Sweetwater Elementary School

2019-20 Schoolwide Improvement Plan

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Sweetwater Elementary School

5800 VICTORIA GARDENS BLVD, Port Orange, FL 32127

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

Demographics

Principal: Melisaa Fraine D

Start Date for this Principal: 8/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (80%) 2016-17: A (77%) 2015-16: A (69%) 2014-15: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	47%

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Hopkins, Tamara	Principal	Mrs. Hopkins is the principal of this wonderful school. She have been in this role for the past 7 years. She believes she serves as the cheerleader for an amazing group of educators. She guides professional development and monitors student progress through progress monitoring meetings and data chats in PLCs. In addition, she monitors the funds to find ways to provide tutoring to students in need of additional supports. It is her responsibility to maintain the success of Sweetwater Elementary as part of the wellness of the Port Orange community.
Maddox-Barrs, Francenia	Assistant Principal	Mrs. Maddox-Barrs is currently serving as an Assistant Principal at Sweetwater Elementary. As a part of the Administrative Leadership Team, she provides support to the school principal in all various capacities including hiring and training of faculty and staff. As an ambassador for Sweetwater Elementary, Mrs. Barr responds promptly to correspondence from teachers, parents and community members. Mrs. Barrs' job duties and roles are vast as she is responsible for monitoring and enforcing attendance rules, meeting with parents to discuss student behavioral and/or learning problems and responding appropriately to disciplinary issues by being proactive and implementing immediate interventions. As an assistant principal, she monitors the campus by checking in on teachers and classrooms. She makes observations of teaching practices and program implementation and uses learning materials to determine areas where improvement is needed. She also works closely with other instructional personnel in coaching teachers on instructional methods and assessing student learning. As a facilities manager, Mrs. Barrs coordinates transportation for students, supervises grounds, and monitors facilities maintenance.
Herrera, Laura	Instructional Coach	Mrs. Herrera currently serving as the academic coach providing support to the adult learners in the building. Her primary job role is to further understanding of curriculum standards, lesson planning, resource utilization, data analysis, intervention planning and pedagogical refinement. In addition, she provide support during the implementation and reflection phases of these opportunities. Her role as a professional learning facilitator for the district science department provides opportunity for support of teachers at others schools in the same areas mentioned above. Other professional responsibilities include MyPGS administrator, SIPPS Manager, and Grade 5 mathematics tutor. She is also a part of the school-based administrative leadership and literacy teams.
Martens, Megan	Teacher, K-12	Mrs. Martens is currently serving as a Kindergarten teacher at Sweetwater Elementary. She serves on various leadership committees at school that help support and inspire fellow teachers and students as well as work with charities throughout the community. She has been a member of the School Leadership Team for 2 years, Instructional Leader for the Kindergarten team going on 3 years, FFEA advisor and mentor for 5 years, Key communicator for the school for 5 years (reports to the district all the awesome things

