynesian Islands, Central and South America, Asia, Africa, and Europe. As a yearly culminating event, student work is displayed during World Fair Day, when students actively experience the global economy through a World Market, designing, marketing, selling, and buying products. Meanwhile, students learn elementary entrepreneurship and the principles of business, developing a mindset that embraces curiosity, growth, courage, resiliency, problem-solving, optimism, resourcefulness, adaptability, empathy, and accepts

learning from failure. Students learn to quickly problem-solve and be flexible when there is an item that is not selling which might require an adjustment in the selling price. Students are encouraged to be innovative, creative, collaborate with others, and build community through service. Subsequently, students engage in the task of inquisitively responding to the fourth essential question which is “As a global citizen, what positive contributions can I make to the global economy?” They are encouraged to bring “change” (dimes, quarters, \$1.00 bills) to purchase items made by other students in the school. The “change” or “profits” collected are donated to each grade level’s service project. The “change” is used to provide “change” in the community and world. This initiative is called “Change for Change” and was awarded the international People to People School and Classroom Program Community Service Award. Past service projects have included rainforest preservation, saving oceans and ocean life, and wildlife rescue.

3. Academic Supports

3a. Students performing below grade level:

Following Florida’s Formula for Reading Success (6 + 4 + T1 + T2 + T3), reading instruction is focused on the six components of reading, four types of classroom assessments, core instruction (Tier 1), immediate intervention (Tier 2), and immediate intensive intervention (Tier 3). The six components of reading include oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension. The four types of assessments include screening, progress monitoring, diagnostic, and summative. All instruction is standards-aligned, print-rich, explicit, systematic, and scaffolded. Differentiated instruction is provided based on student need as determined by the most current student data. Accommodations are provided for students with a disability, students with an Individualized Education Programs (IEPs), and students who are English Language Learners. In reading, Tier 1 instruction is 90-minutes and uninterrupted. Tier 2 intervention is provided to students performing one year below grade level as determined by state and/or district exams. Students participating in Tier 2 intervention receive an additional 150-minutes of reading instruction per week. Students are pulled daily during the first thirty minutes of special area classes. The student-teacher ratio is 12:1 provided by a certified teacher. Tier 3 intervention is provided to students performing two or more years below grade level. These students receive 90-minutes of uninterrupted instruction, 150-minutes of Tier 2 intervention, and 60-minutes of Tier 3 intervention. Students are pulled during foreign language Content class (math, science, social studies in the foreign language). The student-teacher ratio is 3:1 provided by a highly effective, reading endorsed or reading certified teacher. Close monitoring of student progress in all tiers is an essential component of SES’s work toward closing the achievement gap within all subgroups.

Teachers build in daily checks with students for understanding while working through target skills. Students receive timely feedback on the accuracy of their independent work. Results of weekly assessments are used to drive small-group and whole-group instruction. One-to-one data chats, conducted twice a year, allow students to take ownership of their learning. i-Ready lessons are assigned to adjust text complexity as a pathway to support below-level readers. The University of Miami Tutoring Program, UM Stars, is implemented and led by education students targeting both reading and mathematics. Participating students include the lowest performing 25th percent of the population in Grades 3-5. To determine instruction, a pre-test is administered and results of the first i-Ready diagnostic assessment are provided to each tutor. One-on-one instruction, based on student data, is provided twice per week for six weeks. Success is achieved by collaborative planning, data-driven planning and instruction, offering before and after school targeted instruction/tutoring, partnering with the University of Miami, and teacher-led, individualized data chats and goal setting conducted with students after each progress monitoring window.

3b. Students performing above grade level:

Students performing above grade level are identified through a variety of data. Their needs are addressed through data-driven classroom instruction. Teachers provide enrichment activities within the frame of the language arts or mathematics blocks or before school, twice per week for 45-minutes. In Reading/Language Arts class, enrichment may include above grade level novels, additional writing material, or readers’ theatre. In Mathematics class, enrichment may include STEM related projects. Gifted students in Grades 1-5 participate in a full-time gifted program that provides enrichment throughout the school day. Additionally, a

select group of 3rd Grade students participate in an Accelerated Mathematics program, exposing them to the fourth grade Math curriculum. Schoolwide, all SES students have access to the Renaissance Learning Accelerated Reader (AR) program that allows students to read books at their current or approaching reading level and take reading quizzes based on their reading. The school maintains an incentive program to promote the program. Finally, the magnet program and the variety of extracurricular activities at the school provide students performing above-grade level opportunities to reach their potential. Students participate in foreign language or English book clubs, student service clubs, Eco Club, music ensembles, safety patrols, and morning announcement crew, among others, providing students with opportunities to develop their critical thinking and leadership skills.

