Sweetwater Elementary School

2017-18 Schoolwide Improvement Plan

Sweetwater Elementary School

10655 SW 4TH ST, Miami, FL 33174

http://sweetwaterelementary.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

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 Dade 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sweetwater Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The school's mission is to develop the maximum potential of each student. Students are actively involved with investigating curricular topics, applying critical thinking, and using technology to practice developmental skills, access information, and create products that will demonstrate their learning. A staff of caring professionals will join efforts with parents and community members to provide a stimulating and appropriate educational experience for every child in our school, encouraging each to become a self-directed, independent learner.

b. Provide the school's vision statement.

Sweetwater Elementary's vision is that meeting the academic, physical, emotional, and social needs of all students within a safe and positive environment is paramount to ensuring an excellent educational climate. A stimulating and appropriate educational experience is necessary for every child and that establishing a partnership among home, school, and the community will be beneficial for all.

2. School Environment

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

As new students register, the Community Involvement Specialist reaches out to the parent to help provide information regarding resources available in the community. The receiving teacher immediately makes contact with the parent and asks key questions to ensure that the students' culture is acknowledged. All teachers make an effort to reach out to their students and learn about their cultures and celebrate the differences and similarities between and among different cultures.

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

Sweetwater Elementary works diligently at creating a safe environment with adult supervision throughout the day.
Students are supervised and treated with respect by all adults in the building. Core values are emphasized through lessons in the curriculum and highlighted on the morning news.

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.

Sweetwater Elementary has a suspension prevention plan that includes an incentive plan for good behavior. Monthly student "Values Heroes" are highlighted and provided with a certificate based on teacher recommendations.
All classrooms have clearly established rules and procedures to encourage positive student behavior. Additionally, all teachers and administrators follow the Miami-Dade County Public Schools Student Code of Conduct.

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.

The social-emotional needs of students at Sweetwater Elementary are met through a network of services provided by the Student Services team. The Counselor, Social Worker, and School Psychologist provide different level of services as needed by individual students. Parents may request assistance for their children if they are exhibiting emotional distress due to family or school situations. The Counselor offers an avenue for students and parents to express concerns about issues affecting their emotional state. The Social Worker may provide community resources for the parent to utilize. The School Psychologist intervenes when emotional distress is impacting a student's academic progress. Additionally, Sweetwater Elementary collaborates with various Outreach Agencies that provide additional counseling and psychiatric services for students via Medicaid insurance programs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System utilized at Sweetwater Elementary is based on the following criteria:
5 or more tardies or absences (excused/unexcused)
Academic grade of D or F in English Language Arts or Mathematics
Two or more SCAMS
Level 1 on the Reading or Mathematics FSA (5th grade only) or less than 50 percent on the SAT-10 Reading or Mathematics assessments

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	7	6	12	5	2	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	16	13	16	19	39	0	0	0	0	0	0	0	103
	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	11	11	6	23	38	0	0	0	0	0	0	0	89

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

Student attendance is a crucial part of academic success. When students reach 5 absences (excused or unexcused), teachers write a referral SCAM to have the Social Worker reach out to the family. The Social Worker offers assistance and support to the family in the process of improving the student's

attendance or tardiness issues. The administrative team meets with the parents and reviews the students' academic progress to help them understand the importance of daily attendance and punctuality.

Academic interventions are provided by the classroom teachers as needed by individual students. The M-RtI team will monitor students who are demonstrating any risk factors and provide further intervention support as required by each individual student for academic or behavioral issues.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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 School enjoys partnerships with I-9 Sports, UDT, and Publix. These Dade Partners assist and support our school with incentives and rewards for student achievement. Florida International University Honors College supports the school by linking college students who can provide tutorial services within the After School Care program. The Philip and Patricia Frost Museum of Art at FIU collaborates on an ongoing manner to bring art and other resources integrating with the curriculum to enhance student learning.

Potential partners are invited to participate in school activities such as Career Day to give them the opportunity to see our school and meet our students. Information is provided to the potential partners in the hope of creating new partnerships.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Olivera, Janet	Principal
Gil, Morris	Assistant Principal
Gafcovich, Marlene	Teacher, K-12
Prieto, Maritza	Teacher, K-12
Perez, Maria	Teacher, K-12
De Solo, Ana	School Counselor
Tamayo, Katia	Teacher, K-12
Macia, Aida	Teacher, K-12
Salum, Catherine	Psychologist
Rojo, Ana	Teacher, K-12
Hernandez, Rosa	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.

