Sweetwater Elementary School

2015-16 School Improvement Plan

Sweetwater Elementary School

5800 VICTORIA GARDENS BLVD, Port Orange, FL 32127

http://myvolusiaschools.org/school/sweetwater/pages/default.aspx

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	15%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We the caring community of learners at Sweetwater Elementary, strive toward a lifetime of achieving our "Personal Best" guided by a positive attitude and nurturing environment.

Provide the school's vision statement

Our vision for Sweetwater Elementary is to provide an exceptional curriculum and learning opportunities at each grade level enabling our students to be more than prepared for the rigors of middle school.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers at Sweetwater have the parents fill out information sheets at "Meet the Teacher". The information parents share with the teacher at the beginning of the year allows the teacher to have an inside look at the language, culture, values, family and home environment before the school year even starts. The guidance counselor at Sweetwater Elementary communicates with the teachers daily to meet the needs of students with extenuating circumstances at home with divorce, grieving children, students with test anxiety and many other situations that need additional support. The guidance counselor also has time throughout the day to meet one-on-one with students, parents and teachers to meet the needs of individual students. Programs such as Girls on the Run, build relationships between the teachers and students. We have Girls on the Run in the fall and spring semester. Girls on the Run is a program that develops self- confidence through open discussions between the coaches and students. We talk about bullying, making good choices at school and at home, and we discuss exercise and their health. The coaches encourage the girls in the program to participate in a 5K and most of the girls also have their mom/dad run with them in the race. FFEA builds relationships between the FFEA leader and the FFEA students. The FFEA leader guides the students with lessons and projects that exemplify their future as teachers in America. In both programs, the leaders and coaches have open discussions with their group of students building long lasting relationships between students and staff. The administrators are active on campus and take time each day to walk through classrooms, talk to students, greet parents each morning and monitor their behavior during transitions between classes, in the lunchroom and at recess. The principal and assistant principal actively engage in discussions with the students and listen to their needs/wants. These discussions go beyond "have a good day". The administration asks how their day was, how they are doing in school, how their soccer game was the night before. Most teachers have a "Student of the Week" program in their classroom. The teacher selects a student of the week and allows that student to bring in items from home (family pictures, trophies, souvenirs from trips) and the student can share the items with their classmates and teacher. They also fill out a poster with information such as where they were born, favorite food, favorite book etc. This information is of a high interest to other students especially when the "student of the week" was born in another country or speak other languages at home. Teachers learn a lot about their individual students during these weekly presentations. At the holiday season, teachers use information from the parents and the students to create a "Holidays Around the World". Teachers invite the parents in to help create stations or centers in which the craft or food represent the culture with which they are most familiar.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Sweetwater's environment provides a climate of safety and respect for all our students by implementing daily procedures consistently. When students are permitted on campus before school, and upon dismissal in the afternoons, school personnel with photo identification are on duty at all gates, the loop and parent pick-up. Teachers also serve ground duty on a rotational basis at critical vehicle and pedestrian locations. Classroom doors are locked at all times. Safety patrols are also posted throughout the campus to assist students in the mornings and afternoons. During breakfast, and at our Extended Day Program in the afternoon, the cafeteria is closely monitored by staff to supervise students. All of these active and involved procedures send a message to the students they are cared for and are safe at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system aligns with the Volusia County Code of Conduct and Discipline. Classroom teachers utilize various classroom management strategies and techniques in order to maintain a safe and orderly classroom environment. Teachers review behavioral expectations and the student code of conduct at the beginning of the year as documented in lesson plans and are reviewed throughout the school year. Teachers provide progressive disciplinary actions beginning with a verbal warning, followed by a time out and then a parent phone call. In the event the inappropriate discipline continues, administration is called and the student is removed with an office discipline referral written if necessary. Consequences, when