Volusia County Schools

Sweetwater Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	52%

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

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 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.

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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 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.

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.

The faculty and staff at Sweetwater Elementary engage in a variety of practices to gain an understanding and celebrate the diverse cultures representative of the student population. Trusting and respectful relationships are developed as a result. The process is ongoing throughout the school year.

Before the school year begins during the "Meet the Teacher" day, families are provided an opportunity to share information allowing teachers an inside look at language, culture, and values of the family/home environment. Throughout the school year, the guidance counselor is instrumental in fostering relationships between students, teachers, and parents through whole group, small group, and individual support settings. Programs and clubs for students such as Girls on the Run, FFEA, Sweet Beats, Peli"CANS", STEM, annual school musical, and "Student of the Week" are designed to develop self confidence, encourage good-choice making, build leadership skills, foster lasting relationships, promote good health and exercise habits, and celebrate diversity. The holiday season often provides teachers an opportunity to showcase different cultures through a "Holidays Around the World" learning experience. Teachers invite families to help create stations or centers highlighting a craft or food item that represents the culture with which they are most familiar. Students learn that EVERYONE has a culture. Each program has evolved in response to students' interests and needs at Sweetwater Elementary and will continue to do so as more is learned about the cultures of the students being served at Sweetwater Elementary.

The STEM program included in this year's special area rotation will be implementing a new collaborative initiative between Sweetwater Elementary and Space Training Adventure and Research, Inc. (STAR). Interns from local colleges and abroad will participate with this program to work directly with students. Students will explore engineering and technology practices such as coding, 3-D printing, hydroponics gardening, and creative design to enhance problem solving skills.

Administrators are highly-visible, active participants on campus. Great pride is taken in greeting parents each morning, walking through classrooms, talking with students, and monitoring behavior during transitions between classes, in the lunchroom and at recess. Positive relationships are fostered on a continual basis through their active engagement with community, parents, students, and teachers.

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

Sweetwater Elementary provides a safe and respectful environment for all students by defining and implementing daily procedures consistently. Students are greeted cheerfully and respectfully upon arriving, moving around, and exiting campus every day. Adult supervision is provided by teachers on a rotational basis at all gates, critical vehicle and pedestrian crossings, and within the bus loop/parent pick-up areas. Breakfast and Extended Day student activities are closely monitored by staff. An additional layer of support is implemented through Fifth Grade Bus Buddies and Safety Patrols as they safely escort younger students or provide helpful assistance each morning and afternoon around the campus meeting individual student needs. The school's guidance counselor provides a "Bully Free" curriculum to each class. Carefully planned and actively implemented procedures send the distinct message that Sweetwater Elementary is a safe and respectful environment that can be trusted by all stakeholders.

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. The Blueprint for Lifelong Guidelines is utilized as a unified, school-wide training that builds character and life skills in each student through example and instruction such qualities as integrity, trustworthiness, responsibility, respect, flexibility, patience, and perseverance. 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/or a parent phone call. In the event the inappropriate behavior 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. 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 and refresher courses are available to experienced teachers. 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 self-control throughout the year. In addition, students in the upper grades are given the opportunity to take leadership roles through student government, Safety Patrols, 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.

Students exhibiting challenges in emotional and behavioral areas receive social skills mentoring through the CARS program on a monthly basis under the direction of the school psychologist and

social worker. A variety of after-school clubs provide mentoring and social-emotional support to Sweetwater Elementary students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 school regularly analyzes (at least three times a year) 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	16	21	22	23	35	25	0	0	0	0	0	0	0	142
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	16	5	0	0	0	0	0	0	0	21

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	10	4	0	0	0	0	0	0	0	14

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 leadership 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 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

