

Volusia County Schools

Sweetwater Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	19
Positive Culture & Environment	29
Budget to Support Goals	30

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: 8/1/2012

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2019-20 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%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	30

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)	2019-20 Title I School	2019-20 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	21%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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 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>.

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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hopkins, Tamara	Principal	<p>Mrs. Hopkins is the principal of this wonderful school. She has been in this role for the past 8 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 during regularly scheduled PLC meetings. In addition, she manages and monitors district and school 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.</p>
Maddox-Barrs, Francenia	Assistant Principal	<p>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. Barrs responds promptly to correspondence from teachers, parents and community members.</p> <p>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.</p> <p>As an assistant principal, she monitors the campus by checking in on teachers and classrooms. She makes observations of teaching practices and program implementation. She also works closely with other instructional personnel in coaching teachers on instructional methods and assessing student learning.</p> <p>As a facilities manager, Mrs. Barrs coordinates transportation for students, supervises grounds, and monitors facilities maintenance.</p>
Herrera, Laura	Instructional Coach	<p>Mrs. Herrera is currently serving in her 5th year as Sweetwater's 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 provides support during the implementation and reflection phases of these opportunities. Her role as a Professional Learning Facilitator for the district science department provides opportunity to deliver content-focused training in support of teachers at others schools in the coordination of the digital textbook resource, Canvas resources for lesson planning purposes, and effective instructional strategies. Other professional responsibilities include MyPGS administrator, SIPPS Manager, and Grade 5 mathematics and science tutor. She is also a part of the school-based administrative and literacy leadership teams.</p>
Martens, Megan	Teacher, K-12	<p>Mrs. Martens currently serves 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 3 years, Instructional Leader for the Kindergarten team</p>

Name	Title	Job Duties and Responsibilities
		<p>going on 3 years, FFEA advisor and mentor for 6 years, Key communicator for the school for 6 years (reports to the district all the awesome things happening at Sweetwater), literacy committee, PDK member for 10 years, and the organization of Teaching Beyond Borders. She has bridged the Sweetwater family to our community by facilitating the leadership efforts of different drives throughout 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.</p>
Willis, Kristin	Teacher, K-12	<p>Ms. Willis provides ongoing support to the teachers on her grade level as the Instructional Leader, 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.</p>
Dodig, Susan	Teacher, ESE	<p>Mrs. Dodig is an experienced Exceptional Student Education (ESE) teacher and has mentored and supported all of the members of her ESE team at one time or another over the years. She has served as the grade level chairperson for the ESE department at Sweetwater Elementary. 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. Her talents were recognized by her peers in the recent past as she was selected as Teacher of the Year and went on as one of the district's top five finalists.</p>
Parsons, Dorman	Teacher, K-12	<p>Mr. Parsons is the Teacher On Assignment this year for the ESE-EBD units at Sweetwater. He comes to us from Hinson Middle School where he served as a Support Facilitation Teacher and the ESE department chair over the last 3 years. He has been teaching for 20 years in various subject areas such as Economics, US History, World History, Geography, Criminal Justice I, II,III, Computer Science, and Medical Academy First Responder. He has led his faculty and staff through a variety of professional learning opportunities over his career. He has completed the Presenters Academy for Volusia County Schools. In addition to performing other duties as assigned throughout the school year, he will assist with handling discipline for ESE units, oversee</p>

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

students who struggle with classwork during the school year, coordinate the student-based Safety Patrol unit, and serve on the school's security team.

Demographic Information

Principal start date

Wednesday 8/1/2012, Melisaa Fraine D

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2019-20 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%)
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 .	

