

Volusia County Schools

Sweetwater Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sweetwater Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Teachers at Sweetwater have parents fill out information sheets during "Meet the Teacher". Information parents share with the teacher at the beginning of the year allows the teacher to have an inside look at language, culture, values, family and home environment before the school year begins. The school 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 require additional support. The school counselor includes time throughout the day to meet 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. Girls on the Run is held 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 to better understand their needs and wants. These discussions go beyond "have a good day". The administration asks how their day was, how they are doing in school, and 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. This year we'll be implementing a new health initiative called, FLUency. It's a school health program to stop the spread of classroom illness. During the cold

and flu season it tracks symptoms and supports families in being proactive in fighting germs. The school nurse is able to see what symptoms are going around and then send out an email or text to alert the school community and remind them on preventative measures.

b. 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. Classroom doors remain locked at all times. 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 bus loop and parent pick-up. Teachers also serve ground duty on a rotational basis at critical vehicle and pedestrian crossings. Safety patrols are also posted throughout the campus to assist students in the mornings and afternoons. Fifth grade Bus Buddies escort kindergarten and first grade students to and from the bus loop to designated locations in the morning 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.

c. 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. All new teachers participate in CHAMPS training as required by the new teacher induction program. In the event further training is needed in classroom management, teachers are encouraged to attend professional development opportunities such as CHAMPS Plus, in order to develop strategies for managing student behavior.

d. 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. 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. Participation in these organizations helps reinforce the positive peer relations and increase the students' self-esteem by becoming active participants in their school culture. EBD students are provided access to the CARS program on a monthly basis. In addition, an arrangement has been

made with Spruce Creek High School. Dual-enrolled students from the International Baccalaureate and Advanced Placement programs provide academic tutoring, mentoring, and social emotional support to Sweetwater students before and after school.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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, Kona Ice, First Grade Literacy Night, Musical Productions, Publix Math Night, Museum Night, Parent Night Out, Night of the Arts, PTA 5K, Girls on the Run 5K, Silent Auction, FLUency Program, Literacy Week, parent meetings, parent conferences and various classroom volunteer family opportunities.

2. 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 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 continuing this year is our STEM program addressing our school improvement goals. Funds from our PTA mini-grants will be used to purchase vegetables and herbs to grow in our hydroponic garden. This year we incorporated Kinsa's FLUency program to support attendance and academic achievement. Kinsa's FLUency program is a school health initiative that enables schools and parents to detect and respond to spreading illness more quickly, keeping kids and classrooms healthier. Families and staff receive a Kinsa Smart Thermometer and join a private group on the Kinsa app to see the overall health of the school, including common symptoms and illnesses that have been tracked through our clinic. School family members can anonymously post questions, share symptoms, diagnoses and offer their experience to help others stay ahead of illness.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hopkins, Tamara	Principal
Burns, Elizabeth	School Counselor
Ryves, Carol	Instructional Media
Hauser, Kristin	SAC Member
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
Herrera, Laura	Instructional Coach
Fox, Marc	Teacher, K-12
Longstreth-McGray, Andrea	Teacher, K-12

b. Duties

1. 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 grade level 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.

2. 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, academic coach 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 throughout the year. These leaders work with teachers to ensure student learning.

Instructional: Support includes professional learning developed and provided by our district and our school's leadership team. As well, district departments will facilitate and participate in regularly scheduled 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 student achievement.

Curricular: Our math and language arts teachers will continue implementation of the Florida Standards embedding new understanding of the instructional shifts. Teachers will be supported by the district ELA and Math curriculum department in conjunction with our instructional leadership team. The district liaison will participate in classroom walk-throughs and provide specific feedback as requested by the school 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 work 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 to share district-level updates and school-based needs.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kristen Hauser	Teacher
Tamara Hopkins	Principal
Marylou Campbell	Education Support Employee
Kim Short	Parent
Angie Kopnick	Parent
Liz Campbell	Teacher
Elizabeth Burns	Teacher
Becky Glasnak	Business/Community
Moeller	Parent
Nefferdorf	Parent
Ranwick	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ryves, Carol	Instructional Media
Hopkins, Tamara	Principal
Cravens, Hannah	Teacher, K-12
Martens, Megan	Teacher, K-12
Herrera, Laura	Instructional Coach
Boyd-Walker, Joy	Assistant Principal
Avant, Kristen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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. An administrative team including the principal participates in the annual job fairs to recruit highly qualified teachers. For the 2016-2017 school year, four teachers and one coach were hired and none of them were new to the profession. The reputation of the school is the biggest recruiting tool. For every position available 50 teachers apply.