The Sweetwater Elementary community, including faculty/staff, PTA, and business partners, hosts a variety of events throughout the school year to build and foster relationships with families including, but not limited to the following:
- Meet the Teacher
- Open House
- Meet Me at the Pole
- Golf Scramble
- Family Book Fair Night,
- Night of the Arts
- Holiday Programs such as Spooky Story Night, Thanksgiving Festival, and Christmas Around the World
- Fall School Carnival
- Santa's Secret Shop
- Spring Fling/Field Day
- Read Across America Day
- Literacy Week
- Kona Ice
- Musical Productions
- Publix Math Night
- Museum Night
- Parent Night Out
- 5K Color Run
- Girls on the Run 5K
- Silent Auction
- Kindergarten Orientation
- Fifth Grade Awards Ceremony
- Parent meetings/conferences

- Classroom volunteer opportunities
- STEM/Space Training Adventure and Research, Inc.

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 fundraising efforts of our PTA, we have been able to purchase various technology devices and digital programs to support school goals and provide students with standards-aligned resources for academic achievement. We have been awarded numerous Futures grants for tutoring, technology, and enrichment learning activities. PTA coordinates a Golf Scramble which provide funds for teacher mini-grants. PTA mini-grants provides classrooms with incentives for students and supplies for hands-on science experiences to name a few.

This year Sweetwater's STEM and Space Training Adventure and Research Inc. (STAR) programs are joining forces to engage our students in engineering design principles and creative problem solving. In addition to the molecular gastronomy (hydroponics garden) project, students will be given opportunities to experience activities such as Delta Maker (3-D printing), ANSYS (simulation software), "Imagineers", coding, neuroscience (brain tone art), and aerospace science (aerodynamics). STAR believes that an engaged mind is a teachable mind and designs resources to support students from cradle to career. The goal will be to provide students, teachers, and parents with access to an online portal that links learning occurring in the schoolhouse to learning occurring in the outside world.

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
Hopkins, Tamara	Principal
Hauser, Kristin	SAC Member
Boyd-Walker, Joy	Assistant Principal
Cobb, Renee	Teacher, K-12
Herrera, Laura	Instructional Coach
Wilson, Courtney	Teacher, ESE

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 SLT and their respective grade level team. For example, the Academic Coach works through the PLC process 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 classroom 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 - Chair	Teacher
Tamara Hopkins	Principal
Marylou Campbell	Education Support Employee
Elizabeth Burns	Teacher
Kathy Moeller	Parent
Keri Nefferdorf	Parent
Shannon Radwick	Parent
Kim Dubois	Teacher
Carol Ryves	Teacher
Colleen Macy	Parent
Kathy Pickett	Parent
Alicia Smyth	Parent
Rebecca Zimmerman	Business/Community

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our extended school leadership team including the district liaison, school psychologist, and social worker met to discuss progress monitoring measures to determine successes and challenges. School-based data discussed during this meeting provided information useful for Step Zero of the SIP process. The School Leadership Team shared results with the Sweetwater Elementary faculty and School Advisory Council to receive input.

b. Development of this school improvement plan

Our SAC gives input to the SIP and 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 allocated for projects last year included web-based programs, technology, and classroom supplies.

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
Martens, Megan	Teacher, K-12
Herrera, Laura	Instructional Coach
Boyd-Walker, Joy	Assistant Principal
Burns, Elizabeth	School Counselor
Sita, Joey	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 three 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:
• Junior Sunshine State Young Readers for second graders
• Sunshine State Young Readers Bowl for third, fourth and fifth graders
• Hit the Books in cooperation with The Daytona Cubs
• Race to Read in cooperation with The Racing Commission
• Global Read-Aloud with a third grade class

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
• Scholastic Book Fair Family Night in the Fall and Spring with 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 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.

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 (PLC) to collaborate and plan instruction and interventions based on data. Grade levels meet weekly to plan for instruction over a period of time utilizing Volusia County Curriculum Maps aligned to the Florida State Standards.

