

Volusia County Schools

Sweetwater Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	30
Budget to Support Goals	31

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
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 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%)
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 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	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	31

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position Title	Job Duties and Responsibilities
Hopkins, Tamara	Principal	<p>To provide leadership and cast vision for our team and school.</p> <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>
Herrera, Laura	Instructional Coach	<p>To provide teachers with curricular and instructional support.</p> <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	To provide the perspective of a classroom teacher and be the voice of instructional staff.
McConkey, Ryan	Dean	<p>To represent both administration and teachers.</p> <p>Mr. McConkey is the Teacher on Assignment at Sweetwater Elementary. He is heavily involved with our EBD and ASD programs, helped write the SIP, is involved in SAC, monitors 3rd grade progress and discipline, and will conduct data analysis on our assessments.</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. 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>problems and responding appropriately to disciplinary issues by being proactive and implementing immediate interventions. As an assistant principal, she monitors the campus by checking in on teachers and classrooms. She makes observations of teaching practices and program implementation. She also works closely with other instructional personnel in coaching teachers on instructional methods and assessing student learning. As a facilities manager, Mrs. Barrs coordinates transportation for students, supervises grounds, and monitors facilities maintenance.</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>

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

48

Total number of students enrolled at the school

691

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

8

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

12

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	110	107	119	124	116	120	0	0	0	0	0	0	0	696
Attendance below 90 percent	12	19	22	30	11	14	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	5	2	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	4	5	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	12	6	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	9	9	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	2	4	1	0	0	2	0	0	0	0	0	0	0	9

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	0	1	6	5	0	0	0	0	0	0	0	12

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	4	5	3	2	3	0	0	0	0	0	0	0	0	17
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

Tuesday 8/24/2021

2020-21 - 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	83	103	111	99	115	104	0	0	0	0	0	0	0	615
Attendance below 90 percent	11	14	14	12	4	6	0	0	0	0	0	0	0	61
One or more suspensions	1	3	2	2	1	2	0	0	0	0	0	0	0	11
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	5	0	0	0	0	0	0	0	5

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	1	1	1	2	1	2	0	0	0	0	0	0	0	8

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

2020-21 - 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	83	103	111	99	115	104	0	0	0	0	0	0	0	615
Attendance below 90 percent	11	14	14	12	4	6	0	0	0	0	0	0	0	61
One or more suspensions	1	3	2	2	1	2	0	0	0	0	0	0	0	11
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	5	0	0	0	0	0	0	0	5

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	1	1	1	2	1	2	0	0	0	0	0	0	0	8

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	2	1	1	0	0	0	0	0	0	0	0	0	4
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 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				81%	56%	57%	83%	55%	56%
ELA Learning Gains				74%	56%	58%	73%	51%	55%
ELA Lowest 25th Percentile				65%	46%	53%	65%	39%	48%
Math Achievement				85%	59%	63%	89%	60%	62%
Math Learning Gains				76%	56%	62%	84%	54%	59%
Math Lowest 25th Percentile				54%	43%	51%	81%	40%	47%
Science Achievement				83%	57%	53%	85%	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	76%	58%	18%	58%	18%
Cohort Comparison						
04	2021					
	2019	83%	54%	29%	58%	25%
Cohort Comparison		-76%				
05	2021					
	2019	82%	54%	28%	56%	26%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	60%	22%	62%	20%
Cohort Comparison						
04	2021					
	2019	87%	59%	28%	64%	23%
Cohort Comparison		-82%				
05	2021					
	2019	82%	54%	28%	60%	22%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	83%	56%	27%	53%	30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st-I Ready ELA (Diagnostics 1-3), I Ready Math (Diagnostics 1-3)

2nd-I Ready ELA (Diagnostics 1-3), I Ready Math (Diagnostics 1-3)

3rd-I Ready ELA (Diagnostics 1-3), I Ready Math (Diagnostics 1-3)

4th-I Ready ELA (Diagnostics 1-3), I Ready Math (Diagnostics 1-3)