School Psychologist: Catherine Salum
Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans;
provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
School Counselor/School Social Worker: Ana De Solo/
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to
link child-serving and community agencies to the schools and families to support the child's academic,
emotional, behavioral, and social success.
Subject Area Liaisons: Aida Macia, (Mathematics); Ana Rojo, (Science); Marlene Gafcovich, (Media); Maritza Prieto, (ESOL); Maria Perez, (Reading); and Katia Tamayo, (Writing); Rosa Hernandez (STEM)
Each Subject Area Liaison participates in the collection, interpretation, and analysis of data as related to their specific curriculum specialization; facilitates the development of enrichment and intervention plans; provides ongoing professional development and modeling as needed by instructional staff, and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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.

Sweetwater Elementary School's MTSS/RtI Leadership Team will focus meetings around one question: How
do we provide each individual student with an instructional program tailored to address his/her needs

in
order for the child to meet success? The members of the team are as follows: Janet Olivera, principal, Morris Gil, AP, Ana de Solo, counselor, Catherine Salum, psychologist, Subject Area Liaisons (as needed), and the individual teacher whose students are being discussed. The team will meet monthly to engage in the following activities:
Review all available benchmark data and link to instructional decisions.
Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
Provide staff with support via professional development, modeling lessons, and resource materials.
Communicate clearly and openly with all staff members regarding the progress of students, procedures, and
school-wide goals.

The school's Leadership Team also meets monthly to review school-wide needs, curriculum updates and concerns for discussion, The principal provides the team with information regarding the resources available to address school-wide needs, as well as the resources available through the PTA and EESAC to supplement school funding.

Title I, Part A Sweetwater Elementary services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The administration develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Sweetwater Elementary school provides services and support to migrant students and parents. The District
Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment
of migrant students to ensure that the unique needs of migrant students are met. Students are also provided
extended learning opportunities (before school and/or after-school, and summer school) by the Title I, Part
C, and Migrant Education Program.

The M-DCPS District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on
Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide: tutorial programs utilized for Before
School Tutorials (K-12) parent outreach activities (K-12) professional development on best practices for ESOL and content area teachers coaching and mentoring for ESOL and content area teachers(K-12) reading and supplementary instructional materials(K-12) for ELL and immigrant students (K-12, RFP Process) The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application.

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services
for students through curriculum implemented by classroom teachers, and elementary counselors. Training
and technical assistance for elementary counselors is available. Additionally:
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Parental Involvement
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to
our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Sweetwater Elementary conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. In addition, we complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 07-15) and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Also, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Janet Olivera	Principal
Lashon Bivens	Education Support Employee
Angelica Hernandez	Teacher
Leonora Rodriguez-Chomat	Teacher
Katia Tamayo	Teacher
Alex Martinez	Business/Community
John Fraser	Business/Community
Miriam Machado	Business/Community
Monica Plasencia	Parent
Ileana Fajardo	Parent
Alberto Rojo	Student
Daisy Kharfan	Parent
Marlen Gomez	Education Support Employee
Peter Cuevas	Parent
Yaima Perez	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

EESAC meeting was held to review the data target points from the 2016-2017 school year. Academic achievement improved in areas: Reading, Mathematics, and Writing ; however, Science scores regressed. Mathematics achievement for the students in the lowest quartile also did not meet expectations. New emphasis will be placed on strategies to improve areas of weakness.

b. Development of this school improvement plan

Members of the EESAC committee participated in the training sessions offered last May regarding the development and writing of the SIP document. Based on teacher feedback regarding the goals and strategies implemented in the previous SIP plan, new goals and strategies have been developed. Draft reviews are conducted before final submission for further input from all stakeholders.

c. Preparation of the school's annual budget and plan

The school's overall funding continues to drop due to decreasing enrollment. Changes in the surrounding community are causing many families to leave the area which is impacting the school's enrollment. The STEAM program and the Everglades Champions program will remain the focus as a method of marketing a unique experience for students who enroll at Sweetwater Elementary.

