

Volusia County Schools

Sweetwater Elementary School



2022-23 Schoolwide Improvement Plan

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Sweetwater Elementary School

5800 VICTORIA GARDENS BLVD, Port Orange, FL 32127

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

Demographics

Principal: Melisaa Fraine D

Start Date for this Principal: 8/1/2012

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2021-22 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	2021-22: A (77%) 2018-19: A (74%) 2017-18: A (80%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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>
McConkey, Ryan	Other	<p>To support and represent both administration and teachers.</p> <p>Mr. McConkey is the Teacher on Assignment at Sweetwater Elementary. He is heavily involved with our ESE programs, school-wide discipline, School Advisory Council, School Leadership Team, 3rd grade progress monitoring, and textbook inventory and distribution.</p>
Herrera, Laura	Instructional Coach	<p>To provide teachers with curricular, instructional, and assessment support.</p> <p>Mrs. Herrera is currently serving 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. She supports teachers in the coordination of the digital textbook resources, Canvas resources for lesson planning purposes, and effective instructional strategies. Other professional responsibilities include MyPGS administrator, Grade 5 mathematics and science tutor, school-based administrative team member, and literacy leadership team member.</p>
Martens, Megan	Teacher, K-12	<p>To provide the perspective of a primary classroom teacher and be the voice of instructional staff.</p> <p>Mrs. Martens currently serves as a Kindergarten teacher at Sweetwater Elementary. She serves on various leadership committees at school that help support and inspire fellow teachers and students as well as work with charities throughout the community. She has been a member of the School Leadership Team for 5 years, Instructional Leader for the Kindergarten team going on 3 years, FFEA advisor and mentor for 6 years, Key communicator for the school for 6 years (reports to the district all the awesome things happening at Sweetwater), literacy committee, PDK</p>

Name	Position Title	Job Duties and Responsibilities
		<p>member for 10 years, and the organization of Teaching Beyond Borders. She has bridged the Sweetwater family to our community by facilitating the leadership efforts of different drives throughout the years and has worked closely with Family ReNew, HUM, Hope Place, Keech Street facilities and the College of Education department for pre-service teachers. Some of the drives sponsored at Sweetwater for our community have been book drive, clothing drive, school supplies, toilet paper drive, Toys for Tots, bathing suits for Nicaragua, and funds for Puerto Rico and the Bahamas.</p>
Willis, Kristin	Teacher, K-12	<p>To provide the perspective of a intermediate classroom teacher and be the voice of instructional staff.</p> <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 chair. As the current SAC chair, 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>
Callahan, Sarah	Assistant Principal	<p>To assist with school leadership and the vision set forth</p> <p>Mrs. Callahan serves as the assistant principal and coordinates collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT) and School Advisory Council. She collaborates with the administrative team (principal and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. In addition, she collaborates with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. She actively engages in the analysis of relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. Her collaboration with the SLT is essential when determining relevant action steps for the determined SIP Areas of Focus. Following the development of the SIP, she monitors the implementation of SIP action steps for fidelity and effectiveness including the collection, processing, and distribution of progress monitoring data. Upon reflection of data, she supports the principal and SLT in action step modifications. She provides a broader level of support to the principal in the planning and facilitation of SIP meetings with key stakeholders (district, school, families, etc.).</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Mrs. Callahan creates the annual SIP documents in CIMS. This includes uploading necessary documentation into platforms (CIMS, Teams, etc.). Her focus is dedicated to meeting district upload deadlines throughout the school year (August/September; November; January/February).</p> <p>Mrs. Callahan supports the principal in the planning and facilitation of teacher need meetings. Collaboration with SLT and instructional staff is foundational when identifying teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. She engages in observations/walkthroughs in the classrooms on a regular basis.</p> <p>Mrs. Callahan collaborates with administrative team, SLT, and instructional staff to identify professional development needs. She then is responsible for the scheduling, planning for, and/or presentation of school-based professional development. Instructional staff professional growth opportunities are also a part of meeting the needs of Sweetwater Elementary.</p> <p>Mrs. Callahan oversees the facilitation and completion of school-based climate surveys. She collects, synthesizes, and reports climate survey data and SEL goal progress to stakeholders throughout the school year (August; November/December; February; May). She plans for (collects and prepares state assessment and student climate data) and facilitates beginning and mid-year stakeholder presentations (SAC, families, faculty/staff, SLT). She continually updates action steps in platforms based on stakeholder input.</p>

Demographic Information

Principal start date

Wednesday 8/1/2012, Melisaa Fraine D

Number of teachers with a 2022 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.*

24

Number of teachers with a 2022 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.*

29

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

710

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	88	118	110	121	119	127	0	0	0	0	0	0	0	683
Attendance below 90 percent	5	10	10	18	21	11	0	0	0	0	0	0	0	75
One or more suspensions	10	3	4	10	8	9	0	0	0	0	0	0	0	44
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	1	2	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	7	14	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	5	9	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	1	1	4	6	8	0	0	0	0	0	0	0	20

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	6	11	9	0	0	0	0	0	0	0	30

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/4/2022

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	113	109	117	121	119	126	0	0	0	0	0	0	0	705
Attendance below 90 percent	13	15	20	16	14	16	0	0	0	0	0	0	0	94
One or more suspensions	3	1	3	6	1	6	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	7	2	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	7	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	11	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	4	8	9	10	15	11	0	0	0	0	0	0	0	57

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	3	3	1	7	11	7	0	0	0	0	0	0	0	32