5th-I Ready ELA (Diagnostics 1-3), I Ready Math (Diagnostics 1-3), Science (VST 1-3)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	91 / 22%	102 / 54%	107 / 73%
	Economically Disadvantaged	58 / 19%	61 / 43%	62 / 65%
	Students With Disabilities	18 / 6%	19 / 26%	20 / 45%
	English Language Learners	4 / 0%	4 / 25%	4 / 25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	96 / 17%	108 / 41%	108 / 62%
	Economically Disadvantaged	58 / 16%	64 / 33%	65 / 54%
	Students With Disabilities	19 / 11%	23 / 17%	23 / 35%
	English Language Learners	3 / 0%	4 / 25%	4 / 50%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	113 / 43%	118 / 66%	118 / 79%
	Economically Disadvantaged	58 / 34%	62 / 58%	63 / 70%
	Students With Disabilities	19 / 11%	22 / 18%	20 / 45%
	English Language Learners	4 / 75%	4 / 100%	4 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	111 / 14%	114 / 50%	116 / 74%
	Economically Disadvantaged	56 / 5%	59 / 37%	61 / 64%
	Students With Disabilities	18 / 0%	20 / 30%	21 / 48%
	English Language Learners	4 / 75%	4 / 75%	4 / 100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	95 / 65%	103 / 71%	103 / 83%
	Economically Disadvantaged	51 / 57%	57 / 61%	54 / 74%
	Students With Disabilities	17 / 6%	21 / 14%	20 / 40%
	English Language Learners	4 / 25%	4 / 25%	4 / 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	95 / 26%	102 / 58%	101 / 79%
	Economically Disadvantaged	51 / 22%	56 / 43%	54 / 70%
	Students With Disabilities	17 / 0%	20 / 5%	20 / 40%
	English Language Learners	4 / 0%	4 / 25%	4 / 50%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	115 / 63%	122 / 81%	118 / 84%
	Economically Disadvantaged	51 / 55%	56 / 71%	51 / 76%
	Students With Disabilities	19 / 26%	22 / 41%	17 / 35%
	English Language Learners	6 / 67%	6 / 100%	6 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	114 / 46%	121 / 73%	118 / 84%
	Economically Disadvantaged	50 / 34%	53 / 72%	51 / 80%
	Students With Disabilities	18 / 11%	20 / 25%	17 / 35%
	English Language Learners	6 / 67%	6 / 83%	6 / 100%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	104 / 60%	106 / 63%	107 / 70%
	Economically Disadvantaged	54 / 50%	55 / 57%	56 / 63%
	Students With Disabilities	14 / 7%	15 / 17%	16 / 13%
	English Language Learners	2 / 50%	2 / 100%	2 / 100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100 / 36%	105 / 63%	108 / 75%
	Economically Disadvantaged	51 / 37%	54 / 57%	56 / 68%
	Students With Disabilities	14 / 7%	15 / 33%	16 / 38%
	English Language Learners	2 / 100%	2 / 100%	2 / 100%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	480 / 83%	392 / 89%	110 / 70%
	Economically Disadvantaged	239 / 77%	197 / 87%	57 / 50%
	Students With Disabilities	54 / 62%	51 / 69%	17 / 33%
	English Language Learners	10 / 100%	7 / 100%	3 / 100%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30			42			40				
ELL	70			70							
HSP	62			57							
MUL	85			86							
WHT	82	71	55	84	63	47	78				
FRL	75	74	69	74	64	45	71				
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						

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
WHT	83	75	67	88	78	58	85				
FRL	72	74	70	77	68	50	74				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	56	40	53	65	57	50				
ELL	58			50							
ASN	82			91							
HSP	69			75							
MUL	58			82							
WHT	85	74	68	91	85	83	84				
FRL	77	68	56	84	78	79	80				

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	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	575
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The following subject area and grade level trends emerged as a result of data analysis of the K-5 district assessments (including ELA Progress Monitoring, ELA Volusia Literacy Tests, ELA Volusia Writes, Math Topic Checks, Math Topic Checklists, Science Topic Checks, and Science Standards Monitoring Tests) given throughout 2020-2021:

- Eight (8) ELA assessments performed below the 70% proficiency benchmark; of these assessments 1 was in grade K, 4 were in grade 3, 1 was in grade 4, and 2 were in grade 5
- Five (5) Math assessments performed below the 70% proficiency benchmark; of these assessments 3 were in grade 3 and 2 were in grade 5.
- Three (3) Science assessment performed below the 70% proficiency benchmark; of these assessments 1 was in grade 3 and 2 were in grade 5.