warranted, are implemented based on a system of progressive discipline with minor infractions and first offenses having a less serious consequence than major infractions and repeat offenses. Disciplinary issues are resolved by every means possible prior to exclusion from school with the understanding that some events require immediate removal from the campus in order to maintain the safety and security of all individuals on campus. Administration is trained annually by the district office of student discipline and faculty and staff are subsequently trained in code of conduct changes and procedures. In the event further training is needed in classroom management, teachers are encouraged to attend professional development opportunities such as CHAMPS in order to develop strategies for managing student behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Sweetwater Elementary ensures the social-emotional needs of all its students by implementing a variety of services and programs to the students. The students receive guidance lessons on social skills, bullying, study skills, self-esteem and behavior throughout the year. The guidance curriculum is correlated with the Next Generation Standards in health and social studies supporting student learning of many concepts taught in these classes. In addition, students in the upper grades are given the opportunity to take leadership roles through student government, safety patrol and FFEA. These organizations help reinforce the positive peer relations and increase the students' self-esteem by becoming active participants in their school culture. We also provide CARS program to all of our EBD students on a monthly basis. We also have an arrangement with Spruce Creek High School students who are dual-enrolled and part of the International Baccalaureate and Advanced Placement programs. These students tutor our students on our campus during and after school. These students provide positive role models for our students, in addition to providing support in their academics. These programs help provide the social-emotional needs of our students throughout the year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school regularly (at least three times a year) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:
* Over age for grade
* Office Discipline Referrals (at risk if 2 or more)
* Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
* Year to date suspensions (at risk if 1 or more)
* Number of prior retentions (at risk if 1 or more)
* Level 1 score on the statewide, standardized assessments in English Lang Arts or Mathematics
Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.
For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.
Regular Review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Open House, PTA Golf Scramble, Family Book Fair Night, Night of the Arts, Spooky Story Night, Meet the Teacher, Thanksgiving Festival, Kindergarten Orientation, Holiday Program, School Carnival, 5th Grade Awards Ceremony, Spring Fling/Field Day, Read Across America Day, Santa's Secret Shop, Smoothies, First Grade Literacy Night, Musical Productions, Publix Math Night, Museum Night, Parent Night Out, PTA 5K, Girls on the Run 5K, Silent Auction, Literacy Week, parent meetings, parent conferences and various classroom volunteer family opportunities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Sweetwater Elementary administration and staff work closely with PTA board and parents to secure business partners who provide monetary and in-kind services for our school. Through the fund raising efforts of our PTA we were able to purchase various technology to support school goals and provide students with up to date resources for academic achievement. We also wrote and were awarded numerous grants with Futures for tutoring, technology and learning activities. This year the PTA incorporated a PTA Golf Scramble to provide funds for teacher mini-grants. These mini-grants provide incentives for classrooms, supplies for science experiments and new this year is our STEM classes addressing our Goal #1 and healthy living. Funds from our PTA mini-grants will provide for vegetables and spices to grow in our Hydroponic garden.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hopkins, Tamara	Principal
Burns, Elizabeth	Guidance Counselor
Ryves, Carol	Instructional Media
Dodig, Susan	SAC Member
Hauser, Kristin	Teacher, K-12
Rhynehart, Eden	Teacher, K-12
Sita, Joey	Teacher, K-12
Evans, Sheryl	Teacher, K-12
Boyd-Walker, Joy	Assistant Principal
McLoughlin, Christi	Teacher, K-12
Cobb, Renee	Teacher, K-12
Cash, Jennifer	Teacher, K-12
Galloso, Sarah	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Personnel: The school has a leadership team consisting of the principal, assistant principal, school counselor, media specialist and other teachers. The leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates students success. These leaders work with teachers to ensure student learning.
Instructional resources include staff development developed and provided by our district and our school's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.
Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our

instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title 1, Title 11, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams works together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly and SAC meets monthly.