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	64	97	114	101	119	112	0	0	0	0	0	0	0	607
Attendance below 90 percent	2	6	4	3	1	3	0	0	0	0	0	0	0	19
One or more suspensions	0	3	5	3	2	2	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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	0	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	0	4	2	2	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/30/2020

Prior Year - As Reported**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	
Number of students enrolled	92	114	104	113	110	118	0	0	0	0	0	0	0	651
Attendance below 90 percent	5	12	5	6	11	11	0	0	0	0	0	0	0	50
One or more suspensions	2	4	1	2	3	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	3	0	5	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	4	8	17	0	0	0	0	0	0	0	29

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	3	0	3	6	6	0	0	0	0	0	0	0	18

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	8	3	4	5	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	92	114	104	113	110	118	0	0	0	0	0	0	0	651
Attendance below 90 percent	5	12	5	6	11	11	0	0	0	0	0	0	0	50
One or more suspensions	2	4	1	2	3	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	3	0	5	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	4	8	17	0	0	0	0	0	0	0	29

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	3	0	3	6	6	0	0	0	0	0	0	0	18

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	8	3	4	5	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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							

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
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%.

SUBGROUPS

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 the 2019 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.

Due to the impact of the COVID-19 pandemic on fourth quarter learning/progress monitoring for SY 2019-2020 and the cancellation of 2020 FSA Test Administration, the School Leadership Team (SLT) agrees that insufficient data are available to determine the degree of success that has been achieved within the identified components in this section.

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

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

MATH LEARNING GAINS change in Grades 4 and 5 from 84% to 76%

MATH LOWEST 25th PERCENTILE (LQ) change in Grades 4 and 5 from 81% to 54%

STUDENTS WITH DISABILITIES (SWD) overall federal index score of 39% (TS & I status)

AFRICAN-AMERICAN overall federal index score of 36% (TS & I status)

GREATEST DECLINE - Lowest 25th Percentile (LQ) in Math

Following a discussion amongst members of the SLT, the contributing factors that may have impacted the 2019 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 and skills, (3) inconsistent classroom intervention practices, (4) first-year, new-to-district support facilitation and separate class teachers, and; (5) lack of access to viable resources for intervention purposes.

Due to the impact of the COVID-19 pandemic on fourth quarter learning/progress monitoring for SY 2019-2020 and the cancellation of 2020 FSA Test Administration, the SLT agrees that insufficient data are available to determine the degree of success that has been achieved within the identified components in this section.

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 school 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 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

For SY 2018-2019, 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 as a result of the grade 2 experience. The team conducted well-coordinated, 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 SY 2019-2020 and will do so again for SY 2020-2021.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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 (LQ)
2. Students with Disabilities Subgroup
3. African-American Subgroup

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: MATH LOWEST 25th PERCENTILE (LQ)
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.

Measurable Outcome: Sweetwater Elementary's lowest quartile performance will increase from 54% (derived from Grades 4 and 5 performance on 2019 Math FSA) to at least 75% (will be derived from Grade 5 only) as measured by the 2021 Math 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) adherence to the pacing, scope and sequence of the VCS curriculum map; (2) implementation of the district-adopted textbook resource involving direct instruction, teacher modeling, and problem solving methods; (3) utilization of differentiated resources and strategies found in the district-adopted textbook intervention program; (4) targeted intervention with identified LQ students through individual and small group instruction during the 30-minute intervention block during the school day; (5) school-based tutoring programs providing extended instructional time, and; (6) 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: 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 Steps to Implement

1. Identify students who comprise the Lowest 25th Percentile (LQ) in Math for grades K-4 according to the iReady Diagnostic 1 results in math.

Person Responsible: Laura Herrera (laherrer@volusia.k12.fl.us)

2. Identify students who comprise the Lowest 25th Percentile (LQ) in Math for grade 5 according to the 2019 Math FSA results.

Person Responsible: Laura Herrera (laherrer@volusia.k12.fl.us)

3. Identify students who may fall within the Lowest 25th Percentile (LQ) in Math for grade 5 according to the iReady Diagnostic 1 results in math if a 2019 FSA score is not available.