The following subgroup trends emerged as a result of data analysis of the K-5 district assessments (including ELA Progress Monitoring, ELA Volusia Literacy Tests, ELA Volusia Writes, Math Topic Checks, Math Topic Checklists, Science Topic Checks, and Science Standards Monitoring Tests) given throughout 2020-2021:

- The SWD subgroup performance was below the 70% proficiency benchmark for 5 ELA assessments, 4 math - assessments, and 3 science assessments.
- The Hispanic subgroup performance was below the 70% proficiency benchmark for 3 ELA assessments, 3 Math assessments, and 1 science assessment.
- The Black/African American subgroup was below the 70% proficiency benchmark for 2 ELA assessments, 2 Math assessments, and 2 science assessments.

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

Sweetwater's has identified students in the lowest quartile in ELA and mathematics and our Students with Disabilities as our greatest needs for improvement. The following data support this identification:

- Overall ELA Lowest Quartile decreased from 65 in 2019 to 57 in 2021.
- Overall Math Lowest Quartile decreased from 54 in 2019 to 48 in 2021.
- Overall Math Learning Gains decreased from 76 in 2019 to 66 in 2021.
- SWD ELA Lowest Quartile decreased from 44 in 2019 to 17 in 2021.
- SWD Math Lowest Quartile decreased from 33 in 2019 to 17 in 2021.
- SWD Math Learning Gains decreased from 48 in 2019 to 33 in 2021.

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

Following a discussion amongst members of the SLT, the contributing factors that may have impacted the 2021 decline in Lowest Quartile Learning Gains may have included (1) student learning gaps that were not identified and/or resolved (due in part to loss of learning during COVID-19 distance learning), (2) pacing of instruction that may have hindered lowest quartile students (including SWD) from acquiring knowledge, (3) inconsistent classroom intervention practices, and (4) lack of knowledge of how to implement intervention resources/strategies effectively.

Our new actions to address the needs listed above will be better progress monitoring of students within those groups as they take district-wide assessments. Students who do not score well on those tests will then receive extra support and remediation. We will also monitor every grade 3-5 students to see if they are displaying overall learning gains.

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

Our biggest improvement was with the overall scores for Hispanic students for ELA, which increased from 69%-84%.

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

The biggest factors in this increase was an emphasis on monitoring test scores of Hispanic students, providing remediation to those who needed it, and more professional development for our teachers in ELL.

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

To accelerate learning, we are going to implement various trainings and supports for teacher clarity, which is known to have an effect size of .75 (Hattie). We are also going to provide trainings on ASD and collaboration with ESE, which will target our ESSA subgroup of SWD students.

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.

We are going to have professional development training on teacher clarity, which will build upon the training that took place towards the end of last school year. We are also going to have trainings on ASD and ESE, which will help target one of our ESSA groups, SWD students.

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

Additionally, we will also have professional development on the implementation of PBIS and other behavioral strategies, which will ensure that our students are in the classroom and learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Students identified in Sweetwater's lowest quartile for ELA range from Achievement Level 1 to Achievement Level 3. The 2021 FSA results indicate a significant decline in achievement of the lowest quartile performance from 65% in 2019 to 57 percent in 2021. Sweetwater's commitment is to deliver standards-aligned instruction (including intervention) 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 community as a whole.

Measurable Outcome:

Sweetwater Elementary's lowest quartile performance will increase from 57% (derived from grades 4 and 5 performance on 2021 ELA FSA) to at least 62% as measured by the 2022 ELA FSA.

Monitoring:

The School Leadership Team will engage in quarterly data meetings to continually monitor the ELA data results for grades K-5 utilizing a variety of platforms including i-Ready Think Central, School City, Focus Gradebook, Focus Attendance, Focus Discipline, Power BI, and REA folder. The Action Plan will be adjusted as needed in response to the school's performance within these platforms.

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 ELA curriculum map; (2) implementation of the new district-adopted textbook resource involving close reading, leveled texts, teacher modeling, and writing methods as a result of professional learning; (3) utilization of differentiated resources and strategies found in the new district-adopted textbook intervention program; (4) targeted intervention with identified LQ students through individual and small group instruction during the 30-minute intervention block scheduled during the school day as part of the master schedule; (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)
 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)

Action Steps to Implement

1. Identify students who comprise the Lowest 25th Percentile (LQ) in ELA for grades K-3 according to the i-Ready Diagnostic 1 results.

Person Responsible

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

2. Identify students who comprise the Lowest 25th Percentile (LQ) in ELA for grades 4-5 according to the 2021 FSA results.