The School Improvement Plan is data driven and focuses on areas of school based needs for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Susan Dodig	Teacher
Tamara Hopkins	Principal
Anne Weikel	Teacher
Marylou Campbell	Education Support Employee
Kim Short	Parent
Angie Kopnicky	Parent
Randi Parsell	Parent
Kimberly Martin	Parent
Liz Campbell	Teacher
Elizabeth Burns	Teacher
Wendy Thumbeck	Parent
Becky Glasnak	Business/Community
Moeller	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

Our SAC gives input to the SIP and they vote on final plan for approval. Our SAC also approves budget expenditures with the School Improvement Funds as it supports the SIP.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are allocated to support the School Improvement Plan and school needs. Each request is evaluated by the SAC and voted upon for approval.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ryves, Carol	Instructional Media
Hopkins, Tamara	Principal
Cravens, Hannah	Teacher, K-12
Martens, Megan	Teacher, K-12
Cassel, Vanessa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Describe how the LLT promotes literacy within the school and aligns with the Florida State Standards. The Literacy Leadership Team will promote literacy within the school by collaborating with teachers, holding literacy events and involving parents and the community in motivating students to read.
The LLT will meet a minimum of four times per year to assess the needs of the school and make recommendations based on those assessments. The Media Specialist will provide data to the team to drive the decision making process.
In addition to the already highly successful Reading Counts program, we will be adding and refining other motivational reading programs and friendly competitions between students, classrooms and grade levels. These programs will include:
• Sunshine State Young Readers Bowl for third, fourth and fifth graders
• Primary Bowls which could include knowledge of nursery rhymes, fairy tales and folk tales
• Hit the Books in cooperation with The Daytona Cubs
• Race to Read in cooperation with The Racing Commission
• Book-it! – sponsored by Pizza Hut
Family evening events are to be scheduled throughout the year to encourage and inform parents in their partnership with Sweetwater Elementary. These events will include:
• Family Literacy Night
• Cooking up a Book
• Scholastic Book Fair Family Night in the Fall and again in the Spring where there will be opportunities to win books as prizes
Through the partnership of the faculty and staff, administration, parents and community, students of Sweetwater will have multiple occasions to increase literacy learning.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Sweetwater Elementary encourages positive working relationships between teachers by assigning all new teachers to Sweetwater Elementary a mentor. Teachers on the same grade level have common planning time.
Teachers both ESE and general education meet in Professional Learning Communities (PLCs) to collaborate and plan instruction and interventions based on data. Grade levels meet weekly to plan for instruction over a period of time based on Curriculum Maps and Florida State Standards.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administrative Team plans meetings, trainings and support for new teachers to our school. New teachers are assigned a mentor from senior staff to learn about the school and as a support to their development. Principal April and May job fairs to cultivate high qualified teachers with teaching experience. For the 2014-2015 school year 11 teachers were hired with only one of the 11 were new to the profession. The reputation of the school is the biggest recruiting tool. For every position available 50 teachers apply.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with a senior teacher for the school year. New teachers are also part of their Professional Learning Community (PLC) that meets monthly on campus. New teachers also meet with the Leadership Team 4 times during the beginning of the school year. New teachers are provided time to observe their peers and peers observe them and then they meet to discuss techniques and strategies. These four steps provide an avenue to answer questions about procedures on the campus and the PLC assists with student interventions, curriculum guidance and lesson planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers at Sweetwater Elementary utilize the district Curriculum Maps to guide their instruction and to directly align their instruction with the Florida Standards. They also research standards among national resources to provide additional materials and supports to our students as we implement the new Florida Standards. Professional Learning Communities (PLC) help ensure that instruction is aligned to the Florida Standards, well-paced, engaging and rigorous.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Bimonthly PLCs provide teachers the time to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students or individuals to receive targeted instruction from their teacher. When necessary, PLCS

make recommendations for students to be reviewed and assisted by the Problem-Solving Team (PST). Teachers in primary grades use SIPPS to address phonics needs. Our teachers also use CPalms and Florida Department of Education item test specifications to develop assessments. The use of administrative walk-through provide leadership with data to identify areas in which additional follow-up is needed. The leadership team meets weekly to talk about what trends are being seen. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. The leadership team also implements Progress Monitoring Meetings four times a year to review with teachers their students with needs and to provide supports for them.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,200