3c. Students with disabilities:

An Exceptional Student Education (ESE) teacher provides consultative and support facilitation services in an inclusion setting for students in the Special Education Program. SES provides accommodations and support to students with behavioral and learning disabilities, as well as varying exceptionalities including autism, attention deficit disorder, attention deficit hyperactivity disorder, language and speech impaired, specific learning disabilities, and other health impaired. These students receive services under consultation or collaboration and participate in the same core instruction and intervention as the remaining students. Student accommodations are provided as needed. Students experiencing difficulties progressing academically or performing below grade level are identified and tracked. If necessary, after providing interventions and meeting with the parents, the teachers follow through with the appropriate documentation and consult with the Student Services Team. A process is in place to follow through with these students and identify learning disabilities that may impair learning. Students identified with medical conditions that may impact learning are provided with 504 plans and accommodations. Students identified with other learning disabilities are provided with IEPs. Teachers are routinely briefed to ensure students with disabilities are provided the appropriate accommodations, have access to education in an inclusive setting, and thrive academically despite their disabilities. Students with disabilities is a subgroup that is monitored closely by all members of the student services team to avoid achievement gaps.

3d. English Language Learners:

All homeroom teachers are endorsed in English for Speakers of Other Languages (ESOL) or currently taking courses to complete their endorsement. Whole group, direct, and guided instruction is provided. Level 1 students participate in Imagine Learning, a comprehensive, digital program focusing on the four language domains of listening, speaking, reading, and writing. An ESOL Compliance Liaison (ECL) ensures the school is following all processes related to the ESOL program. The processes include administering the assessments, scheduling ESOL services, developing and implementing English Language Learners (ELL) plans, communicating with parents, holding ELL Committee and Extension of Services meetings, and post exit monitoring. All student ESOL services and strategies are provided by ESOL certified or endorsed teachers. The ECL communicates regularly with teachers to ensure all ELL students are making adequate progress. All ELL students have access to the same curriculum as non-ELL students. They can participate in magnet courses and Gifted courses if they meet the criteria, with the support of the proper instruction and appropriate accommodations provided by the classroom teachers.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

SES provides a positive school climate focused on a safe, engaging, and nurturing environment. Strong and caring relationships exist among the students, staff, and families. The International Studies Magnet Program attracts students from all over the district, state, nation, and world. All the students and families are unique and contribute to building a diverse and inclusive school culture. Teachers create a safe and enriching place for students to learn in the classroom by setting ground rules, high expectations, challenging curriculum, and chances for students to communicate, grow, and lead. Leadership skills are developed by promoting teamwork opportunities in the classroom and extracurricular activities to engage students. Student ambassadors from second through fifth grade homerooms serve as role models, promoting peace, understanding, honesty, and respect. They participate in a Multicultural Student Exchange Program with students from two schools in the district with diverse students and socioeconomic backgrounds: African American, Haitian, and Hispanic. Book clubs in English, French, German, and Spanish are offered. Students read a variety of literature and genres and meet monthly before school. An Eco Club leads the green initiatives schoolwide which includes recycling efforts, maintaining school gardens, promoting a No Idle Zone at drop-off and pick-up areas, and partnering with organizations for mangrove restoration. Fourth and fifth graders Safety Patrol leaders remind students of safety rules and assist students by providing leadership, citizenship, and a safe environment for all children in and around the school. They assist supervising adults with opening and closing car doors during drop-off and pick-up, escort younger students to designated supervised areas, and make sure rules are followed in school. The Future Educators of America Club is offered to fourth and fifth graders who are interested in becoming teachers. Students are assigned to help in a teacher's classroom for 30-minutes a week working with small groups, one-to-one, and grading and filing papers. This club promotes college and career readiness development. A Kids4Kindness (K4K) club promotes student service-learning initiatives such as toy drives for abused and neglected children. SES offers a chorus, orchestra, and rock band. Students rehearse twice a week before school and perform at schoolwide and local community events. Students interested in broadcasting join the News Team and report the weather, lunch menu, sports news, and special messages aired via Zoom each morning. SES has a National Elementary Honor Society for students who excel academically and model exceptional responsibility. Once students are selected and inducted, members continue to demonstrate these qualities, participate in community service, and chapter activities to build and improve their leadership and service skills. Through the after-school care program, students are engaged in enrichment classes such as ballet, flamenco, jazz, basketball, volleyball, Tae Kwon Do, soccer, and drums. Student learning is highlighted at performances, competitions, videos, and shared on the school's website and social media.