Name	Title	Job Duties and Responsibilities
		happening at Sweetwater), literacy committee, PDK member for 9 years, and the organization of Teaching Beyond Borders. She has bridged the Sweetwater family to our community by faciltating the leadership efforts of different drives thought out the years and has worked closely with Family ReNew, HUM, Hope Place, Keech Street facilities and the College of Education department for pre-service teachers. Some of the drives sponsored at Sweetwater for our community have been book drive, clothing drive, school supplies, toilet paper drive, Toys for Tots, bathing suits for Nicaragua, and funds for Puerto Rico and the Bahamas.
Strople, Elizabeth	Other	Ms. Strople is currently serving as the Teacher on Assignment (TOA) providing assistance and support to teachers and school-based administrators. She is part of the school-based administrative leadership team. Her role as a TOA allows her to assist in various school-day procedures as well as the security team to allow the school to operate smoothly and efficiently. She also provides support for the teachers in the ESE program regarding behavior, accommodations, and interpretation of district policies.
Willis, Kristin	Teacher, K-12	Ms. Willis provides ongoing support to the teachers on her grade level, the ESE teacher that she collaborates with that provides support facilitation, and the SIP team. She collaborates with the fourth grade team as they dig deep into the curriculum standards, create collaborative lesson plans, plan for differentiated instruction with intervention time and data analysis. She provides leadership and supports as the SAC chairman. As the current SAC chairman, she provides insight based on the needs of the school as a whole. She provides the information from the SAC meetings that can help drive the SIP team to create the school's yearly goals. She is an active participant with the SIP and the school decision-making process. She accurately analyzes and monitors data that helps design school based goals and improvement plan.
Dodig, Susan	Teacher, ESE	Mrs. Dodig is currently the grade level chairperson for the Exceptional Student Education department at Sweetwater Elementary, as well as a mentor. She provides guidance and support to the members of her team and other teachers on campus. Guidance is provided to team members, especially new teachers, to learn how to write Individualized Education Plans and Interim reports, modify curriculum in order for it to meet the needs of our students with disabilities, and enter and track grades in FOCUS.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	110	107	111	108	117	0	0	0	0	0	0	0	644
Attendance below 90 percent	5	12	7	6	9	9	0	0	0	0	0	0	0	48
One or more suspensions	0	1	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	3	7	15	0	0	0	0	0	0	0	25

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	7	6	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
47

Date this data was collected or last updated
Tuesday 9/17/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	6	5	4	3	5	11	0	0	0	0	0	0	0	34
One or more suspensions	1	5	5	6	4	8	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	3	0	6	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	14	10	0	0	0	0	0	0	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	4	2	9	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	81%	56%	57%	80%	55%	55%
ELA Learning Gains	74%	56%	58%	73%	53%	57%
ELA Lowest 25th Percentile	65%	46%	53%	52%	44%	52%
Math Achievement	85%	59%	63%	88%	62%	61%
Math Learning Gains	76%	56%	62%	85%	58%	61%
Math Lowest 25th Percentile	54%	43%	51%	74%	47%	51%
Science Achievement	83%	57%	53%	86%	59%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	91 (0)	110 (0)	107 (0)	111 (0)	108 (0)	117 (0)	644 (0)
Attendance below 90 percent	5 ()	12 ()	7 ()	6 ()	9 ()	9 ()	48 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	7 (0)	15 (0)	25 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	76%	58%	18%	58%	18%	
	2018	72%	56%	16%	57%	15%	
Same Grade Comparison		4%					
Cohort Comparison							
04	2019	83%	54%	29%	58%	25%	
	2018	85%	54%	31%	56%	29%	
Same Grade Comparison		-2%					
Cohort Comparison		11%					
05	2019	82%	54%	28%	56%	26%	
	2018	83%	51%	32%	55%	28%	
Same Grade Comparison		-1%					
Cohort Comparison		-3%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	82%	60%	22%	62%	20%	
	2018	81%	58%	23%	62%	19%	
Same Grade Comparison		1%					
Cohort Comparison							
04	2019	87%	59%	28%	64%	23%	
	2018	87%	60%	27%	62%	25%	
Same Grade Comparison		0%					
Cohort Comparison		6%					
05	2019	82%	54%	28%	60%	22%	
	2018	92%	57%	35%	61%	31%	
Same Grade Comparison		-10%					
Cohort Comparison		-5%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	83%	56%	27%	53%	30%	
	2018	83%	56%	27%	55%	28%	
Same Grade Comparison		0%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	44	44	37	48	33	35				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	36			36							
HSP	84	72		79	78						
MUL	81	73		81	73						
WHT	83	75	67	88	78	58	85				
FRL	72	74	70	77	68	50	74				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	56	40	53	65	57	50				
ELL	58			50							
ASN	82			91							
HSP	69			75							
MUL	58			82							
WHT	85	74	68	91	85	83	84				
FRL	77	68	56	84	78	79	80				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	37	53	43	53	67	54	41				
BLK	42			73							
MUL	82			82							
WHT	81	74	54	89	85	76	87				
FRL	74	69	50	84	81	68	76				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