Person Responsible Laura Herrera (laherrer@volusia.k12.fl.us)

4. 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.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

5. Schedule meeting dates for each of the above-mentioned collaborative teams that will be published in the Faculty Handbook.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

6. Create a master schedule to include a 20-minute, math-designated intervention block to take place in all K-5 classrooms daily including Volusia Live.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

7. Participate in scheduled professional learning opportunities during pre-planning (i.e., Journey Through Quarter 1 and Deeper Dive into Math Strategies to Support Equitable Instruction) and throughout the school year during PLC to continue with effective implementation of the VCS Math Curriculum Map and district-adopted math textbook resources.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

8. Implement standards-aligned core instruction utilizing evidence-based resources and strategies including the district-adopted textbook program.

Person Responsible Kristin Willis (kwwillis@volusia.k12.fl.us)

9. Implement standards-aligned small group interventions utilizing evidence-based resources and strategies including the district-adopted textbook intervention kit.

Person Responsible Kristin Willis (kwwillis@volusia.k12.fl.us)

10. Provide daily small group instructional support to SWD who are in the lowest quartile through the service of the K-5 support facilitation and separate class teachers.

Person Responsible Kristin Willis (kwwillis@volusia.k12.fl.us)

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 (may also include students in the SWD and/or Black/African American subgroups).

Person Responsible Kristin Willis (kwwillis@volusia.k12.fl.us)

12. Organize and deliver the second-semester, after-school tutoring program specific to FSA to provide extended instructional time in math giving priority to identified SWD and Black/African American students in the lowest quartile.

Person Responsible Kristin Willis (kwwillis@volusia.k12.fl.us)

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).

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

14. Monitor progress of identified LQ students quarterly through the following meetings: administrative leadership, school leadership, grade level PLC including support facilitation/separate class teachers, and Progress Monitoring with grades K-5 teachers.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

15. Evaluate effectiveness of SIP implementation as defined in the measurable outcome above.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

16. Adjust the Action Steps as needed throughout the school year following each SLT Progress Monitoring Meeting.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and 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 SWD subgroup 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.
Measurable Outcome:	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 2021 FSA results.
Person responsible for monitoring outcome:	Dorman Parsons (daparson@volusia.k12.fl.us)
Evidence-based Strategy:	<p>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.</p>
Rationale for Evidence-based Strategy:	<p>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)</p> <p>Other evidence-based resources: https://www.interventioncentral.org/wi_ed_math_elementary https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/</p>

Action Steps to Implement

1. Identify students who comprise the subgroup of Students with Disabilities (SWD) in grades K-5.

Person Responsible Laura Herrera (laherrer@volusia.k12.fl.us)

2. Communicate the list with the Administrative Leadership Team, School Leadership Team, general education classroom teachers in Grades K-5, selfcontained teachers of EBD and VE Mild students, and the Support Facilitation teachers for Grades K-5.

Person Responsible Laura Herrera (laherrer@volusia.k12.fl.us)

3. Schedule meeting dates for each of the above mentioned collaborative teams that will be published in the Faculty Handbook.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

4. Create a master schedule to include a 20-minute, math-designated intervention block to take place in all K-5 classrooms daily including Volusia Live.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

5. Participate in scheduled professional learning opportunities during pre-planning (i.e., Journey Through Quarter 1 and Deeper Dive into Math Strategies to Support Equitable Instruction) and throughout the school year during PLC to continue with effective implementation of the VCS Math Curriculum Map and district-adopted math textbook resources.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

6. Implement standards-aligned core math instruction utilizing evidence-based resources and strategies including the newly-adopted textbook program and specialized ESE programs materials.

Person Responsible Susan Dodig (sdodig@volusia.k12.fl.us)

7. Implement standards-aligned small group math interventions utilizing evidence-based resources and strategies including the newly-adopted textbook intervention kit and specialized ESE intervention programs.