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

New teachers are mentored by a grade-alike senior teacher for the school year and participate in a Professional Learning Community (PLC) that meets bi-weekly on campus. The academic coach meets individually with teachers bi-weekly or monthly according to need to discuss timely topics related to curriculum, instruction and assessment. Administration meets quarterly with new teachers to discuss

planning and preparation, classroom environment, instruction, and professionalism. Peer observation opportunities are used to allow new teachers to see master teachers at work and vice versa. Time is provided for follow up and reflection of techniques and strategies that were observed. The pairings and mentoring activities provide an avenue to address questions about campus procedures, student interventions, curriculum guidance, lesson planning, and assessment.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 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.

b. Instructional Strategies

1. 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.

Biweekly 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 challenging standards/benchmarks that hinder students from meeting proficiency. Targeted intervention is then received from the teacher using a variety of appropriate resources. When necessary, PLCs make recommendations for students to be reviewed and assigned to 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-throughs provides 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 academic and behavioral data with the classroom teachers and discuss supports for the individual student needs.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 work together to coordinate and facilitate the successful transition of our 5th grade to middle school.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If Sweetwater Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.
- G2.** If Sweetwater Elementary faculty and staff implement and encourage students to engage in vigorous physical activity, then student achievement will increase.

Strategic Goals Detail

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

G1. If Sweetwater Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1a

G083539

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and implementation of the instructional shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative Leadership
- Academic Cadre Teacher Leaders
- SAC Funds
- Curriculum/District Specialists
- Curriculum Maps
- CPALMS
- Instructional Coach
- Professional Learning (applies to all faculty and staff)
- Digital Learning Teacher Leader
- PTA
- Grants
- Technology Devices (limited)
- Professional Learning Master Calendar

Plan to Monitor Progress Toward G1. 8

Develop knowledge and skills of the instructional shifts in ELA and improve classroom instruction

Person Responsible

Kristin Hauser

Schedule

On 5/29/2015

Evidence of Completion

VXT results in Eduphoria and FSA Results

G2. If Sweetwater Elementary faculty and staff implement and encourage students to engage in vigorous physical activity, then student achievement will increase. 1a

G083540

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher Awareness

Resources Available to Help Reduce or Eliminate the Barriers 2

- FUTURES
- PE Website/Fitness Calendar
- Business Partners
- Teachers
- District
- PTA
- Go Take a Hike Fundraiser

Plan to Monitor Progress Toward G2. 8

Analyze Eduphoria data for improvement in student achievement on Volusia Math Assessments.

Person Responsible

Marc Fox

Schedule

Quarterly, from 9/21/2016 to 5/13/2017

Evidence of Completion

Eduphoria reports show an increase on district assessments at the end of each quarter.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Sweetwater Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. **1**

 G083539

G1.B1 Lack of knowledge and implementation of the instructional shifts **2**

 B221615

G1.B1.S1 Develop knowledge and skills of the instructional shifts in ELA to improve classroom instruction. **4**

 S233865

Strategy Rationale

There is a need to expand teachers' best practices toolbox in order to be able to effectively implement the instructional shifts in ELA.

Action Step 1 **5**

Identify effective presenters for ELA shifts.

Person Responsible

Tamara Hopkins

Schedule

On 4/5/2017

Evidence of Completion

Complete list of meeting dates to include Early Release Professional Learning, topics and presenters.

Action Step 2 **5**

Schedule dates for professional learning in ELA instructional shifts and implementation strategies.

Person Responsible

Tamara Hopkins

Schedule

On 4/5/2017

Evidence of Completion

Complete list of meeting dates to include Early Release Professional Learning, topics and presenters.