OVERALL ACHIEVEMENT
All subject areas (ELA, Math, and Science) showed slight decreases in performance; however, overall achievement will not be a direct focus of concern at this time. As areas of focus are positively impacted by the SIP efforts, the overall achievement will be positively affected.
OVERALL LEARNING GAINS
Math decreased from 84% to 76%.
OVERALL LOWEST QUARTILE
Math decreased from 81% to 54%.
ELA showed no change at 65%.
SUBGROUP:
Students with Disabilities (SWD) scored 39% (overall federal index):
Black/African American scored 36% (overall federal index):

Lowest Performance - Lowest 25th Percentile in Math
Following a discussion amongst members of the SLT, the contributing factors that may have impacted this year's decline in the Lowest Quartile Learning Gains may have included (1) student learning gaps that were not identified and/or resolved, (2) pacing of instruction that hindered lowest quartile students (which included some SWD, and some Black African American) from acquiring knowledge, (3) inconsistent classroom intervention practices, (4) first-year and new-to-district support facilitation teachers, and (5) lack of access to viable resources for intervention purposes.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Lowest 25th (LQ) Percentile from 81% to 54%
Math Learning Gains from 84% to 76%
Math Achievement change in Grade 5 from 92% to 82% according to the same grade comparison:
Math Achievement change in Grade 5 from 87% to 82% according to the cohort comparison
Students with Disabilities (SWD) scored 39% according to the overall federal index (TS & I status)
Black/African American scored 36% according to the overall federal index (TS & I status)

Greatest Decline - Lowest 25th Percentile in Math
Following a discussion amongst members of the School Leadership Team (SLT), the contributing factors that may have impacted this year's decline in the Lowest Quartile Learning Gains may have included (1) student learning gaps that were not identified and/or resolved, (2) pacing of instruction that hindered lowest quartile students (which included some SWD, and some Black African American) from acquiring knowledge, (3) inconsistent classroom intervention practices, (4) first-year and new-to-district support facilitation teachers, and (5) lack of access to viable resources for intervention purposes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Upon comparison of Sweetwater's performance in relation to the state, the SLT realized that it was necessary to analyze our data for this question a little differently. Because, Sweetwater outperformed the state in all categories, we chose to look at the smallest gap in performance. We discovered that Sweetwater's LQ Percentile in mathematics has the smallest gap when compared to the other school grade components (Sweetwater with 54% and Florida with 51%). All other categories have outperformed the state by at least 12%.

Smallest Gap - Lowest 25th Percentile in Math
The teachers at Sweetwater hold high expectations for each student at the school. Most teams view the entire grade level of students as their responsibility. Many are passionate about understanding the school's performance as a whole. This is a contributing factor to the success we have experienced over the years. High expectations develop a desire to create an environment of productive struggle for ALL students. This requires strong differentiation and intervention practices to be in place. This is the area that Sweetwater stakeholders will strengthen this year.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Learning Gains from 73% to 74%:
ELA Achievement (Grade 3) from 72% to 76%:
Math Achievement (Grade 3) from 81% to 82%:

Most Improvement - Grade 3 ELA and Math Achievement
Administration chose to design a Grade 3 team of teachers carefully considering the strengths of each individual placed there. This decision included granting the desire of an experienced and accomplished support facilitation teacher to move back to the classroom. A second addition to the team included an experienced teacher in grade 2 that was looking for a new challenge and felt prepared to meet the challenges of moving to grade 3. The team conducted strong, student-centered PLC discussions resulting in standards review, lesson planning, data analysis, and action plans that provided targeted interventions (individual classroom and whole team) throughout the school year. The team has remained in tact for the 2019-2020 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance
FSA Level 1 (Math and ELA)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Lowest 25th Percentile
2. Students with Disabilities Subgroup
3. Black/African American Subgroup