2. Engaging Families and Community:

SES is proud of its unparalleled parental involvement and collaboration with the community and various organizations. When students are accepted to the school, parents are welcomed during the three-day registration event by parent representatives who provide information on how to get involved in the school. Parents are encouraged to join the different parent organizations offered at SES and become school volunteers by registering in the Miami-Dade County Public Schools' School Volunteer Program. SES has five parent associations. The Parent Teacher Association (PTA); French, German, Spanish International Parent Associations (IPAs); and the Student Educational Enrichment Drive (SEED) provide the school with resources and incentives that are key to achieving and improving high student academic performance. These organizations sponsor many events to expose students to diverse educational opportunities and cultural experiences. Every first Friday of the month, each association sets up a table in the school's outdoor courtyard providing a face-to-face opportunity for parents to gather, purchase merchandise, and learn about upcoming fun and fundraising events. Monthly, these parent groups meet with the school's leadership team. Meetings, volunteering opportunities, and upcoming events are communicated and posted on the school and associations' websites, social media, and school monthly calendar. The PTA works to enhance the educational experience for all the students. They operate numerous programs in the school, ranging from fitness programs to celebratory events and fundraisers like the Book Fair, PTA Store, and Fun Run, all aimed to support and enrich the school experience. They also provide teachers with annual funds to

supplement and enhance the curriculum. The PTA sponsors luncheons, breakfasts, and other appreciation and recognitions for SES faculty and staff. PTA initiatives have included campus improvements in canopies and benches to provide more outdoor learning spaces for students and teachers. The PTA membership contributions help fund the school's Accelerated Reader (AR) program every year. This computer-based program helps students improve literacy skills. Students who reach their goals are rewarded at the end of the year by the PTA. SEED focuses on technology integration, curricular initiatives, and professional development that supports the international magnet theme. SEED awards teacher mini-grants for resources to implement innovative initiatives, such as Promethean Boards, computers, laptops, tablets, and 3-D printer. Parents on the Educational Excellence School Advisory Council (EESAC) are included in the implementation of the School Improvement Plan, supporting decisions made related to budget, instruction, resources, and delivery of programs. SES has made a demonstrated commitment to engage families in the school and regularly displays student learning in the community. Family engagement is well attended at events such as Open House, informational nights, tours of the school, performances, and frequent school-wide volunteering opportunities. For the past two consecutive years, SES's Volunteer of the Year nominee has been awarded the District's Volunteer of the Year Award. Families provide feedback and input via the school climate survey, parent/teacher meetings, exit surveys, and at meetings.

Each country's respective Ministry of Education and educational attachés contribute educational resources, professional development for teachers, cultural experiences, and opportunities that foster rich foreign language experiences for students' acquisition of a second language. The government and educational attachés from France, Germany, and Spain, teachers, and administrators collaboratively provide achievement recognition along with authentic educational and cultural encounters. Educational and cultural experiences provided include international author presentations conducted in the world language, cultural performances, theatre productions, international films/movies, literature books/materials, and cultural parent night events at the Consul General's home.

Foreign exchange programs exist with schools in France, Germany, and Spain collaborating via Zoom sessions. These visionary partnerships have become an integral part of the school's culture and rigorous academic environment. In recent years, the school has broadened the focus of these partnerships to improve and align the curricular requirements of each government with the school's local and state requirements.

SES's business partners provide in-kind and monetary contributions to the school. Partnerships have been developed through grants or curricular programs with the University of Miami, Citibank, Miami Museum of Science, the Biltmore Hotel, Barnes and Nobles, Books & Books, Whole Food Market, Raw Juice, Xavier Cortada Foundation, and Fairchild Gardens.

