Sweetwater Elementary School

2021-22 Schoolwide Improvement Plan

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Sweetwater Elementary School

10655 SW 4TH ST, Miami, FL 33174

http://sweetwaterelementary.dadeschools.net/

Demographics

Principal: Janet Olivera P

Start Date for this Principal: 7/29/2009

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (61%) 2016-17: C (51%)
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	
* 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 Dade 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

Sweetwater Elementary-Working together to provide a unique educational experience for every child.

Provide the school's vision statement.

Building the foundation for a world of opportunities.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Olivera, Janet	Principal	As the instructional leader for the school, Ms. Olivera participates in the collection, interpretation, and analysis of data; facilitates the development of enrichment and intervention plans; ongoing professional development and coaching support as needed by instructional staff. Ms. Olivera guides problem-solving sessions through the RtI process to ensure all students achieve their full potential.
Gil, Morris	Assistant Principal	Mr. Gil serves as the school's curriculum leader. He is responsible for supervising the ESE, Gifted, and intervention programs. Mr. Gil also supervises all the assessment programs providing the instructional staff with support and training to increase student achievement.
Alvarez, Elizabeth	Teacher, K-12	Primary Grades Teacher leader- Ms. Alvarez provides support to the instructional staff in grades K-2. She assists in data collection, RtI, and intervention support.
Sanchez-Breton, Monica	Instructional Coach	As the Reading Coach, Ms. Sanchez-Breton provides guidance and support for all the reading teachers on the faculty. She provides professional development and in-class modeling as needed. Ms. Breton is instrumental in the implementation of the Tier 2 and Tier 3 intervention program. She assists teachers in identifying appropriate instructional strategies and supporting the Rti process.
Macia, Aida	Math Coach	Math Coach-As the Math Coach, Ms. Macia provides guidance and support for all the mathematics teachers on the faculty. She provides professional development and in-class modeling as needed. Ms.Macia is instrumental in the implementation of the Tier 2 and Tier 3 intervention program. She assists teachers in identifying appropriate instructional strategies and supporting the Rti process.

Demographic Information

Principal start date
Wednesday 7/29/2009, Janet Olivera P

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.*
15

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.*
16

Total number of teacher positions allocated to the school
32

Total number of students enrolled at the school
375

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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	34	43	64	80	72	81	0	0	0	0	0	0	0	374
Attendance below 90 percent	1	9	11	13	3	13	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	14	4	2	0	0	0	0	0	0	0	24
Course failure in Math	0	0	4	11	4	2	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	14	32	54	20	24	0	0	0	0	0	0	0	144

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	0	3	16	3	4	0	0	0	0	0	0	0	26

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	0	0	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	49	67	74	93	90	83	0	0	0	0	0	0	0	456
Attendance below 90 percent	9	11	12	3	13	15	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	4	4	14	2	9	0	0	0	0	0	0	0	33
Course failure in Math	0	4	6	9	2	12	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	3	5	14	4	17	0	0	0	0	0	0	0	43

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	0	0	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	62%	57%	68%	62%	56%
ELA Learning Gains				63%	62%	58%	58%	62%	55%
ELA Lowest 25th Percentile				47%	58%	53%	58%	59%	48%
Math Achievement				68%	69%	63%	66%	69%	62%
Math Learning Gains				64%	66%	62%	61%	64%	59%
Math Lowest 25th Percentile				49%	55%	51%	54%	55%	47%
Science Achievement				62%	55%	53%	63%	58%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	71%	60%	11%	58%	13%
Cohort Comparison						
04	2021					
	2019	58%	64%	-6%	58%	0%
Cohort Comparison		-71%				
05	2021					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	67%	-1%	62%	4%
Cohort Comparison						
04	2021					
	2019	54%	69%	-15%	64%	-10%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
Cohort Comparison		-66%					
05	2021						
	2019	67%	65%	2%	60%	7%	
Cohort Comparison		-54%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2021						
	2019	59%	53%	6%	53%	6%	
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The values displayed below is a percent of students proficient based on I-Ready diagnostics where available and Mid Year assessments for other subject areas and grade levels