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Lowest 25th Percentile (LQ)
Rationale	Students identified in Sweetwater's lowest quartile for mathematics ranged from Achievement Level 1 (low) to Achievement Level 3. The 2019 FSA results indicated a robust decline in achievement of the lowest quartile performance from 81% in 2018 to 54% in 2019. Sweetwater's commitment is to deliver standards-aligned instruction and progress-monitoring practices ensuring success for ALL learners. Student success is measured through a variety of teacher-, team-, school- and district-based methods for grades K-5. Ensuring the success of our lowest quartile population will secure the academic success of our student community as a whole.

State the measurable outcome the school plans to achieve	Sweetwater Elementary's lowest quartile performance will increase from 54% to at least 75% in math as measured by the 2020 Math Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Tamara Hopkins (tlhopkin@volusia.k12.fl.us)
Evidence-based Strategy	This will be accomplished through the implementation of a variety of evidence-based strategies, resources, programs, and practices including, but not limited to, the following: (1) implementation of the district-adopted textbook resource involving direct instruction, teacher modeling, and problem solving methods; (2) utilization of differentiated resources and strategies found in the district-adopted textbook intervention program; (3) targeted intervention with identified LQ students through individual and small group instruction within the classroom; (3) school-based tutoring programs providing extended instructional time, and; (4) standards-aligned support for students with disabilities (SWD) through contact with the grades K-5 Support Facilitation teacher according to each student's identified goals and specified accommodations.
Rationale for Evidence-based Strategy	SELECTION RATIONALE John Hattie's Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement: Comprehensive Interventions for SWD (effect size 0.77) Teacher Modeling (effect size of 0.73) Teacher/Student Relationships (effect size of 0.72) Problem Solving Teaching (effect size of 0.61) Professional Development (effect size of 0.62) Direct Instruction (effect size of 0.59) Small-group Learning (effect size of 0.49) Tutoring (effect size of 0.49) Other evidence-based resources: https://www.interventioncentral.org/wi_ed_math_elementary https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/

Action Step	

Description	1. Identify students who comprise the Lowest 25th Percentile (LQ) in Math for grades K-3 according to the iReady Diagnostic results in math. 2. Identify students who comprise the Lowest 25th Percentile (LQ) in Math for grades 4-5 according to the 2019 Math FSA results. 3. Communicate the list with the Administrative Leadership Team, School Leadership Team, general education classroom teachers in grades K-5, self-contained teachers of EBD and VE Mild students, and the Support Facilitation teachers for grades K-5. 4. Schedule meeting dates for each of the above mentioned collaborative teams that will be published in the Faculty Handbook. 5. Create a master schedule to include a 30-minute, math-designated intervention block to take place in the classroom at least 2 days a week in grades K-2. 6. Create a master schedule to include a 30-minute, math designated intervention block to take place in the classroom at least 3 days a week in grades 3-5. 7. Schedule professional learning opportunities (pre-planning and district/school-based ERPL) to become familiar with the newly-adopted math textbook format including resources and strategies (enVision). 8. Implement standards-aligned core instruction utilizing evidence-based resources and strategies including the newly-adopted textbook program. 9. Implement standards-aligned small group interventions utilizing evidence-based resources and strategies including the newly-adopted textbook intervention kit. 10. Provide daily small group instructional support to SWD who are in the lowest quartile through the service of the K-5 self-contained and support facilitation teachers. 11. Organize and deliver the first-semester, after-school tutoring program to provide extended instructional time in math for identified students in the lowest quartile who may also be included in the SWD and/or Black/African American subgroups. 12. Organize and deliver the second-semester, after-school tutoring program specific to FSA to provide extended instructional time in math for identified SWD and Black/African American students in the lowest quartile. 13. Monitor implementation of standards-aligned instruction, classroom interventions, and after-school tutoring through the coaching cycle process, scheduled learning walks, administrative walk-throughs (VSET), and tutoring documentation (record of standards focus and student participation). 14. Monitor progress of identified LQ students quarterly through the following meetings: administrative leadership, school leadership, grade level PLC including self-contained and support facilitation teachers, and Progress Monitoring with grades K-5 teachers. 15. Evaluate effectiveness of SIP implementation as defined in the measurable outcome above. 16. Adjust the Action Steps as needed throughout the school year following each SLT Progress Monitoring Meeting.
Person Responsible	Megan Martens (mtmarten@volusia.k12.fl.us)