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

EESAC funds were utilized to support school goals. The EESAC had approximately $3,512.00 which was used to purchase classroom materials as selected by individual grade levels.

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
Olivera, Janet	Principal
Gil, Morris	Assistant Principal
Gafcovich, Marlene	Other
Perez, Maria	Teacher, K-12
Prieto, Maritza	Teacher, K-12
Tamayo, Katia	Teacher, K-12

b. Duties

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

The major initiative of the 2017-18 school term will be to deepen teacher understanding of the Florida Standards. An in-depth study of effective lesson planning which provides students with greater rigor throughout the year by both horizontal and vertical teams. Additionally STEAM related activity integration will be highlighted utilizing newly acquired technological skills.This year individual grade level leaders will attend monthly I-Cads and serve as train the trainer models for their specific grade levels.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Sweetwater Elementary Action Plan for the 2017-2018 school term addresses specifically the area of collaborative planning to impact instructional delivery. Together the grade level chairs and the administration; professional development will be provided in an ongoing manner to support teachers in the development of expertise with understanding the standards, item specifications and the pacing guides to develop more detailed and rigorous instructional plans. Members of the leadership team will provide follow-up in the classrooms. The new targeted focus will be on the integration of curriculum utilizing all facets of STEAM.

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

The instructional staff strives to maintain their Highly Qualified status by continually participating in appropriate professional development for their professional growth. Sweetwater Elementary enjoys a very low teacher turnover rate; most teachers only leave the school upon reaching retirement. When new positions open, the administration screens candidates carefully to ensure the most qualified individual is selected for the position. Additionally, the administration strives to maintain a professional work environment with open lines of communication among all members of the faculty and staff. Highly

qualified teachers that form an integral part of the decision-making process in the school are more likely to stay at that site.

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

Sweetwater Elementary utilizes veteran teachers to mentor new teachers to the school, as well as, teachers that are in the beginning years of their career. School site teachers that have completed MINT training are paired with less experienced staff or teachers that may be new to the school site through transfer or surplus. Whenever possible the pairings are made within departments or focus on the instructional grade level taught. Mentor teachers will model exemplary teaching strategies and techniques for mentee staff as needed.

Administrators will also facilitate in-house professional growth opportunities for staff based on observations from daily walk-throughs and formal observations.

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.

Miami-Dade County Public Schools provides instructional materials to the school which are aligned with the Florida Standards. Teachers utilize the M-DCPS pacing guides for each subject area which have already been aligned with the standards and the item specifications. Additional resources such as C-Palms and the FSA website are also utilized by staff to ensure alignment with the new standards.

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.

Students are provided 3 tiers of support depending upon their individual needs. Data is collected from summative and formative assessments provided as the year progresses. Teacher observation is another form of data collection through daily practice. Once a student is identified as having a deficiency in a particular skill, the student is provided with small group instruction to address the need. If the student does not meet success with the small group setting, the teacher may offer additional intervention tailored for the specific child. All teachers utilize data to form intervention groups as needed within their classrooms and additional time is allotted outside the reading block to provide intervention. The M-RtI team can provide additional guidance or strategies for any student that does not respond to small group intervention.

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: After School Program

Minutes added to school year: 5,400

Second and,Third grade students participating in the After School Care Program and ENLACE grant sponsored program, receive 30 minutes of additional reading instruction per day

Strategy Rationale

Students are provided additional reading assistance as our population is mostly English Language Learners, and the additional instructional time after school helps to reinforce concepts taught during the school day. This program is conducted by certified teachers ensuring quality instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Olivera, Janet, pr5431@dadeschools.net

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

The ENLACE program provides students with both pre and post tests to determine student growth.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Title I Administration assists Sweetwater Elementary by providing supplemental funds beyond the State of
Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Sweetwater Elementary will establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. Neighborhood and school site Pre-K teachers will come together with kindergarten teachers in the fall and summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

Students transitioning from Sweetwater Elementary's fifth grade into middle school are supported through a year long process of presentations by various middle schools in the surrounding community, Students are exposed to Magnet programs and what they have to offer via an annual Magnet Fair, where parents and students are presented with information from the many school choice options available within our District. Fifth grade teachers collaborate with personnel from our feeder schools to ensure that students are prepared to enter the middle school grades with the proper

academic and social foundation. The administrative team provides a workshop for the parents of 5th grade students to help them understand the transition to the middle grades level.