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.8	37.3	49.2
	Economically Disadvantaged	33.3	38.2	47.3
	Students With Disabilities	20.0	20.0	20.0
	English Language Learners	18.8	17.6	23.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.3	23.7	49.2
	Economically Disadvantaged	26.4	25.5	50.9
	Students With Disabilities	N/A	N/A	20.0
	English Language Learners	17.6	29.4	41.3

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.0	34.4	38.5
	Economically Disadvantaged	25.0	32.8	37.1
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	8.3	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.0	20.0	28.1
	Economically Disadvantaged	28.3	21.0	27.9
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	28.6	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.0%	50.6%	62.0%
	Economically Disadvantaged	42.3%	49.3%	60.6%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	18.2%	27.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.7%	51.9%	69.6%
	Economically Disadvantaged	12.7%	50.7%	70.4%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	21.2%	48.5%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.4%	44.4%	49.4%
	Economically Disadvantaged	40.8%	42.1%	48.7%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.1%	35.8%	61.7%
	Economically Disadvantaged	32.9%	34.2%	60.5%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	43.5%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.9%	33.8%	36.4%
	Economically Disadvantaged	27.8%	33.3%	36.1%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.2%	27.3%	44.2%
	Economically Disadvantaged	16.7%	26.4%	43.1%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	12.5%	N/A
	Economically Disadvantaged	N/A	10.4%	N/A
	Students With Disabilities	N/A	0.00%	N/A
	English Language Learners	N/A	0.0%	N/A

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	23		10	15		23				
ELL	49	40	26	42	19	28	27				
HSP	53	45	25	46	16	26	29				
FRL	52	43	21	45	17	28	30				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	30	45	30	47	55						
ELL	64	63	45	68	65	48	55				
HSP	68	63	47	67	64	49	61				
FRL	68	65	47	67	64	50	60				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	30	38	47	30	38	47	9				
ELL	56	54	63	64	60	52	43				
HSP	68	58	58	66	61	53	63				
FRL	68	59	60	66	61	55	63				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the 2019 state assessment data results as compared to the 2021 results, ELA proficiency scores decreased by 12 percentage points from 62 to 50 overall. Third grade proficiency decreased by 18 percentage points from 71 to 53. The 2019 state assessment and 2021 progress monitoring data from ELA and Mathematics indicate the economically disadvantaged subgroup results consistently mirror the data of the entire student population across all grade levels. Grade level performance analysis indicates student achievement in ELA declines as students progress from third to fifth grade levels. Mathematics proficiency scores peak in third grade, decline in fourth grade and then increase in fifth grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 state assessment results in both ELA and Mathematics, students in the lowest quartile scored 9 percentage points lower in ELA and 6 percentage points lower in Mathematics as compared to 2018 results. This trend was consistent within all subgroups. Based on the 2021 state assessments, EL A learning gains decreased by 20 percentage points from 45 to 25, and 22 percentage points from 47 to 25 for the lowest quartile. In Mathematics learning gains decreased 48 points from 64 to 16, and 23 percentage points for the lowest quartile students from 49 to 26.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors that impacted this need for improvements were inconsistent attendance, second language acquisition, and large gaps between grade level expectations and actual student performance levels. To address the inconsistent attendance, the school will implement a school-wide incentive program to motivate students to attend school daily. The school will implement extended learning opportunities that will be initiated earlier in the school year for both ELA and Mathematics for the lowest quartile students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring and 2019 state assessments, the percent proficiency in fifth grade science increased from 58% to 62%, an increase of 4 percentage points. School-wide achievement in Mathematics proficiency increased from 61% to 64 %, an increase of 3 percentage points and learning gains increased from 66% to 68%, an increase of 4 percentage points. ELA learning gains school-wide increased from 58% to 63%, a 5 percentage point increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors which contributed to the improvements on the 2019 state assessments included collaborative planning across all grade levels. These meetings were focused on sharing best practices and conducting data chats to modify instruction. The school-wide commitment to the STEAM program, provided students with greater focus on Mathematics and Science principles in a cross-curricular delivery model, including within special area classes.