Action Step 3 5

Articulate school's intended goals with the identified presenter

Person Responsible

Tamara Hopkins

Schedule

On 4/5/2017

Evidence of Completion

Phone log and outlook calendar

Action Step 4 5

Conduct professional learning on the ELA instructional shifts and implementation strategies

Person Responsible

Joy Boyd-Walker

Schedule

On 4/5/2017

Evidence of Completion

Meet schedule and agenda

Action Step 5 5

Follow up and monitor implementation

Person Responsible

Joy Boyd-Walker

Schedule

On 5/19/2017

Evidence of Completion

PLC minutes, leadership team minutes and classroom walk through feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The school's leadership team will monitor the minutes from meetings designated for reflection and planning from professional learning.

Person Responsible

Laura Herrera

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Minutes collected from Leadership Team meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Based on the minutes from the leadership team meetings recommendations and feedback will be presented to the principal.

Person Responsible

Laura Herrera


Schedule

Monthly, from 10/3/2016 to 3/31/2017

Evidence of Completion

Leadership team minutes

G1.B1.S2 Develop knowledge and skill of the instructional shifts in Mathematics to improve classroom instruction. 4

 S233866

Strategy Rationale

There is a need to expand teachers' best practices toolbox in order to be able to effectively implement the instructional shifts in Mathematics.

Action Step 1 5

Identify effective presenters for Math shifts

Person Responsible

Tamara Hopkins

Schedule

On 4/5/2017

Evidence of Completion

Compile and complete a list of meeting dates to include Early Release Professional Learning, topics and presenters.

Action Step 2 5

Schedule dates for professional learning in Math instructional shifts and implementation strategies.

Person Responsible

Tamara Hopkins

Schedule

On 4/5/2017

Evidence of Completion

Compile and complete a list of meeting dates to include Early Release Professional Learning, topics and presenters.

Action Step 3 5

Articulate school's intended goals with the identified presenter

Person Responsible

Tamara Hopkins

Schedule

On 4/5/2017

Evidence of Completion

Phone log and outlook calendar

Action Step 4 5

Conduct professional learning on the Math instructional shifts and implementation strategies

Person Responsible

Joy Boyd-Walker

Schedule

On 4/5/2017

Evidence of Completion

Meeting schedule and agenda

Action Step 5 5

Follow up and monitor implementation through bi-weekly classroom visits conducted by the academic coach and administrators.

Person Responsible


Joy Boyd-Walker

Schedule

Biweekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

G1.B1.S3 Develop highly effective PLCs as an avenue for continual growth in the knowledge and implementation of the instructional shifts. 4

 S233867

Strategy Rationale

There is a need to measure student achievement through data analysis of assessment in relation to the instructional shifts.

Action Step 1 5

Create a master learning calendar of meeting dates to include (PLC, Professional Learning, etc.)

Person Responsible

Tamara Hopkins

Schedule

On 8/29/2016

Evidence of Completion

Master calendar for professional learning

Action Step 2 5

Identify two to 3 experts as PLC contacts

Person Responsible

Tamara Hopkins

Schedule

On 8/29/2016

Evidence of Completion

Leadership meeting notes

Action Step 3 5

Implement PLC professional learning to ensure effective use of PLC time to include implementation of the shifts.

Person Responsible

Joy Boyd-Walker

Schedule

Quarterly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Professional Learning Community Discussion Forms

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Develop knowledge and skill of the instructional shifts in ELA and improve classroom instruction

Person Responsible

Tamara Hopkins

Schedule

On 4/5/2017

Evidence of Completion

Email, Outlook Calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G2. If Sweetwater Elementary faculty and staff implement and encourage students to engage in vigorous physical activity, then student achievement will increase. 1

G083540

G2.B5 Teacher Awareness 2

B221621

G2.B5.S1 Share the research with teachers and parents linking physical activity to student achievement.

4

S233869

Strategy Rationale

If students and their parents understand the affects of vigorous physical activity, it will increase students' 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 G2.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 G2.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.B5.S2 Share a variety of research based physical activities and vigorous exercises with teachers. 4

 S233870

Strategy Rationale

Increase teacher buy in

Action Step 1 5

The Physical Education department will provide research based resources that link vigorous classroom activities to student achievement.