Person Responsible Susan Dodig (sdodig@volusia.k12.fl.us)

8. Provide small group instructional support in math 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.

Person Responsible Susan Dodig (sdodig@volusia.k12.fl.us)

9. Organize and deliver the first-semester, after-school tutoring program to provide extended instructional time in math for the SWD subgroup.

Person Responsible Susan Dodig (sdodig@volusia.k12.fl.us)

10. Organize and deliver the second-semester, after-school tutoring program specific to FSA to provide extended instructional time in math for the SWD subgroup.

Person Responsible Susan Dodig (sdodig@volusia.k12.fl.us)

11. Monitor implementation of standards-aligned math 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).

Person Responsible Dorman Parsons (daparson@volusia.k12.fl.us)

12. 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.

Person Responsible Dorman Parsons (daparson@volusia.k12.fl.us)

13. Evaluate effectiveness of SIP implementation as defined in the measurable outcome above.

Person Responsible Dorman Parsons (daparson@volusia.k12.fl.us)

14. Adjust the Action Steps as needed throughout the school year following each SLT Progress Monitoring Meeting.

Person Responsible Dorman Parsons (daparson@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to African-American**Area of Focus Description and 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, cannot 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.

Measurable Outcome:

Sweetwater Elementary's Black/African American subgroup overall federal index will increase from 36% to at least 41% as measured by the 2021 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 2021 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 resources involving direct instruction, teacher modeling, collaborative group instruction, and problem solving methods; (2) utilization of differentiated resources and strategies found in the district-adopted textbook intervention programs; (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:

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 Steps to Implement

1. Identify students who comprise the Black/African American subgroup for grades K-5.

Person Responsible Laura Herrera (laherrer@volusia.k12.fl.us)

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.

Person Responsible Laura Herrera (laherrer@volusia.k12.fl.us)

3. Schedule meeting dates for each of the above mentioned collaborative teams that will be published in the Faculty Handbook.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

4. Create a master schedule to include a 30-minute, reading-designated and 20-minute, math-designated intervention block to take place in all K-5 classrooms daily including Volusia Live.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

5. Participate in scheduled professional learning opportunities during pre-planning (i.e., ELA/Math Curriculum:

Journey Through Quarter 1 and Deeper Dive into Math Strategies to Support Equitable Instruction) and throughout the school year during PLC to continue with effective implementation of the VCS ELA/Math Curriculum Maps and district-adopted math textbook resources.

Person Responsible Tamara Hopkins (tlhopkin@volusia.k12.fl.us)

6. Implement standards-aligned core instruction in reading and math utilizing evidence-based resources and strategies including the newly-adopted textbook programs.

Person Responsible Megan Martens (mtmarten@volusia.k12.fl.us)

7. Implement standards-aligned small group reading and math interventions utilizing evidence-based resources and strategies including the newly-adopted textbook intervention kit.

Person Responsible Megan Martens (mtmarten@volusia.k12.fl.us)

8. Provide small group instructional support in reading and math 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.

Person Responsible Megan Martens (mtmarten@volusia.k12.fl.us)

9. Organize and deliver the first-semester, after-school tutoring program to provide extended instructional time in reading and math giving priority to students in the Black/African American subgroup.

Person Responsible Megan Martens (mtmarten@volusia.k12.fl.us)

10. Organize and deliver the second-semester, after-school tutoring program specific to FSA to provide extended instructional time in reading and math giving priority to students in the Black/African American subgroup.

Person Responsible Megan Martens (mtmarten@volusia.k12.fl.us)

11. 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).

Person Responsible Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)

12. 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.