#2	
Title	Students with Disabilities (SWD)
Rationale	Students identified in Sweetwater's subgroup of Students with Disabilities indicated a federal index score of 39% which is below the minimum score of 41% for the first time. Students identified in Sweetwater's subgroup of SWDs for math indicated a substantial decline in achievement (from 53% to 37%), learning gains (from 65% to 48%), and lowest quartile (from 57% to 33%) as shown by the 2019 FSA results. Sweetwater's commitment is to deliver standards-aligned instruction and progress-monitoring practices ensuring success for ALL learners. Student success is measured through a variety of teacher-, team-, school- and district-based methods for grades K-5. Ensuring the success of our students with disabilities will contribute to the academic success of our student community as a whole.

State the measurable outcome the school plans to achieve	Sweetwater Elementary's SWD subgroup achievement performance in math will increase from 39% to at least 41%, learning gains performance from 48% to 65%, and lowest quartile from 33% to at least 41% as indicated by the 2020 FSA results.
Person responsible for monitoring outcome	Elizabeth Strople (erstropl@volusia.k12.fl.us)
Evidence-based Strategy	This will be accomplished through the implementation of a variety of evidence-based strategies, resources, programs, and practices including, but not limited to, the following: (1) implementation of the district-adopted textbook resource involving direct instruction, teacher modeling, and problem solving methods; (2) utilization of differentiated resources and strategies found in the district-adopted textbook intervention program; (3) targeted intervention with the SWD subgroup through individual and small group instruction within the classroom; (3) school-based tutoring programs providing extended instructional time, and; (4) standards-aligned support for students with disabilities (SWD) through contact with the grades K-5 Support Facilitation teacher according to each student's identified goals and specified accommodations.
Rationale for Evidence-based Strategy	SELECTION RATIONALE John Hattie's Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement: Comprehensive Interventions for SWD (effect size 0.77) Teacher Modeling (effect size of 0.73) Teacher/Student Relationships (effect size of 0.72) Problem Solving Teaching (effect size of 0.61) Professional Development (effect size of 0.62) Direct Instruction (effect size of 0.59) Small-group Learning (effect size of 0.49) Tutoring (effect size of 0.49) Other evidence-based resources: https://www.interventioncentral.org/wi_ed_math_elementary https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/