Person Responsible

Marc Fox

Schedule

Monthly, from 9/21/2016 to 4/21/2017

Evidence of Completion

Physical Education teachers will compile a list of activities and collaborate with a select group of classroom teachers to monitor students' progress on Volusia Math Assessments.

Action Step 2 5

The Physical Education department will identify a select group of teachers to incorporate vigorous activities prior to assessing students on Volusia Math Assessments.

Person Responsible

Marc Fox

Schedule

Monthly, from 9/21/2016 to 5/19/2017

Evidence of Completion

Volusia Math Assessments

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

The physical education department will send emails and conduct surveys to monitor teacher awareness.

Person Responsible

Marc Fox

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Survey results

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Monthly collaborative meetings with targeted teachers to analyze and review the results of the math assessment.

Person Responsible

Marc Fox

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Volusia Math Assessments

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Monthly collaboration meetings

Person Responsible

Marc Fox

Schedule

Monthly, from 9/21/2016 to 5/26/2017












Evidence of Completion

Teacher feedback, assessment results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S3.MA1 M304713	[no content entered]		No Start Date		No End Date one-time
G2.B5.S1.MA1 M304718	Administration will meet with Wellness Committee three times during the school year to monitor...	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
G2.B5.S1.A1 A300269	Wellness Committee will provide both information and opportunities for students, parents and...	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
G1.MA1 M304717	Develop knowledge and skills of the instructional shifts in ELA and improve classroom instruction	Hauser, Kristin	9/1/2014	VXT results in Eduphoria and FSA Results	5/29/2015 one-time
G2.B5.S1.MA1 M304719	Administration will monitor the implementation of new communication techniques and attend functions...	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
G1.B1.S3.A1 A300265	Create a master learning calendar of meeting dates to include (PLC, Professional Learning, etc.)	Hopkins, Tamara	7/25/2016	Master calendar for professional learning	8/29/2016 one-time
G1.B1.S3.A2 A300266	Identify two to 3 experts as PLC contacts	Hopkins, Tamara	7/25/2016	Leadership meeting notes	8/29/2016 one-time
G1.B1.S1.MA1 M304711	Based on the minutes from the leadership team meetings recommendations and feedback will be...	Herrera, Laura	10/3/2016	Leadership team minutes	3/31/2017 monthly
G1.B1.S1.A1 A300255	Identify effective presenters for ELA shifts.	Hopkins, Tamara	7/1/2016	Complete list of meeting dates to include Early Release Professional Learning, topics and presenters.	4/5/2017 one-time
G1.B1.S1.A2 A300256	Schedule dates for professional learning in ELA instructional shifts and implementation strategies.	Hopkins, Tamara	7/1/2016	Complete list of meeting dates to include Early Release Professional Learning, topics and presenters.	4/5/2017 one-time
G1.B1.S1.A3 A300257	Articulate school's intended goals with the identified presenter	Hopkins, Tamara	7/1/2016	Phone log and outlook calendar	4/5/2017 one-time
G1.B1.S1.A4 A300258	Conduct professional learning on the ELA instructional shifts and implementation strategies	Boyd-Walker, Joy	7/1/2016	Meet schedule and agenda	4/5/2017 one-time
G1.B1.S2.A1 A300260	Identify effective presenters for Math shifts	Hopkins, Tamara	7/1/2016	Compile and complete a list of meeting dates to include Early Release Professional Learning, topics and presenters.	4/5/2017 one-time
G1.B1.S2.A2 A300261	Schedule dates for professional learning in Math instructional shifts and implementation strategies.	Hopkins, Tamara	7/1/2016	Compile and complete a list of meeting dates to include Early Release Professional Learning, topics and presenters.	4/5/2017 one-time
G1.B1.S2.A3 A300262	Articulate school's intended goals with the identified presenter	Hopkins, Tamara	7/1/2016	Phone log and outlook calendar	4/5/2017 one-time
G1.B1.S2.A4 A300263	Conduct professional learning on the Math instructional shifts and implementation strategies	Boyd-Walker, Joy	7/1/2016	Meeting schedule and agenda	4/5/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M304714	Develop knowledge and skill of the instructional shifts in ELA and improve classroom instruction	Hopkins, Tamara	8/15/2016	Email, Outlook Calendar	4/5/2017 one-time
G2.B5.S2.A1  A300270	The Physical Education department will provide research based resources that link vigorous...	Fox, Marc	9/21/2016	Physical Education teachers will compile a list of activities and collaborate with a select group of classroom teachers to monitor students' progress on Volusia Math Assessments.	4/21/2017 monthly
G2.MA1  M304723	Analyze Eduphoria data for improvement in student achievement on Volusia Math Assessments.	Fox, Marc	9/21/2016	Eduphoria reports show an increase on district assessments at the end of each quarter.	5/13/2017 quarterly
G1.B1.S1.A5  A300259	Follow up and monitor implementation	Boyd-Walker, Joy	8/29/2016	PLC minutes, leadership team minutes and classroom walk through feedback	5/19/2017 one-time
G1.B1.S2.A5  A300264	Follow up and monitor implementation through bi-weekly classroom visits conducted by the academic...	Boyd-Walker, Joy	8/29/2016		5/19/2017 biweekly
G2.B5.S2.A2  A300271	The Physical Education department will identify a select group of teachers to incorporate vigorous...	Fox, Marc	9/21/2016	Volusia Math Assessments	5/19/2017 monthly
G1.B1.S1.MA1  M304712	The school's leadership team will monitor the minutes from meetings designated for reflection and...	Herrera, Laura	10/3/2016	Minutes collected from Leadership Team meetings	5/26/2017 monthly
G2.B5.S2.MA1  M304720	Monthly collaboration meetings	Fox, Marc	9/21/2016	Teacher feedback, assessment results	5/26/2017 monthly
G2.B5.S2.MA1  M304721	The physical education department will send emails and conduct surveys to monitor teacher...	Fox, Marc	9/21/2016	Survey results	5/26/2017 monthly
G2.B5.S2.MA2  M304722	Monthly collaborative meetings with targeted teachers to analyze and review the results of the math...	Fox, Marc	9/21/2016	Volusia Math Assessments	5/26/2017 monthly
G1.B1.S3.A3  A300267	Implement PLC professional learning to ensure effective use of PLC time to include implementation...	Boyd-Walker, Joy	9/21/2016	Professional Learning Community Discussion Forms	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. If Sweetwater Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