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

The administrative team plans meetings, training, and support for new teachers to our school. New teachers are assigned an experienced mentor from the faculty to learn about the policies and procedures of the school and as a support to their professional development as an educator. An administratively-assigned team, including the principal, participates in the annual job fairs to recruit highly-qualified teachers. For the 2017-2018 school year, four teachers were hired and only one is new to the profession. The new academic coach hired in 2016-2017 was retained for 2017-2018. The reputation of the school is the biggest recruiting tool. For every position that comes 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 experienced 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 new-to-the-profession and new-to-the-school teachers (bi-weekly or monthly) according to need to discuss timely topics related to curriculum, instruction and assessment. The academic coach also meets with Year 2 and Year 3 teachers quarterly to discuss teacher-determined 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 state and 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: engaging, well-paced, 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 PLC sessions provide teachers the time to regularly examine learning expectations of the standards, review formative and summative assessment data, and continuously adjust 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, The PLC team makes 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 Test Item Specifications to inform the development of classroom progress monitoring and assessment measures.

The practice of administrative walk-throughs provides the leadership team 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 individual student needs.

The School Leadership Team meets throughout the school year to discuss and evaluate progress on the current SIP, make adjustments as necessary, and prepare for collaboration with other stakeholders. District Progress Monitoring meetings, in coordination with the district liaison, school psychologist, and social worker, are conducted twice a year to review progress on the SIP and engage in problem-solving discussions that will drive continuous improvement in student achievement.

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 is available for students identified through the previous year's state assessment data in conjunction with current formative and summative assessment data in reading, math, and science. The goal is to provide additional intervention for areas of academic need.

Strategy Rationale

Tutoring can provide struggling students additional time to necessary to make achievement gains through small group/individual 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

Progress monitoring data (including state, district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the tutoring program as a whole. Student achievement will be tracked through tutoring attendance and assessment results (school, district, and state).

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.

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 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 Sweetwater Elementary delivers equity through standards-aligned instruction centered around the instructional shifts, 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 delivers equity through standards-aligned instruction centered around the instructional shifts, then student achievement will increase. `1a`

🔍 G099225

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge and implementation of the instructional standards and their 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
- Academic Coach
- Professional Learning (applies to all faculty and staff)
- Digital Learning Teacher Leader
- PTA
- Grants
- Technology Devices
- Professional Learning Master Calendar
- Instructional Leaders
- School Leadership Team
- Personal Learning Leader
- Curriculum Contacts

Plan to Monitor Progress Toward G1. 8

Evaluate student mastery of standards by conducting data analyses of performance on school, district, and state progress monitoring measures.

Person Responsible

Laura Herrera

Schedule

Semiannually, from 8/7/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring Meetings, SIPPS, FAIR, DRA, VLT, VMT, VST, SMT, 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 Sweetwater Elementary delivers equity through standards-aligned instruction centered around the instructional shifts, then student achievement will increase. 1

🔑 G099225

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

🔑 B267228

G1.B1.S1 Develop knowledge and skills for delivery of standards-aligned instruction to improve implementation of the instructional shifts. 4

🔑 S283060

Strategy Rationale

There is a need to expand teachers' knowledge of instructional standards and practices in order to be able to effectively implement the instructional shifts.

Action Step 1 5

Ensure participation in the Volusia County School Professional Learning (PL) Plan (i.e., Pre-planning Day, District PL Day, Regional/School-based ERPL, Faculty Meetings).

Person Responsible

Tamara Hopkins

Schedule

Annually, from 8/7/2017 to 5/31/2018

Evidence of Completion

PL Sign-in Sheets

Action Step 2 5

Provide support to grade level PLC to increase collaboration focused on standards-aligned planning and data analysis.

Person Responsible

Laura Herrera

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

PLC Minutes, Coaching Calendar; Progress Monitoring Data, Eduphoria (and other data platforms) Reports

Action Step 3 5

Provide technology training during grade level PLC sessions to support effective use and implementation of digital resources/programs aligned to standards and the instructional shifts.