3. Creating Professional Culture:

SES creates a positive environment where teachers feel valued, supported, and part of a family. SES teachers are respected, appreciated, and have autonomy in their classrooms. They are provided with a conducive work environment, have access to new instructional technology and resources to enhance teaching and learning, and participate in school decisions. SES's administrative team and teachers work together to create, enact, and promote a positive school culture fostering teamwork and effective relationships. Professional development activities are scheduled monthly and aligned with all teachers' Professional Development Plans and the magnet program's international education theme to ensure high-quality, theme-based, relevant instruction to students. In-house professional development in STEM, differentiated instruction, cross-curricular instruction, engaging 21st century learners through inquiry-based instruction, instructional resources, Schoology, Promethean, and resource books, is provided by SES teacher leaders and trainers. Teachers participate in Professional Learning Study Teams (PLST) working collaboratively in cycles by discipline of collective inquiry and action research on the knowledge of learners and differentiated instruction. They develop goals that are strategic, specific, measurable, attainable, purposeful, and time bound. Best practices are highlighted and shared in grade level and faculty meetings. Spanish language teachers participate in required curriculum workshops to enhance the acquisition of learning a second language and Spanish culture. French teachers received required training at Florida International University's Language Institute as examiners of Diplôme d'Études en Langue Française (DELFI) in the four language skills: listening, reading, speaking, and writing recognized within the Common

European Framework of Reference for Languages (CEFR). The French Department Chairperson attended the first French Education Symposium in Tampa, Florida with French leaders of the school community. The magnet lead teacher receives required training from Miami-Dade County Public Schools' Schools of Choice and Parental Options Office on diversity and equity which she shares and communicates at faculty/department meetings and interconnects lessons with students and staff. All teachers are trained on standards of excellence for the international schoolteacher with a student learning focus on global citizenship and intercultural perspective through ethics, diversity, global issues such as the environment, health, and human rights. Workshops in global project-based learning, IXL, Edmodo, Wikispaces, Flipgrid, Kahoot!, STEM in multiple languages, coding, and tablets to connect to global learning environments are offered and selected based on individual teacher choice and their Professional Development Plans. Grade level representatives participate in Instructional, Curriculum, and Academic Development (ICAD) meetings on the implementation of the language arts, mathematics, and science standards through the International Curriculum Framework. Select faculty participate in local and national conferences, such as the Magnet Schools of America Conferences. Foreign language teachers attend the ACTFL Annual Convention and World Languages Expo. The French, Spanish, and German governments provide professional development and support SES by assigning teachers from the respective countries to enhance instruction. These educators bring cultural experiences to the educational setting. A three-year induction program, MINT Mentoring and Induction for New Teachers, builds capacity within the school to support and retain new teachers through job-embedded professional development. A Buddy teacher is assigned by the principal to new teachers with fewer than three years of teaching experience. Mentors provide curriculum resources such as lesson plans, instructional materials, web resources, and literature to assist the new teachers in analyzing data and student work to improve instruction. Yearly, a Rookie Teacher of the Year and Teacher of the Year are nominated and recognized at school, community, and district events. Monthly celebratory activities are supported by the administration and PTA.

4. School Leadership:

Students are at the heart of the school's leadership philosophy. Leadership is distributed among the principal, assistant principals, lead teacher, grade level chairpersons, foreign language and special area department heads, curriculum coaches, school counselors, Professional Learning Support Team (PLST), English Language Learner (ELL) Compliance Liaison, Exceptional Student Education (ESE) resource teacher, and Media Specialist. Through a system of shared leadership, the team meets monthly to address schoolwide student needs based on data. The primary goal is to guide the improvement of instructional practices and performance to ensure the physical, academic, social, and emotional well-being and success of all students. There is a focus on creating conditions for high quality bilingual core instruction in every classroom. The LT continuously collaborates to focus on planning, implementing, and monitoring student progress, the International Curriculum Framework (ICF), School Improvement Plan (SIP), and foreign language standards. All educators at SES take part in continuous learning. SES's administration encourages staff to use improved teaching techniques resulting in higher levels of student achievement and effectively identify "Teacher Leaders" to lead professional development sessions. Teacher Leaders, such as data liaisons, provide support and expertise to their grade level or department in curriculum and instruction. Empowering teacher leaders as professional development facilitators has positively impacted student achievement by creating professional learning communities within the school and has improved overall student proficiency in all subjects. A variety of multilingual digital and text-based instructional materials and enrichment resources are provided by EESAC, further enhancing high quality instruction in every classroom. Student leaders such as the student ambassadors, Safety Patrols, and members of the Future Educators of America club serve as role models for their peers. Parent association presidents, liaisons, and community partners serve as leaders communicating SES's goals, expectations, events, and initiatives via their website, social media, meetings, and newsletters. This shared and distributed leadership philosophy ensures a common school culture of policies, programs, relationships, expectations, and resources holding individuals accountable for their contributions to SES student achievement.