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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 core instruction is strengthened in all content areas then student achievement will improve.

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 core instruction is strengthened in all content areas then student achievement will improve. 1a

🔑 G097118

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	34.0
CELLA Writing Proficiency	42.0
CELLA Listening/Speaking Proficiency	58.0
CELLA Reading Proficiency	42.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	85.0
Math Gains	67.0
Math Lowest 25% Gains	69.0
FSA ELA Achievement	44.0
FSA Mathematics Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- Limited common planning time exists between administration and teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology in every classroom,

- Curriculum Support Specialist for Literacy

- Curriculum Support Specialist for Mathematics

- Liaisons for each Core Subject area

- Web-based AR and STAR

- Core Materials

- Novels

- Monthly Professional Development

- Monthly Parent Training and Parent Academy

- Common Planning

- Model Classrooms

- Media Specialist

- Departmentalization in grades 3-5

- I-Ready for grades K-5 in reading and math

- Reflex Math for grades 1-5

- Imagine Learning for ELL students

Plan to Monitor Progress Toward G1. 8

Data disaggregation, Interim Assessments, Florida Standards Assessments and the FCAT Science 2.0

Person Responsible
Janet Olivera

Schedule
Monthly, from 9/1/2017 to 6/8/2018

Evidence of Completion
Ongoing Data collection reports from G2D, I-Ready K-5, District Interim Assessments in the fall and winter, STAR reports, FSA

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. If core instruction is strengthened in all content areas then student achievement will improve. `1`

🔑 G097118

G1.B4 Limited common planning time exists between administration and teachers `2`

🔑 B261244

G1.B4.S1 Analysis of all pertinent data ireports will take place between teachers and the administrative team following each of the 3 diagnostic windows `4`

🔑 S276577

Strategy Rationale

Teacher survey results indicate a greater need for administration/faculty common time for planning and in-depth analysis of data.

Action Step 1 `5`

Teachers and administrators will meet to review data reports following each diagnostic window.

Person Responsible

Janet Olivera

Schedule

Triannually, from 10/2/2017 to 6/8/2018

Evidence of Completion

Sign in sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Schedule of data review meetings,

Person Responsible

Janet Olivera

Schedule

Triannually, from 10/2/2017 to 6/8/2018

Evidence of Completion

Attendance logs and sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Analysis of student progress from one diagnostic window to the next.

Person Responsible

Janet Olivera

Schedule

Triannually, from 10/2/2017 to 6/8/2018

Evidence of Completion

Attendance logs, data analysis of student growth, RtI logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M400893	Data disaggregation, Interim Assessments, Florida Standards Assessments and the FCAT Science 2.0	Olivera, Janet	9/1/2017	Ongoing Data collection reports from G2D, I-Ready K-5, District Interim Assessments in the fall and winter, STAR reports, FSA	6/8/2018 monthly
G1.B4.S1.MA1 🔍 M400891	Analysis of student progress from one diagnostic window to the next.	Olivera, Janet	10/2/2017	Attendance logs, data analysis of student growth, RtI logs	6/8/2018 triannually
G1.B4.S1.MA1 🔍 M400892	Schedule of data review meetings,	Olivera, Janet	10/2/2017	Attendance logs and sign in sheet	6/8/2018 triannually
G1.B4.S1.A1 🔍 A372767	Teachers and administrators will meet to review data reports following each diagnostic window.	Olivera, Janet	10/2/2017	Sign in sheets, agendas	6/8/2018 triannually

V. Professional Development Opportunities

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

G1. If core instruction is strengthened in all content areas then student achievement will improve.

G1.B4 Limited common planning time exists between administration and teachers

G1.B4.S1 Analysis of all pertinent data ireports will take place between teachers and the administrative team following each of the 3 diagnostic windows

PD Opportunity 1

Teachers and administrators will meet to review data reports following each diagnostic window.

Facilitator

J. Olivera

Participants

Teachers

Schedule

Triannually, from 10/2/2017 to 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Teachers and administrators will meet to review data reports following each diagnostic window.	$0.00
		Total:	$0.00