What strategies will need to be implemented in order to accelerate learning?

Strategies needed to accelerate learning for all subgroups are academic vocabulary instruction, collaborative data chats, differentiation instruction, gradual release of responsibilities model, hands-on learning, interventions/RTI, OPM, and technology integration.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Instructional leaders and PLST members will develop and schedule job-embedded professional growth opportunities as well as whole group sessions to provide best practices to distinguish the differences between DI instruction and Intervention (August/September 21), using data to drive instructional planning and delivery (September/October 21), managing and aligning resources for small group instruction (October/November 21), conducting grade level and student data chats to provide individualized feedback (January/February 22). Ongoing coaching and modeling to provide individual support for teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning across all grade levels will be scheduled on a weekly basis. Leadership team meetings will be scheduled monthly to debrief on fidelity of implementation of accelerated learning strategies and provide recommendations for modifying instruction to address targeted needs. Extended learning opportunities will be implemented in the fall through afterschool tutoring focused on intervention for targeted subgroups. An afterschool STEM/STEAM club. will be created for fourth and fifth grade students to develop their critical thinking and problem-solving skills.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Analyzing the school's attendance data showed a 5% increase from 15% to 20% of our student population having 16 or more absences which collaborates with the academic deficiencies experience by our lower 25. Due to these attendance issues, the achievement gap of our lower 25 students has increase and they are not able to obtain proficiency or make sufficient learning gains. Therefore, we will be implementing a school-wide attendance incentive program to motivate students to improve their daily attendance and promote a greater outreach to parents to consistently maintain a higher level of attendance throughout the year.
Measurable Outcome:	The successful implementation of our attendance incentive program will decrease the number of students with 16 or more absences by 5 percentage points. This improvement in daily attendance will increase the amount of quality education for the students
Monitoring:	The school administration in collaboration with the school leadership team and community involvement specialist will communicate with parents to determine any obstacles that are impacting attendance and provide support. Daily attendance will be recorded and submitted by instructional staff to school administration. The leadership team will develop and promote a weekly incentive for student attendance. Instructional staff will continually monitor their student attendance and referred truancy issues to our student services personnel. The student services personnel will provide individual support to impacted students and work in collaboration with the community involvement specialist to assist the parents in improving their child's daily attendance. During monthly data chats, the leadership team will analyze attendance data to determine impact on academic progress of students and make additional recommendations to improve school attendance and provide additional support for targeted students.
Person responsible for monitoring outcome:	Morris Gil (mgil2@dadeschools.net)
Evidence-based Strategy:	Attendance Initiative will be implemented to closely monitor daily student absences. Increase parent communication including home visits. Parents will be provided counseling and referrals to outside agencies to resolve attendance issues. Incentives for students with perfect attendance.
Rationale for Evidence-based Strategy:	Attendance Initiative provides the framework 1) incentivizes daily attendance for student. 2) provides resources and support mechanism for parents to obtain assistance for attendance issues. 3) reinforces the importance of daily attendance and its impact on academic achievement.

Action Steps to Implement

08/31/21-10/11/21 Provide Professional Development for teachers on how attendance data impacts student learning and school culture. Present historical attendance data analysis which indicates need for school goal. As a result, teachers will collaboratively develop classroom, grade level, and school-wide incentive system for School Improvement Plan action plan.

Person Responsible	Janet Olivera (pr5431@dadeschools.net)

08/31/21-10/11/21 Classroom:
Homeroom teachers will receive a monthly calendar where they will identify 100% attendance days by placing a star/sticker on each day the class achieves 100% attendance. Each teacher will develop class

rewards/incentives plan such as no homework pass, treasure box, free time, stickers, etc. The calendars will be collected at the end of the month. As a result, students will be motivated to attend school daily.