After school tutoring for students identified through previous year's state assessment balanced by current formative and summative assessments in Reading and Math. The goal is to provide additional intervention for areas of academic need.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hopkins, Tamara, tlhopkin@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and Post tests are given to analyze students growth toward target outcomes for students participating in this program. Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training

for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families. Our school has a close relationship with two area middle schools and spend many hours meeting to facilitate the successful transition of our 5th grade to middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Sweetwater Elementary faculty and staff will model and encourage healthy living, then the health of our school community will improve.

G2. Sweetwater Elementary faculty will participate in effective Professional Learning Communities and Professional Development, which targets ambitious instruction, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Sweetwater Elementary faculty and staff will model and encourage healthy living, then the health of our school community will improve. 1a

🔍 G069092

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	50.0
Attendance rate	95.0

Resources Available to Support the Goal 2

- Alliance for a Healthier Generation
- Cafeteria Manager
- School Nurse
- School Counselor
- School Wellness Committee
- Just Run Program
- Girls on the Run Program
- PTA/ PTA 5K/ PTA Golf Tournament
- Staff Wellness Plan
- Teacher Yoga
- Pelican Press
- Remind 101
- PE Website/Fitness Calendar
- Mornings News Program
- Teachers who are physical fitness experts
- S.T.E.M Classes
- Hydroponics Garden
- Go Take a Hike Fundraiser

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge-Students and Parents

Plan to Monitor Progress Toward G1. `8`

Analyze quarterly attendance rates for improvement in student attendance.

Person Responsible
Marc Fox

Schedule
Quarterly, from 10/1/2014 to 5/22/2015

Evidence of Completion
Attendance reports showing 95% attendance rate by the third quarter.

G2. Sweetwater Elementary faculty will participate in effective Professional Learning Communities and Professional Development, which targets ambitious instruction, then student achievement will increase. `1a`

🔑 G069093

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal `2`

- Leadership (administrative and teachers)
- Teacher Leaders
- School Improvement Funds
- New PLC Schedule
- Student Data/Test Scores
- District Staff

Targeted Barriers to Achieving the Goal `3`

- Meaningful Delivery of PD
- Lack of Structured PLCs
- Teacher Implementation of PD

Plan to Monitor Progress Toward G2. `8`

VXT data will show an overall average of 70% proficiency or better by the third nine weeks of data.

Person Responsible
Kristin Hauser

Schedule
On 5/29/2015

Evidence of Completion
VXT results in Eduphoria

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Sweetwater Elementary faculty and staff will model and encourage healthy living, then the health of our school community will improve. 1

🔑 G069092

G1.B5 Lack of Knowledge-Students and Parents 2

🔑 B179606

G1.B5.S1 Teachers and staff will create avenues to inform both parents and students about wellness and healthy living. 4

🔑 S190896

Strategy Rationale

If students and their parents understand healthy lifestyles, it will affect students' attendance and academic performance in school.

Action Step 1 5

Wellness Committee will provide both information and opportunities for students, parents and teachers to make healthier choices.

Person Responsible

Marc Fox

Schedule

Quarterly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Copies of the newsletter, website, morning news topics and Remind 101 will be collected along with the rosters of those participating in wellness events.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will monitor the implementation of new communication techniques and attend functions to collect evidence of implementation.

Person Responsible

Joy Boyd-Walker

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Copies of the newsletter, website, morning news topics and Remind 101 will be collected along with the rosters of those participating in wellness events.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administration will meet with Wellness Committee three times during the school year to monitor collection of data.

Person Responsible

Joy Boyd-Walker

Schedule

Quarterly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Copies of the newsletter, website, morning news agenda and Remind 101 will be collected along with the rosters of those participating in wellness events. Also, minutes from the Wellness Committee will be submitted.