Person Responsible

Renee Cobb

Schedule

Annually, from 8/7/2017 to 5/31/2018

Evidence of Completion

PL Sign-in Sheets, Master PL Calendar, PLC Minutes

Action Step 4 5

Implement the knowledge and skills learned during each PL session providing equity through standards-aligned instruction.

Person Responsible

Joy Boyd-Walker

Schedule

Annually, from 8/7/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, PLC Minutes, Classroom Walk-throughs/Observations

Action Step 5 5

Monitor and provide feedback/coaching after each school-based PL session to ensure equity through standards-aligned instruction.

Person Responsible

Laura Herrera

Schedule

Annually, from 8/7/2017 to 5/31/2018

Evidence of Completion

School Master Calendar, Leadership Team Minutes, Outlook Calendars, PLC minutes, Classroom Walk-through/Observations Feedback, Coaching Cycles

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

Participate in collaborative team meetings and/or monitor the minutes from team meetings designated for reflection of professional learning and implementation through team planning.

Person Responsible

Laura Herrera

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Leadership Team Meeting Minutes, Outlook Calendars, Submitted PLC Discussion Forms, Coaching Feedback

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

Monitor participation in regional PL opportunities.

Person Responsible

Tamara Hopkins

Schedule

Quarterly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Submitted PLC Discussion Forms, PL Sign-in Sheets

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

Provide targeted school-based support and professional learning on Florida Standards, instructional shifts, blended learning, and ESE strategies.

Person Responsible

Tamara Hopkins

Schedule

Quarterly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Master PL Calendar, Outlook Calendar, PL and Faculty Meeting Sign-in Sheets

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

Conduct classroom visitations, coaching cycles, and teacher-driven data walks.

Person Responsible

Tamara Hopkins

Schedule

Semiannually, from 8/7/2017 to 5/31/2018

Evidence of Completion

Leadership Team Minutes, VSET Notes, Outlook Calendar, Coaching Plan/schedule, Teacher-developed Data Charts, Data Reports

G1.B1.S2 Utilize the PLC process effectively as an avenue for continual growth throughout implementation of standards-aligned instruction and instructional shifts. 4

🔍 S283061

Strategy Rationale

There is a need to evaluate student achievement and respond to academic needs through an analysis of data, identification of needs, and adjustment of instruction in relation to the instructional shifts.

Action Step 1 5

Create a master schedule of PLC meeting dates.

Person Responsible

Tamara Hopkins

Schedule

On 8/31/2017

Evidence of Completion

Master Schedule/calendar

Action Step 2 5

Develop a record-keeping document to guide each PLC team's current discussions and plan for next steps.

Person Responsible

Joy Boyd-Walker

Schedule

On 9/30/2017

Evidence of Completion

PLC Discussion Form (template)

Action Step 3 `5`

Implement effective PLC sessions focused on curriculum, instruction, and assessment.

Person Responsible

Laura Herrera

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Submitted PLC Discussion Forms, Coaching Calendar, Progress Monitoring Data, Eduphoria (and other data platforms) Reports

Action Step 4 `5`

Monitor and provide feedback/coaching as needed for each PLC session to ensure equity for all students.

Person Responsible

Joy Boyd-Walker

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Leadership Team Minutes, Outlook Calendars, Coaching Cycles, Classroom Walk-through Data, Submitted PLC Discussion Form

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Schedule designated PLC meeting dates and provide teams with the PLC Discussion Form to record meeting minutes.

Person Responsible

Tamara Hopkins

Schedule

On 9/30/2017

Evidence of Completion

Master Schedule, PLC Discussion Form template

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Attend and participate in PLC meetings.

Person Responsible

Laura Herrera

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Outlook Calendar, Submitted PLC Discussion Forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Conduct PLC Walk-throughs.