Person Responsible Aida Macia (amacia@dadeschools.net)

08/31/21-10/11/21 Grade Levels:
Monthly homeroom calendars will be used to track grade level success of 100% attendance. In collaboration with the Art teacher, a 3-dimensional sculpture will be created to display grade level perfect attendance levels. Each month winning grade levels and/or classrooms will be announced over the PA system. The top class in each grade level will have their picture taken and shared on social media monthly. As a result, grade levels will have a visual motivation to incentivize their students to attend school daily.

Person Responsible Aida Macia (amacia@dadeschools.net)

08/31/21-10/11/21 School Wide:
All students achieving perfect attendance for an entire quarter will receive an Attendance certificate to be sent home along with student report cards. Pictures of those students will be posted on school social media and/or classroom Teams. Parents of students achieving perfect attendance for an entire quarter will receive a special message call from the administration. As a result, schoolwide attendance will improve to the anticipated goals.

Person Responsible Morris Gil (mgil2@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2019 state assessment data results as compared to the 2021 results, ELA proficiency scores decreased by 12 percentage points from 62 to 50 overall. Third grade proficiency decreased by 18 percentage points from 71 to 53. Our school will implement targeted small group instruction as a school-wide ELA instructional practice focus area.
Measurable Outcome:	If we successfully implement data driven instruction with fidelity, then ELA scores for students in grades 3-5 will demonstrate a minimum increase of 5 percentage points in learning gains on the 2021-2022 FSA Assessment.
Monitoring:	Weekly collaborative planning sessions and regular walkthroughs focused on small group instruction will be conducted. Administration will provide specific teacher feedback following informal observations. Ongoing progress monitoring of the students in the lowest quartile will be reviewed monthly during Literacy Leadership Team meetings. Quarterly data chats by grade levels and individual will be conducted by the administration. Consistent modification of instruction to address specific student deficiencies through intervention, reteaching and remediation will be monitored via walkthroughs and ongoing progress monitoring.
Person responsible for monitoring outcome:	Janet Olivera (pr5431@dadeschools.net)
Evidence-based Strategy:	Intervention/Response to Intervention will be the evidence-based strategy utilized to accelerate student learning and close achievement gaps for all students. Individualized learning paths based on multiple data sources and ongoing progress monitoring will be the foundation for small group instruction.
Rationale for Evidence-based Strategy:	Intervention/Response to Intervention provides the framework for teachers to: 1) meet students at their instructional level and provide scaffolded supports to fill in learning gaps; 2) ensure students' progress is monitored at pre-determined points; 3) gather multiple data points and modify instruction to address specific deficiencies.

Action Steps to Implement

08/31/21-10/11/21 Provide Professional Development for teachers on small group instruction focused on intervention and its impact on acceleration of student learning. Present historical academic data analysis which indicates need for school goal. The Reading Coach will present the framework of a successful intervention program. The new reading intervention program, Horizons, will be reviewed. As a result, teachers will collaboratively develop classroom schedules, identify initial student tier groups that will facilitate fidelity for the implementation of the program.

Person Responsible	Monica Sanchez-Breton (msbreton22@dadeschools.net)

08/31/21-10/11/21
Teachers will create student groups for intervention based on data gathered from multiple sources. Small group rotation schedule and group identification chart will be available in each classroom. As a result, students will be placed in the appropriate Tiered support level.

Person Responsible	Morris Gil (mgil2@dadeschools.net)

08/31/21-10/11/21
Teachers will conduct monthly reviews of Tier2 and Tier 3 student data with the Reading Coach. The

administration will observe classroom teachers implementing intervention program and provide feedback at grade level meetings. As a result, a continual focus on instructional strategies, standards, and RtI will occur.