G2. Sweetwater Elementary faculty will participate in effective Professional Learning Communities and Professional Development, which targets ambitious instruction, then student achievement will increase. 1

🔑 G069093

G2.B3 Meaningful Delivery of PD 2

🔑 B179610

G2.B3.S1 To identify experts from district staff and/or teacher base who are knowledgeable in the identified Professional Development goals. 4

🔑 S190897

Strategy Rationale

By having experts present on designated topics the delivery will be effective and the implementation of this presentation will provide ambitious instruction for students.

Action Step 1 5

We will find effective presenters for each professional development day.

Person Responsible

Tamara Hopkins

Schedule

Monthly, from 6/16/2014 to 5/29/2015

Evidence of Completion

Person responsible will ensure there are emails to confirm participation, and then sign-in sheets and an agenda to verify completion of activity.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

In addition, to collecting sign-in sheets and agendas, the lead person/s for the event will review the content for the afternoon with the administrator.

Person Responsible

Tamara Hopkins

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

The Outlook Calendar will show the dates of these meetings.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Surveys or exit slips will be provided and Leadership Team will review data from these items to determine effectiveness of presenters.

Person Responsible

Kristin Hauser

Schedule

On 5/29/2015

Evidence of Completion

Exit slips or survey results

G2.B4 Lack of Structured PLCs 2

🔍 B179611

G2.B4.S1 To provide professional development on the structure/purpose for Professional Learning Communities. 4

🔍 S190898

Strategy Rationale

We believe that with changes in staff and assignments, teachers may need a refresher or even initial training on the structures and purpose of PLCs.

Action Step 1 5

We will provide professional development for teachers on the structures and purpose of Professional Learning Communities.

Person Responsible

Joy Boyd-Walker

Schedule

Biweekly, from 8/11/2014 to 5/1/2015

Evidence of Completion

An agenda and sign-in sheets, in addition any handouts from the training.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Survey from PLC training will be collected and reviewed with the Leadership Team.

Person Responsible

Renee Cobb

Schedule

Quarterly, from 10/15/2015 to 5/27/2016

Evidence of Completion

Minutes and recommendations from the Leadership Team.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Leadership Team will share with principal results from survey to determine if another training needs to be provided.

Person Responsible

Renee Cobb

Schedule

On 5/27/2016

Evidence of Completion

Minutes and action plan from Leadership Team Meeting with principal.

G2.B5 Teacher Implementation of PD 2

🔑 B179612

G2.B5.S1 To provide teachers with follow-up time after PD to reflect and plan based on new knowledge for instruction. 4

🔑 S190899

Strategy Rationale

Teachers can implement ambitious instruction from PD when provided time to plan and reflect on training.

Action Step 1 5

Teachers will be provided time for reflection and planning by creating a schedule for follow-up.

Person Responsible

Tamara Hopkins

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Meeting schedule, agenda and minutes

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

The Leadership Team will monitor the minutes from meetings designated for reflection and planning from PD.

Person Responsible

Sarah Galloso

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Minutes from Leadership Team meetings

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Leadership Team from the minutes of meetings after PD will make recommendations for materials, supplies or extended training to the principal.