Person Responsible Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)

13. Evaluate effectiveness of SIP implementation as defined in the measurable outcome above.

Person Responsible Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)

14. Adjust the Action Steps as needed throughout the school year following each SLT Progress Monitoring Meeting.

Person Responsible Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

CULTURE AND ENVIRONMENT specifically relating to EARLY WARNING SYSTEMS

ATTENDANCE

Historically, the school counselor has taken the lead on developing a school-wide plan for encouraging student attendance **ALL DAY EVERY DAY**. The SLT will collaborate with the school counselor to design and implement incentives that celebrate individual, class, and grade level attendance success. The administrative team (principal, assistant principal, ESE teacher-on-assignment, academic coach, media specialist, and school counselor) will serve as mentors of students who are identified through EWS with chronic absenteeism concerns. Additional attendance plan details will be added following further development.

FSA LEVEL 1 (Math and ELA)

As Sweetwater implements a 30-minute ELA intervention block and a 20-minute Math intervention block in Grade 5 this year, students identified in this group through EWS will receive additional support during the school day through small group or one-on-one practices. In addition, some of these students have been identified for support facilitation and separate class services which will target specific needs within each of these areas. Regularly scheduled PLC meetings will be conducted by the team to monitor progress and adjust plans of action accordingly for identified students. And, finally, after-school tutoring opportunities will be extended for an additional layer of support prior to FSA Test Administration in Spring 2021.

Students who are not receiving intervention support will be engaged in acceleration opportunities on a daily basis designed by each grade level including weekly contact with the classroom teacher to receive feedback and adjustments in the individual acceleration plans. Resources such as MobyMax, BrainPop, and iReady will be utilized for acceleration.

Teachers will become familiar with the expectations of the acceleration/intervention block during a scheduled pre-planning faculty meeting and will collaborate during PLC sessions in pre-planning and throughout the school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

This year a face-to-face "Meet the Teacher" event may not be possible. Microsoft TEAMS will be utilized to bring students into their classrooms for a sneak peak!

Our school 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. 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.

Breakfast and Extended Day student activities are closely monitored by faculty and staff members. The school's guidance counselor provides a "Bully Free" curriculum to each class. The addition of a school guardian who is present and highly visible on the school's campus before, during, and after school provides a confident sense of safety and security this year. The procedures mentioned above are carefully planned and actively implemented sending the distinct message that Sweetwater Elementary provides a safe and respectful environment that can be trusted by all stakeholders.

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", 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/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 involve families to showcase representations of different cultures. Students learn that EVERYONE is part of 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 here.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1142	100-Salaries	4951 - Sweetwater Elementary School	Other		\$2,500.00

			<i>Notes: After-school Tutoring is grant funded. Lowest 25th Percentile (LQ) will be served (may include students in SWD and/or Black/African American subgroups). First semester - \$1250; Second semester - \$1250 Funds may cross over semesters.</i>			
	1141	140-Substitute Teachers	4951 - Sweetwater Elementary School	General Fund		\$700.00
			<i>Notes: Teacher-led Learning Walks 7 teachers X \$100/substitute teacher X 1 day</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1142	100-Salaries	4951 - Sweetwater Elementary School	Other		\$2,500.00
			<i>Notes: After-school Tutoring is grant funded. SWD will be served (may include students in Math/Reading LQ and/or the Black/African American subgroup). First semester - \$1250; Second semester - \$1250 Funds may cross over semesters.</i>			
	1141	140-Substitute Teachers	4951 - Sweetwater Elementary School	General Fund		\$700.00
			<i>Notes: Teacher-led Learning Walks 7 teachers X \$100/substitute teacher X 1 day</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1142	100-Salaries	4951 - Sweetwater Elementary School	Other		\$2,500.00
			<i>Notes: After-school Tutoring is grant funded. Black/African American subgroup will be served (may include students in Math/Reading LQ and/or SWD subgroup). First semester - \$1250; Second semester - \$1250 Funds may cross over semesters.</i>			
	1141	140-Substitute Teachers	4951 - Sweetwater Elementary School	General Fund		\$700.00
			<i>Notes: Teacher-led Learning Walks 7 teachers X \$100/substitute teacher X 1 day</i>			
Total:						\$9,600.00