Person Responsible Monica Sanchez-Breton (msbreton22@dadeschools.net)

08/31/21-10/11/21
Teachers will implement progress monitoring for data collection to adjust the instruction for Tier2 and Tier3 students. As a result, continual student achievement growth will occur.

Person Responsible Janet Olivera (pr5431@dadeschools.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the 2021 state assessments, EL A learning gains decreased by 20 percentage points from 45 to 25, and 22 percentage points from 47 to 25 for the lowest quartile. In Mathematics learning gains decreased 48 points from 64 to 16, and 23 percentage points for the lowest quartile students from 49 to 26. Based on the 2019 state assessment data results, it indicates that student achievement reached a plateau and then regressed across grade levels in all core subject areas among our proficient learners. Students are not being provided the rigor to sustain their level of academic growth and proficiency. We must improve our ability to provide enrichment and accelerate the leaning of our proficient students to meet higher expectations. Our school will implement differentiation as a school-wide instructional practice focus area.
Measurable Outcome:	If we successfully implement effective differentiation, the number of proficient learners maintaining proficiency or reaching mastery will increase by 5 percentage points on the 2021-2022 FSA Assessment.
Monitoring:	In order to monitor differentiation, instructional staff will collect and organize data as evidence of differentiation in either content, process or content. Administrators will conduct classroom walkthroughs to monitor for fidelity of implementation. Data chats will be conducted with school leadership and school administration to assess the progress of students who are at proficient levels or above in order to accelerate learning.
Person responsible for monitoring outcome:	Monica Sanchez-Breton (msbreton22@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction (DI) will be the evidence-based strategy utilized to accelerate student learning towards achievement mastery. Implement varying levels of teaching materials and assessment measures to provide challenging and rigorous learning regardless of differences in ability.
Rationale for Evidence-based Strategy:	Differentiated Instruction (DI) provides the framework for teachers to: 1) develop and implement instructional materials that provide rigor and enrichment. 2) provide accelerated learning through rigor in content delivery and student product. 3) gather multiple data points and modify instruction to meet the content mastery.

Action Steps to Implement

08/31/21-10/11/21- Provide Professional Development for teachers on differentiated instruction focused on enrichment and acceleration of student learning. Present historical academic data analysis which indicates need for school goal. The Reading Coach and Mathematics Coach will present the framework of a successful differentiated instruction program. As a result, teachers will develop classroom systems that are conducive to differentiated instruction such as allocated space, student folders, and posted groups.

Person Responsible	Monica Sanchez-Breton (msbreton22@dadeschools.net)

08/31/21-10/11/21
Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible	Aida Macia (amacia@dadeschools.net)

08/31/21-10/11/21
Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate, identify challenges and solutions, and shared best practices. Teachers will attend collaborative planning and review student work samples to calibrate grade level standard work and provide peer support to overcome challenges. As a result, teachers will provide students appropriate levels of support and/or enrichment to accelerate learning.

Person Responsible Janet Olivera (pr5431@dadeschools.net)

08/31/21-10/11/21
Teachers will identify differentiated assignments using a color-coded system for administration to easily identify student work levels during walk-throughs. Administration and coaches will conduct regular walkthroughs and provide specific feedback for continued student growth. As a result, focused, individualized teaching will occur with fidelity.