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

3. Identify students who may fall within the Lowest 25th Percentile (LQ) in ELA for grades 4 and 5 according to the i-Ready Diagnostic 1 results if a 2021 FSA score is not available.

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

4. Communicate the list of LQ students to the Administrative Leadership Team, School Leadership Team, general education classroom teachers in grades K-5, self-contained teachers of ASD, 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 and communicated through Microsoft Outlook Calendar.

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

6. Create a master schedule to include a 30-minute, ELA-designated intervention block to take place in all K-5 classrooms daily.

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

7. Participate in scheduled professional learning opportunities during pre-planning, ERPL, PLC, and faculty meetings to effectively implement the B.E.S.T. standards found in the VCS ELA curriculum map (including pacing and resource recommendations).

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

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

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

9. Implement standards-aligned small group interventions utilizing evidence-based resources and strategies (including the new district-adopted textbook resources) recommended in the ELA Decision Trees.

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

10. Provide daily small group instructional support in ELA to SWD in the LQ 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 ELA for identified students in the LQ (may include students in the SWD subgroup).

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 ELA giving priority to identified LQ students in grades 4 and 5.

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 [no one identified]

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 [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Students identified in Sweetwater's lowest quartile for mathematics ranged from Achievement Level 1 (low) to Achievement Level 3. The 2021 FSA results indicated a robust decline in achievement of the lowest quartile performance from 81% in 2018 to 54% in 2019 to 48% in 2021. 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 48% (derived from Grades 4 and 5 performance on 2021 Math FSA) to at least 53% as measured by the 2022 Math FSA.
Monitoring:	The School Leadership Team will engage in quarterly data meetings to continually monitor the ELA data results for grades K-5 utilizing a variety of platforms including i-Ready Think Central, School City, Focus Gradebook, Focus Attendance, Focus Discipline, Power BI, and REA folder. The Action Plan will be adjusted as needed in response to the school's performance within these platforms.
Person responsible for monitoring outcome:	Francenia Maddox-Barrs (femaddox@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) 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 20-minute intervention block during the school day as indicated in the master schedule; (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.</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) 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 Lowest 25th Percentile (LQ) in Math for grades K-3 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 grades 4 and 5 according to the 2021 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 grades and 5 according to the iReady Diagnostic 1 results in math if a 2021 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 ASD, EBD, 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.

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

7. Participate in scheduled professional learning opportunities during pre-planning, ERPL, PLC, and faculty meetings to effectively implement the FSA Math standards found in the VCS curriculum map (including pacing and resource recommendations).

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

10. Provide daily small group instructional support in ELA to SWD in the LQ through the service of the K-5 support facilitation and separate class teachers.

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

11. Organize and deliver the first-semester, after-school tutoring program to provide extended instructional time in ELA for identified students in the LQ (may include students in the SWD subgroup).

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

12. Organize and deliver the second-semester, after-school tutoring program specific to FSA to provide extended instructional time in ELA giving priority to identified LQ students in grades 4 and 5.

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

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

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

16. 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)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Students identified in Sweetwater's SWD subgroup indicated a decline in 3 of the school grade reporting categories - ELA LQ, Math Learning Gains, and Math LQ. SWD indicated a dramatic decline in ELA LQ learning gains (from 44% to 17%). There was also a substantial decline in Math learning gains (from 48% to 33%) and Math LQ learning gains (from 33% to 17%), as shown by the 2021 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 ELA LQ performance will increase from 17% to at least 41%.
Sweetwater Elementary's SWD subgroup Math learning gains performance will increase from 33% to 41% and Math LQ learning gains will increase from 17% to at least 41% as indicated by the 2021 FSA results so as to meet the ESSA Federal Index expectation of 41% or higher.

Monitoring:

The School Leadership Team will engage in quarterly data meetings to continually monitor the ELA and Math data results for students with disabilities in grades K-5 utilizing a variety of platforms including i-Ready Think Central, School City, Focus Gradebook, Focus Attendance, Focus Discipline, Power BI, and REA folder. The Action Plan will be adjusted as needed in response to the school's performance within these platforms.