5. Culturally Responsive Teaching and Learning:

The International Studies Magnet Program (ISMP), offers a learning environment where students' and teachers' cultures, languages, and life experiences are acknowledged, validated, and celebrated. SES

addresses the diverse needs and backgrounds of students, teachers, families, and staff as the curriculum is developed and implemented. By considering diverse learning needs and backgrounds, teachers develop personalized instruction so that all children in the classroom learn effectively. Classroom lessons foster collaboration through interactions that increase tolerance and cross-cultural dialogue. Literature selections include stories on people from all backgrounds, immigration struggles, gender bias, and inclusion themes. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. Students are educated to have knowledge of other cultures; familiarity with global issues; skills in working effectively in cross-cultural environments; using information from different world sources; ability to communicate in multiple languages; and dispositions towards respect for other cultures and peoples. An example of this collaboration is the French/German Unity Day. Students in the French and German program celebrated the Franco-German Friendship Day through music, song, dance, art, and food. Through the “We Are Sunset” initiative, teachers and students share who they are, where they come from, why they are at SES, and what is special about them, via the televised Morning Announcements. Additionally, students and teachers create videos in English, French, German, and Spanish, shown on televised announcements. The videos feature special cultural and international events such as Hispanic Heritage, Black History, International Women’s Day, and Holidays Around the World. SES follows the Miami-Dade County Public Schools’ Values Matters Program focusing on Nine Core Values. Students exhibiting the monthly featured core value are awarded the Phoenix Award at the quarterly award ceremonies. The SES website is available in English, French, German, Spanish, and Haitian Creole to meet the needs of families represented at the school. A group of Parent Ambassadors assist and mentor new families and students.

To ensure equity, cultural awareness, and respect in the classroom and school, which is fair and unbiased, an Equity Cohort, comprised of school administrators, lead teacher, faculty, and staff, has been established. The Equity Cohort is trained in implementing the Harvard – Reimagining Integration: Diverse and Equitable Schools Equity Improvement Cycle. This multi-phase professional development includes multiple phases of reflection, analysis, planning, and implementation. The school team has developed a plan and implemented diversity and inclusion initiatives in the School Improvement Plan, creating a team equity culture. Stakeholders are engaged in the process and a realignment of organizational resources and priorities that support the equity focus is implemented. Progress is tracked and successes are celebrated.

PART VI - STRATEGY FOR EXCELLENCE

SES is an international school of excellence offering an International Studies Magnet Program (ISMP) for over 37 years. The ISMP is an international dual language acquisition program implemented in grades K-5 as a collective collaborative effort with the Ministries of Education from France, Germany, and Spain. This collaboration promotes a rigorous international, bilingual academic program in which students are immersed in a world language as they learn core subjects in the second language. The ISMP curriculum emphasizes competency in the foreign language (French, German, or Spanish), student-centered learning, and a global perspective. Yearly, over 1,200 local and international applications are received from students who live in Miami, Florida, outside the state, within the nation, and from all over the world. A district-wide random selection is used since there are more applicants than the number of seats available. The entry grade is kindergarten with approximately 225 seats offered. An extensive waiting list exists which is a testament to the popularity, demand, and success of SES.

The success of the ISMP is attributed to the benefits and importance of bilingual education provided by highly qualified educators. Research shows that learning a second language boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility. SES's young learners develop greater linguistic awareness and a more complex understanding of their native language. The ISMP's bilingual education helps students effectively connect with people of diverse cultures and backgrounds, supporting cultural inclusions and diversity and increasing their ability to empathize with others and promoting emotional intelligence. Limited English proficient students develop language skills in their native (non-English) language. Skills in student's native language facilitates their development of skills in English. Due to the executive functioning boost that learning another language provides, research suggests that it is linked to improved academic performance. SES students, which are exposed to a bilingual education, develop a high degree of literacy in both languages. They become bilingual and biliterate. Being able to speak, read, and write proficiently in two or more languages is beneficial across different professions and prepares students for college and career readiness. In the ISMP, students learn the core subjects of reading, writing, math, science, and social studies in two languages: English and French, German, or Spanish.

Evidence of the SES's success is demonstrated in student achievement data. SES students performed higher than district and state averages in reading, mathematics, and science for all demographic groups. SES has been recognized by Florida as a School of Excellence for achieving the highest percentage of total points from all other elementary schools in the district. This includes higher achievement levels for the lowest 25th percentile of students, indicating consistent positive progress toward closing the achievement gap. Additionally, SES is a Magnet Schools of America Certified National Magnet School, School of Excellence, and the Embassy of Spain's 2019 School of the Year. SES serves as a model for educational institutions and is regularly visited by educators, parents, community leaders, and dignitaries.