Person Responsible Morris Gil (mgil2@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Managing Accountability Systems. The disaggregation of data and implementation of monitoring systems to make instructional decisions consistently has not been uniformly done throughout the grade levels. By creating schoolwide initiatives for progress monitoring, and data discussions, consistent student improvement should be achieved.
Measurable Outcome:	If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will actively engage in monthly data chats. The percentage of teachers actively engaged in monthly data chats will increase by 5 percentage points on the on the SIP Survey for 2021-2022.
Monitoring:	Collaborative Data Chats will generate the adjusted focus of instruction for each classroom. A school-wide calendar with monthly data chat meeting dates and pre-determined data analysis protocols to follow for all meetings will be developed by the leadership team. The calendar will be shared with all instructional staff at the beginning of each month. Monthly meetings by grade levels will be focused on instructional strategies and student product evaluation, to ensure work is grade level appropriate and standards-driven. Instructional coaches and administrators will facilitate the meetings and provide guidance and support as needed. The administrative team will maintain a portfolio of meeting minutes, agendas, and signature pages.
Person responsible for monitoring outcome:	Janet Olivera (pr5431@dadeschools.net)
Evidence-based Strategy:	Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.
Rationale for Evidence-based Strategy:	Managing Data Systems and Processes provides the framework for teachers to: 1) disaggregate data from multiple sources for their students; 2) analyze data using a pre-determined set of questions; 3) discuss instructional implications of the data set; 4) and to determine next steps for modification of classroom instruction.

Action Steps to Implement

08/31/21-10/11/21- Provide Professional Development for teachers on data disaggregation and analysis. Present historical academic data analysis which indicates need for school goal. The Reading Coach and Mathematics Coach will present a practice set of questions for teachers to apply to historical school data. As a result, teachers will develop the necessary skills to actively engage in monthly data chats.

Person Responsible	Aida Macia (amacia@dadeschools.net)

08/31/21-10/11/21
The Instructional Coaches will create a school-wide data chat calendar and share it with all stakeholders. The administrative team will designate meeting protocols and question sets for each months data chats. As a result, clear expectations will be communicated to ensure data chats are successful.

Person Responsible	Monica Sanchez-Breton (msbreton22@dadeschools.net)

08/31/21-10/11/21
Implementation of monthly collaborative data meetings. Administrative team and Instructional Coaches will serve as facilitators for data chat meetings, providing feedback to teachers on the implementation of instructional strategies selected based on class specific data. As a result, teachers will regularly engage in data disaggregation and analysis.

Person Responsible Morris Gil (mgil2@dadeschools.net)

08/31/21-10/11/21
Administrative team and Instructional Coaches will conduct informal observations, monitor student data to ensure progress towards learning gains. and provide feedback on the efficacy of the instructional strategies being utilized. As a result, teachers will focus on sustainable results by actively engaging in a continuous cycle of data collection, analysis, and instructional strategy adjustments.

Person Responsible Janet Olivera (pr5431@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on a review of Power BI data and the Safe Schools for Alex report, Sweetwater Elementary school maintains a low level of discipline incidents. In 19-20 there was one incident of vaping by one student which is misrepresented as high level on the Safe Schools for Alex report. Since 2016, there have been no suspensions of any kind at Sweetwater Elementary. The greatest concern for the culture and school environment is student attendance which the Covid-19 pandemic directly impacted and has created mental health issues for those children who have not attended school physically in 18 months.

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.

Students at Sweetwater Elementary come to school each day to a learning environment where they feel safe and loved. Each student has a variety of school personnel who they trust and are able to communicate

on a daily basis, from school administration to instructional and student services staff. Our students are clearly aware of defined values and expectations. Routinely our school promotes student success and recognized staff for positive impact on students. Family and community outreach is strongly encouraged and supported at our school through effective communication by all stakeholders from entry into the main office and continuing throughout the classrooms and entire building.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

To promote an effective school culture requires support and input from all stakeholders which is supported by the proverb that "It takes a village to raise a child." In our school, all stakeholders are involved in the process to create and promote a positive learning environment, including our registrar, school security monitors, custodians, cafeteria staff, community involvement specialist, student services personnel, instructional staff, and school administration. Together as a cohesive group, the school provides support to new parents by guiding their entry into the public school through assistance in creating their parent portal, lunch applications, school supplies, and resource information to assist them in supporting their child's education.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			5431 - Sweetwater Elementary School	General Fund	400.0	$500.00
			Notes: Funds to be used for the purchase of certificates and pins as incentives for perfect attendance.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation				$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				$0.00
					Total:	**$500.00**