Person Responsible

Sarah Galloso

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Minutes from Leadership meetings.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	Wellness Committee will provide both information and opportunities for students, parents and teachers to make healthier choices.	Fox, Marc	8/11/2014	Copies of the newsletter, website, morning news topics and Remind 101 will be collected along with the rosters of those participating in wellness events.	5/22/2015 quarterly
G2.B3.S1.A1	We will find effective presenters for each professional development day.	Hopkins, Tamara	6/16/2014	Person responsible will ensure there are emails to confirm participation, and then sign-in sheets and an agenda to verify completion of activity.	5/29/2015 monthly
G2.B4.S1.A1	We will provide professional development for teachers on the structures and purpose of Professional Learning Communities.	Boyd-Walker, Joy	8/11/2014	An agenda and sign-in sheets, in addition any handouts from the training.	5/1/2015 biweekly
G2.B5.S1.A1	Teachers will be provided time for reflection and planning by creating a schedule for follow-up.	Hopkins, Tamara	9/28/2015	Meeting schedule, agenda and minutes	5/27/2016 monthly
G1.MA1	Analyze quarterly attendance rates for improvement in student attendance.	Fox, Marc	10/1/2014	Attendance reports showing 95% attendance rate by the third quarter.	5/22/2015 quarterly
G1.B5.S1.MA1	Administration will meet with Wellness Committee three times during the school year to monitor collection of data.	Boyd-Walker, Joy	8/11/2014	Copies of the newsletter, website, morning news agenda and Remind 101 will be collected along with the rosters of those participating in wellness events. Also, minutes from the Wellness Committee will be submitted.	5/22/2015 quarterly
G1.B5.S1.MA1	Administration will monitor the implementation of new communication techniques and attend functions to collect evidence of implementation.	Boyd-Walker, Joy	9/15/2014	Copies of the newsletter, website, morning news topics and Remind 101 will be collected along with the rosters of those participating in wellness events.	5/29/2015 quarterly
G2.MA1	VXT data will show an overall average of 70% proficiency or better by the third nine weeks of data.	Hauser, Kristin	9/1/2014	VXT results in Eduphoria	5/29/2015 one-time
G2.B3.S1.MA1	Surveys or exit slips will be provided and Leadership Team will review data from these items to determine effectiveness of presenters.	Hauser, Kristin	9/1/2014	Exit slips or survey results	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	In addition, to collecting sign-in sheets and agendas, the lead person/s for the event will review the content for the afternoon with the administrator.	Hopkins, Tamara	9/1/2014	The Outlook Calendar will show the dates of these meetings.	5/29/2015 monthly
G2.B4.S1.MA1	Leadership Team will share with principal results from survey to determine if another training needs to be provided.	Cobb, Renee	10/15/2015	Minutes and action plan from Leadership Team Meeting with principal.	5/27/2016 one-time
G2.B4.S1.MA1	Survey from PLC training will be collected and reviewed with the Leadership Team.	Cobb, Renee	10/15/2015	Minutes and recommendations from the Leadership Team.	5/27/2016 quarterly
G2.B5.S1.MA1	Leadership Team from the minutes of meetings after PD will make recommendations for materials, supplies or extended training to the principal.	Galloso, Sarah	10/1/2015	Minutes from Leadership meetings.	5/27/2016 monthly
G2.B5.S1.MA1	The Leadership Team will monitor the minutes from meetings designated for reflection and planning from PD.	Galloso, Sarah	10/1/2015	Minutes from Leadership Team meetings	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Sweetwater Elementary faculty will participate in effective Professional Learning Communities and Professional Development, which targets ambitious instruction, then student achievement will increase.

G2.B4 Lack of Structured PLCs

G2.B4.S1 To provide professional development on the structure/purpose for Professional Learning Communities.

PD Opportunity 1

We will provide professional development for teachers on the structures and purpose of Professional Learning Communities.

Facilitator

Joy Boyd-Walker

Participants

Sweetwater Teachers

Schedule

Biweekly, from 8/11/2014 to 5/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B5.S1.A1	**Wellness Committee will provide both information and opportunities for students, parents and teachers to make healthier choices.**				**$0.00**
2	G2.B3.S1.A1	**We will find effective presenters for each professional development day.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	4951 - Sweetwater Elementary School	School Improvement Funds		$500.00
			Notes: If needed materials will be purchased to use in correlation with presentations at Early Release Professional Development opportunities.			
3	G2.B4.S1.A1	**We will provide professional development for teachers on the structures and purpose of Professional Learning Communities.**				**$0.00**
4	G2.B5.S1.A1	**Teachers will be provided time for reflection and planning by creating a schedule for follow-up.**				**$0.00**
					Total:	**$500.00**