Action Step	

Description	1. Identify students who comprise the subgroup of Students with Disabilities (SWD) in grades K-5. 2. Communicate the list with the Administrative Leadership Team, School Leadership Team, general education classroom teachers in Grades K-5, self-contained teachers of EBD and VE Mild students, and the Support Facilitation teachers for Grades K-5. 3. Schedule meeting dates for each of the above mentioned collaborative teams that will be published in the Faculty Handbook. 4. Create a master schedule to include a 30-minute, math-designated intervention block to take place in the classrooms at least 2 days a week in grades K-2. 5. Create a master schedule to include a 30-minute, math designated intervention block to take place in the classroom at least 3 days a week in grades 3-5. 6. Schedule professional learning opportunities (pre-planning and district/school-based ERPL) to become familiar with the newly-adopted math textbook format including resources and strategies (enVision). 7. Implement standards-aligned core instruction utilizing evidence-based resources and strategies including the newly-adopted textbook program and specialized ESE programs materials. 8. Implement standards-aligned small group interventions utilizing evidence-based resources and strategies including the newly-adopted textbook intervention kit and specialized ESE intervention programs. 9. Provide small group instructional support to the SWD subgroup through the service of the K-5 self-contained and support facilitation teachers according to the IEP goals developed for each student. 10. Organize and deliver the first-semester, after-school tutoring program to provide extended instructional time in math for the SWD subgroup. 11. Organize and deliver the second-semester, after-school tutoring program specific to FSA to provide extended instructional time in math for the SWD subgroup. 12. Monitor implementation of standards-aligned instruction, classroom interventions, and after-school tutoring through the coaching cycle process, scheduled learning walks, administrative walk-throughs (VSET), and tutoring documentation (record of standards focus and student participation). 13. Monitor progress of the SWD subgroup quarterly through the following meetings: administrative leadership, school leadership, grade level PLC including self-contained and support facilitation teachers, and Progress Monitoring with grades K-5 teachers. 14. Evaluate effectiveness of SIP implementation as defined in the measurable outcome above. 15. Adjust the Action Steps as needed throughout the school year following each SLT Progress Monitoring Meeting.
Person Responsible	Kristin Willis (kwwillis@volusia.k12.fl.us)

#3	
Title	Black/African American
Rationale	Students identified in Sweetwater's subgroup of Black/African American indicated a federal index score of 36% which is below the minimum score of 41% for the first time. Sweetwater did not have enough students in this subgroup for 2018 and, therefore, can not be compared to previous performance. However, students identified in Sweetwater's subgroup of Black/African American indicated low performance in ELA achievement (36%) and math achievement (36%). No overall or lowest quartile learning gains are available for comparison between 2018 and 2019. Sweetwater's commitment is to deliver standards-aligned instruction and progress-monitoring practices ensuring success for ALL learners. Student success is measured through a variety of teacher-, team-, school- and district-based methods for grades K-5. Ensuring the success of our Black/African American students will contribute to the academic success of our student community as a whole.
State the measurable outcome the school plans to achieve	Sweetwater Elementary's Black/African American subgroup overall federal index will increase from 36% to at least 41% as measured by the 2020 FSA results. Sweetwater Elementary's Black/African American subgroup achievement, learning gains, and lowest quartile performances will each score at least 41% as measured by the 2020 FSA results.
Person responsible for monitoring outcome	Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)
Evidence-based Strategy	This will be accomplished through the implementation of a variety of evidence-based strategies, resources, programs, and practices including, but not limited to, the following: (1) implementation of the district-adopted textbook resource involving direct instruction, teacher modeling, and problem solving methods; (2) utilization of differentiated resources and strategies found in the district-adopted textbook intervention program; (3) targeted intervention with identified Black/African American students who are also in the LQ through individual and small group instruction within the classroom; (3) school-based tutoring programs providing extended instructional time, and; (4) standards-aligned support for students in the Black/African American and SWD subgroups through contact with the grades K-5 Support Facilitation teacher according to each student's identified goals and specified accommodations.
Rationale for Evidence-based Strategy	SELECTION RATIONALE John Hattie's Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement: Comprehensive Interventions for SWD (effect size 0.77) Teacher Modeling (effect size of 0.73) Teacher/Student Relationships (effect size of 0.72) Problem Solving Teaching (effect size of 0.61) Professional Development (effect size of 0.62) Direct Instruction (effect size of 0.59) Small-group Learning (effect size of 0.49) Tutoring (effect size of 0.49) Other evidence-based resources:

https://www.interventioncentral.org/wi_ed_math_elementary
https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/