### Person Responsible

Joy Boyd-Walker

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Outlook Calendar, PLC Discussion Form Feedback, VSET Notes

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.B1.S2.A1 🔑 A382065	Create a master schedule of PLC meeting dates.	Hopkins, Tamara	8/7/2017	Master Schedule/calendar	8/31/2017 one-time
G1.B1.S2.MA1 🔑 M415378	Schedule designated PLC meeting dates and provide teams with the PLC Discussion Form to record...	Hopkins, Tamara	8/7/2017	Master Schedule, PLC Discussion Form template	9/30/2017 one-time
G1.B1.S2.A2 🔑 A382066	Develop a record-keeping document to guide each PLC team's current discussions and plan for next...	Boyd-Walker, Joy	8/7/2017	PLC Discussion Form (template)	9/30/2017 one-time
G1.MA1 🔑 M415382	Evaluate student mastery of standards by conducting data analyses of performance on school,...	Herrera, Laura	8/7/2017	Progress Monitoring Meetings, SIPPS, FAIR, DRA, VLT, VMT, VST, SMT, FSA	5/31/2018 semiannually
G1.B1.S1.MA1 🔑 M415373	Conduct classroom visitations, coaching cycles, and teacher-driven data walks.	Hopkins, Tamara	8/7/2017	Leadership Team Minutes, VSET Notes, Outlook Calendar, Coaching Plan/schedule, Teacher-developed Data Charts, Data Reports	5/31/2018 semiannually
G1.B1.S1.MA1 🔑 M415374	Participate in collaborative team meetings and/or monitor the minutes from team meetings designated...	Herrera, Laura	8/7/2017	Leadership Team Meeting Minutes, Outlook Calendars, Submitted PLC Discussion Forms, Coaching Feedback	5/31/2018 monthly
G1.B1.S1.MA3 🔑 M415375	Monitor participation in regional PL opportunities.	Hopkins, Tamara	8/7/2017	Submitted PLC Discussion Forms, PL Sign-in Sheets	5/31/2018 quarterly
G1.B1.S1.MA4 🔑 M415376	Provide targeted school-based support and professional learning on Florida Standards, instructional...	Hopkins, Tamara	8/7/2017	Master PL Calendar, Outlook Calendar, PL and Faculty Meeting Sign-in Sheets	5/31/2018 quarterly
G1.B1.S1.A1 🔑 A382060	Ensure participation in the Volusia County School Professional Learning (PL) Plan (i.e.,...	Hopkins, Tamara	8/7/2017	PL Sign-in Sheets	5/31/2018 annually
G1.B1.S1.A2 🔑 A382061	Provide support to grade level PLC to increase collaboration focused on standards-aligned planning...	Herrera, Laura	8/7/2017	PLC Minutes, Coaching Calendar; Progress Monitoring Data, Eduphoria (and other data platforms) Reports	5/31/2018 biweekly
G1.B1.S1.A3 🔑 A382062	Provide technology training during grade level PLC sessions to support effective use and...	Cobb, Renee	8/7/2017	PL Sign-in Sheets, Master PL Calendar, PLC Minutes	5/31/2018 annually
G1.B1.S1.A4 🔑 A382063	Implement the knowledge and skills learned during each PL session providing equity through...	Boyd-Walker, Joy	8/7/2017	Lesson Plans, PLC Minutes, Classroom Walk-throughs/Observations	5/31/2018 annually
G1.B1.S1.A5 🔑 A382064	Monitor and provide feedback/coaching after each school-based PL session to ensure equity through...	Herrera, Laura	8/7/2017	School Master Calendar, Leadership Team Minutes, Outlook Calendars, PLC minutes, Classroom Walk-through/ Observations Feedback, Coaching Cycles	5/31/2018 annually
G1.B1.S2.MA1 🔑 M415377	Conduct PLC Walk-throughs.	Boyd-Walker, Joy	8/7/2017	Outlook Calendar, PLC Discussion Form Feedback, VSET Notes	5/31/2018 monthly
G1.B1.S2.MA3 🔑 M415379	Attend and participate in PLC meetings.	Herrera, Laura	8/7/2017	Outlook Calendar, Submitted PLC Discussion Forms	5/31/2018 biweekly
G1.B1.S2.A3 🔑 A382067	Implement effective PLC sessions focused on curriculum, instruction, and assessment.	Herrera, Laura	8/7/2017	Submitted PLC Discussion Forms, Coaching Calendar, Progress Monitoring Data, Eduphoria (and other data platforms) Reports	5/31/2018 biweekly
G1.B1.S2.A4 🔑 A382068	Monitor and provide feedback/coaching as needed for each PLC session to ensure equity for all...	Boyd-Walker, Joy	8/7/2017	Leadership Team Minutes, Outlook Calendars, Coaching Cycles, Classroom Walk-through Data, Submitted PLC Discussion Form	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. If Sweetwater Elementary delivers equity through standards-aligned instruction centered around the instructional shifts, then student achievement will increase.