G1.B1 Lack of knowledge and implementation of the instructional shifts

G1.B1.S1 Develop knowledge and skills of the instructional shifts in ELA to improve classroom instruction.

PD Opportunity 1

Conduct professional learning on the ELA instructional shifts and implementation strategies

Facilitator

Laura Herrera, Joy Walker and Stephanie Radford

Participants

Faculty

Schedule

On 4/5/2017

G1.B1.S2 Develop knowledge and skill of the instructional shifts in Mathematics to improve classroom instruction.

PD Opportunity 1

Conduct professional learning on the Math instructional shifts and implementation strategies

Facilitator

Laura Herrera, Joy Walker and Shelly Osterman

Participants

Faculty

Schedule

On 4/5/2017

G1.B1.S3 Develop highly effective PLCs as an avenue for continual growth in the knowledge and implementation of the instructional shifts.

PD Opportunity 1

Implement PLC professional learning to ensure effective use of PLC time to include implementation of the shifts.

Facilitator

Laura Herrera, Renee Cobb, Joy Walker, Instructional leaders

Participants

Faculty

Schedule

Quarterly, from 9/21/2016 to 5/26/2017

G2. If Sweetwater Elementary faculty and staff implement and encourage students to engage in vigorous physical activity, then student achievement will increase.

G2.B5 Teacher Awareness

G2.B5.S2 Share a variety of research based physical activities and vigorous exercises with teachers.

PD Opportunity 1

The Physical Education department will provide research based resources that link vigorous classroom activities to student achievement.

Facilitator

Marc Fox, LouAnn Kandt, Kim Cooney

Participants

Faculty/Regional Participants

Schedule

Monthly, from 9/21/2016 to 4/21/2017