Person responsible for monitoring outcome:

Ryan McConkey (rkmcconk@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, leveled texts, teacher modeling, and problem solving methods; (2) utilization of differentiated resources and strategies found in the district-approved supplemental instructional resources and district-adopted textbook intervention programs; (3) targeted intervention with the SWD subgroup through individual and small group instruction within the classroom; (3) school-based tutoring programs providing extended instructional time, and; (4) standards-aligned support for students with disabilities (SWD) through contact with the grades K-5 Support Facilitation teacher according to each student's identified goals and specified accommodations.

Rationale for Evidence-based Strategy:

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)

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, self-contained teachers of ASD, EBD and VE Mild students, and the Support Facilitation teachers for Grades K-5.

Person Responsible Tamara Hopkins (tlhopkin@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.

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

5. Participate in scheduled professional learning opportunities during pre-planning, ERPL, PLC, and faculty meetings to effectively implement the ELA B.E.S.T. standards and FSA Math standards found in the VCS ELA/Math curriculum maps (including pacing and resource recommendations).

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

6. Advocate for and facilitate professional learning opportunities specific to ESE programs/strategies and individual teacher needs in order to effectively implement district-recommended programs throughout the school year.

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

7. Implement standards-aligned core ELA instruction utilizing evidence-based resources and strategies including the new district-adopted textbook program and specialized ESE programs materials.

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

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

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

9. Implement standards-aligned small group Reading interventions utilizing evidence-based resources and strategies including the new district-adopted textbook intervention program and specialized ESE intervention programs.

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

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

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

11. 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)

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

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

13. 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)

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

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

15. 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)

16. 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 Ryan McConkey (rkmccconk@volusia.k12.fl.us)

17. 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 Ryan McConkey (rkmccconk@volusia.k12.fl.us)

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

Person Responsible Ryan McConkey (rkmccconk@volusia.k12.fl.us)

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

Person Responsible Ryan McConkey (rkmccconk@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Sweetwater Elementary is slightly higher than the state average of 1.0 incidents per 100 students with a rate of 1.1. It also has a high rate of violent incidents (.92) and drug/public order incidents (.15).

Priority-Improve upon the rate of violent incidents through the promotion and use of PBIS. The promotion of positive behavior will help decrease the chances of students reacting in a violent manner. The goal will be to reduce violent incidents by 25%.

Secondary-Improve upon the rate of drug/public order incidents. Though there was only 1 incident last year, it is important to educate our students on the dangers of nicotine, smoking, and vaping. The goal will be end the year with zero incidents of drug/public order.

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.

Sweetwater Elementary prides itself on having a positive environment for all students. A great example of this is with our Kindness Club, which was created a few years ago to help prevent possible bullying and to promote acts of kindness. Our Kindness Club helped welcome our new kindergarten students on the first day of school, helping them get to the cafeteria for breakfast, to their correct bus, and to their classrooms. We also have a strong Safety Patrol club that not only ensures the safety of all students, but also promotes leadership and setting an example. Here at Sweetwater, we consistently use phrases like, "Sweetwater Family," the "Sweetwater Way," and "Pelican Pride." These things are modeled by administration and faculty on a daily basis and are promoted to our students.

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

Administration-In charge of casting the vision for what the "Sweetwater Way" is, as well as modeling that behavior in all of their interactions with faculty, students, and parents.

Faculty-Puts into practice and adopts the vision created by administration, while also promoting this behavior among students.

Students-Are encouraged to take ownership of their behavior and actions, and to make a positive difference

at their school.

Parents-Are encouraged to be involved with our school through PTA, SAC, and the various events we have throughout the year.

Community-Is encouraged to attend our special events and to have build and cultivate positive relationships.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	100-Salaries	4951 - Sweetwater Elementary School	Other		\$0.00
			<i>Notes: Notes: After-school tutoring is grant funded. LQ will receive priority when making decisions for service (will include SWD). First semester - \$1,250; Second semester - \$1,250 Funds may cross over semesters.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	100-Salaries	4951 - Sweetwater Elementary School	Other		\$0.00
			<i>Notes: Notes: After-school tutoring is grant funded. LQ will receive priority when making decisions for service (will include SWD). First semester - \$1,250; Second semester - \$1,250 Funds may cross over semesters.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	100-Salaries	4951 - Sweetwater Elementary School	Other		\$2,500.00
			<i>Notes: Notes: After-school tutoring is grant funded. SWD will be served in Reading and Math. First semester - \$1,250; Second semester - \$1,250 Funds may cross over semesters.</i>			
Total:						\$2,500.00