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

G1.B1.S1 Develop knowledge and skills for delivery of standards-aligned instruction to improve implementation of the instructional shifts.

PD Opportunity 1

Ensure participation in the Volusia County School Professional Learning (PL) Plan (i.e., Pre-planning Day, District PL Day, Regional/School-based ERPL, Faculty Meetings).

Facilitator

varies according to topic/need

Participants

All faculty

Schedule

Annually, from 8/7/2017 to 5/31/2018

PD Opportunity 2

Provide support to grade level PLC to increase collaboration focused on standards-aligned planning and data analysis.

Facilitator

PLC Teams (K-5)/Laura Herrera

Participants

PLC Teams/Laura Herrera

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

PD Opportunity 3

Provide technology training during grade level PLC sessions to support effective use and implementation of digital resources/programs aligned to standards and the instructional shifts.

Facilitator

Renee Cobb/District Support Personnel

Participants

Grade Level PLC (K-5)

Schedule

Annually, from 8/7/2017 to 5/31/2018

G1.B1.S2 Utilize the PLC process effectively as an avenue for continual growth throughout implementation of standards-aligned instruction and instructional shifts.

PD Opportunity 1

Implement effective PLC sessions focused on curriculum, instruction, and assessment.

Facilitator

Tamara Hopkins, Joy Walker, Laura Herrera, Renee Cobb, District Support Personnel

Participants

Faculty

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. If Sweetwater Elementary delivers equity through standards-aligned instruction centered around the instructional shifts, then student achievement will increase.

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

G1.B1.S1 Develop knowledge and skills for delivery of standards-aligned instruction to improve implementation of the instructional shifts.

TA Opportunity 1

Implement the knowledge and skills learned during each PL session providing equity through standards-aligned instruction.

Facilitator

SLT Members

Participants

Faculty

Schedule

Annually, from 8/7/2017 to 5/31/2018

TA Opportunity 2

Monitor and provide feedback/coaching after each school-based PL session to ensure equity through standards-aligned instruction.

Facilitator

SLT Members

Participants

Faculty

Schedule

Annually, from 8/7/2017 to 5/31/2018

G1.B1.S2 Utilize the PLC process effectively as an avenue for continual growth throughout implementation of standards-aligned instruction and instructional shifts.

TA Opportunity 1

Create a master schedule of PLC meeting dates.

Facilitator

Tamara Hopkins/Sara Muller

Participants

Faculty

Schedule

On 8/31/2017

TA Opportunity 2

Develop a record-keeping document to guide each PLC team's current discussions and plan for next steps.

Facilitator

Joy Walker

Participants

Faculty

Schedule

On 9/30/2017

TA Opportunity 3

Monitor and provide feedback/coaching as needed for each PLC session to ensure equity for all students.

Facilitator

SLT Members

Participants

Faculty

Schedule

Monthly, from 8/7/2017 to 5/31/2018