Action Step	
Description	1. Identify students who comprise the Black/African American subgroup for grades K-5. 2. Communicate the list with the Administrative Leadership Team, School Leadership Team, general education classroom teachers in grades K-5, self-contained teachers of EBD and VE Mild students, and the Support Facilitation teachers for grades K-5. 3. Schedule meeting dates for each of the above mentioned collaborative teams that will be published in the Faculty Handbook. 5. Create a master schedule to include a 30-minute, math-designated intervention block to take place in the classrooms at least 2 days a week in grades K-2. 6. Create a master schedule to include a 30-minute, math-designated intervention block to take place in the classrooms at least 3 days a week in grades 3-5. 7. Schedule professional learning opportunities (pre-planning and district/school-based ERPL) to become familiar with the newly-adopted math textbook format including resources and strategies (enVision). 8. Implement standards-aligned core instruction utilizing evidence-based resources and strategies including the newly-adopted textbook program. 9. Implement standards-aligned small group interventions utilizing evidence-based resources and strategies including the newly-adopted textbook intervention kit. 10. Provide small group instructional support to the Black/African American subgroup, who are also in the SWD subgroup, through the service of the K-5 self-contained and support facilitation teachers. 11. Organize and deliver the first-semester, after-school tutoring program to provide extended instructional time in math giving priority to students in the Black/African American subgroup. 12. Organize and deliver the second-semester, after-school tutoring program specific to FSA to provide extended instructional time in math giving priority to students in the Black/African American subgroup. 13. Monitor implementation of standards-aligned instruction, classroom interventions, and after-school tutoring through the coaching cycle process, scheduled learning walks, administrative walk-throughs (VSET), and tutoring documentation (record of standards focus and student participation). 4. Monitor progress of students in the Black/African American subgroup quarterly through the following meetings: administrative leadership, school leadership, grade level PLC including self-contained and support facilitation teachers, and Progress Monitoring with grades K-5 teachers. 14. Evaluate effectiveness of SIP implementation as defined in the measurable outcome above. 15. Adjust the Action Steps as needed throughout the school year following each SLT Progress Monitoring Meeting.
Person Responsible	Susan Dodig (sdodig@volusia.k12.fl.us)

#4	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]
#5	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Lowest 25th Percentile (LQ)				$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1142	100-Salaries	4951 - Sweetwater Elementary School	Other		$2,500.00

			Notes: After School Tutoring (grant funded) Lowest 25th Percentile (may include SWD and Black/African American Subgroup) First-semester - $1250* Second-semester - $1250* *Funds may cross over semesters.			
	1141	140-Substitute Teachers	4951 - Sweetwater Elementary School	General Fund		$700.00
			Notes: Teacher-led Learning Walks 7 teachers X $100 per substitute teacher X 1 day = $700			
2	**III.A.**	**Areas of Focus: Students with Disabilities (SWD)**				**$3,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1140	100-Salaries	4951 - Sweetwater Elementary School	Other		$2,500.00
			Notes: After School Tutoring (grant funded) SWD Subgroup (may include LQ and/or Black/African American Subgroup) First-semester - $1250* Second-semester - $1250* *Funds may cross over semesters.			
	1141	140-Substitute Teachers	4951 - Sweetwater Elementary School	General Fund		$700.00
			Notes: Teacher-led Learning Walks 7 teachers X $100 per substitute teacher X 1 day = $700			
3	**III.A.**	**Areas of Focus: Black/African American**				**$3,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1140	100-Salaries	4951 - Sweetwater Elementary School	Other		$2,500.00
			Notes: After School Tutoring (grant funded) Black/African American Subgroup (may include SWD and/or LQ) First-semester - $1250* Second-semester - $1250* *Funds may cross over semesters.			
	1141	140-Substitute Teachers	4951 - Sweetwater Elementary School	General Fund		$700.00
			Notes: Teacher-led Learning Walks 7 teachers X $100 per substitute teacher X 1 day = $700			
4	**III.A.**	**Areas of Focus:**				**$0.00**
5	**III.A.**	**Areas of Focus:**				**$0.00**
					Total:	**$9,600.00**