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	4	3	0	3	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	113	109	117	121	119	126	0	0	0	0	0	0	0	705
Attendance below 90 percent	13	15	20	16	14	16	0	0	0	0	0	0	0	94
One or more suspensions	3	1	3	6	1	6	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	7	2	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	7	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	11	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	4	8	9	10	15	11	0	0	0	0	0	0	0	57

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	3	3	1	7	11	7	0	0	0	0	0	0	0	32

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	4	3	0	3	0	0	0	0	0	0	0	0	14
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	53%	56%				81%	56%	57%
ELA Learning Gains	73%						74%	56%	58%
ELA Lowest 25th Percentile	64%						65%	46%	53%
Math Achievement	85%	42%	50%				85%	59%	63%
Math Learning Gains	80%						76%	56%	62%
Math Lowest 25th Percentile	69%						54%	43%	51%
Science Achievement	89%	55%	59%				83%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	58%	18%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	83%	54%	29%	58%	25%
Cohort Comparison		-76%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	54%	28%	56%	26%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	60%	22%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	87%	59%	28%	64%	23%
Cohort Comparison		-82%				
05	2022					
	2019	82%	54%	28%	60%	22%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	83%	56%	27%	53%	30%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	50	54	50	63	55	53				
ELL	87	70		87	80						
ASN	100			100							
BLK	46			54							
HSP	68	67		77	73						
MUL	76	90		81	91						
WHT	81	72	63	87	79	73	90				
FRL	73	70	66	74	79	62	86				

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						
WHT	83	75	67	88	78	58	85				
FRL	72	74	70	77	68	50	74				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	81
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

IReady Diagnostic Results for SY 2021-2022:

OVERALL (Diagnostic 1 --> Diagnostic 3):

ELA-----Tier 1: 22% --> 82%; Tier 2: 67% --> 13%; Tier 3: 11% --> 5%

Math-----Tier 1: 13% -->79%; Tier 2: 77% --> 18%; Tier 3: 10% --> 3%

ELA:

K Tier 1: 21% --> 97%; Tier 2: 78% --> 3%; Tier 3: 1% --> 0%

1 Tier 1: 11% --> 84%; Tier 2: 85% --> 16%; Tier 3: 4% --> 0%

2 Tier 1: 18% --> 79%; Tier 2: 69% --> 17%; Tier 3: 13% --> 3%

3 Tier 1: 27% --> 80%; Tier 2: 56% --> 13%; Tier 3: 18% --> 7%

4 Tier 1: 30% --> 77%; Tier 2: 58% --> 16%; Tier 3: 13% --> 7%

Math:

K Tier 1: 23% --> 89%; Tier 2: 77% --> 11%; Tier 3: 1% --> 0%

1 Tier 1: 7% --> 65%; Tier 2: 89% --> 34%; Tier 3: 5% --> 1%

2 Tier 1: 5% --> 77%; Tier 2: 77% --> 18%; Tier 3: 18% --> 5%

3 Tier 1: 6% --> 79%; Tier 2: 82% --> 18%; Tier 3: 13% --> 3%

4 Tier 1: 12% --> 83%; Tier 2: 75% --> 14%; Tier 3: 13% --> 3%

District Assessments (% of students proficient on all):

OVERALL ELA: 59% Math 79% Science 82%

SWD ELA: 38%; Math: 64%; Science: 58%

AA ELA: 59% Math: 71% Science: 78%

H ELA: 58% Math: 68% Science: 75%

W ELA: 58% Math: 80% Science: 83%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Sweetwater's has identified ELA Achievement and Learning Gains, our Students with Disabilities and African American subgroups as our greatest needs for improvement. The following data support this identification:

- Overall ELA Achievement decreased slightly from 81%-->79%.
- Overall ELA Learning Gains remained constant at 73%.
- AA ELA Achievement decreased from 67%-->46%.
- AA Math Achievement decreased from 67%-->54%.

- AA Science Achievement decreased from 100%-->33%.

While the SWD subgroup has shown remarkable increases in achievement and learning gains in ELA, Math, and science, they continue to fall below the federal index of 41%. It is important to note that the federal index has increased from 37-->39.

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 slight 2022 decline in ELA Achievement and Learning Gains may have included (1) student learning

gaps that were not identified and/or resolved (due in part to residual loss of learning during COVID-19 distance learning), (2) blending of Florida Standards while implementing a newly adopted resource aligned to the B.E.S.T. standards, (3) pacing of instruction that may have hindered students from acquiring necessary skills and knowledge (including SWD), (4) inconsistent classroom intervention practices, and (5) 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 as they participate in iReady Diagnostics and district-developed assessments through the PLC process. Tier 1 interventions will take place immediately throughout the ELA and Math instructional blocks. Students who do not score well will receive extra support and remediation. We will also monitor every grade 3-5 students to see if they are displaying improvement in overall achievement and learning gains.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There is much to celebrate when looking at where Sweetwater improved the most.

- Overall ELA LQ Learning Gains increased from 57%-->64%.
- Overall Math Achievement increased from 82%-->85%.
- Overall Math Learning Gains increased from 66%-->80%.
- Overall Math LQ Learning Gains increased from 48%-->69%.
- Overall Science Achievement increased from 78%-->89%.
- SWD ELA Achievement increased from 32%-->42%.
- SWD ELA Learning Gains increased from 44%-->50%.
- SWD ELA LQ Learning Gains increased from 17%-->54%.
- SWD Math Achievement increased from 43%-->50%.
- SWD Math Learning Gains increased from 33%-->63%.
- SWD Math LQ Learning Gains increased from 17%-->55%.
- SWD Science Achievement increased from 40%-->53%.
- ELL ELA Achievement increased from 70%-->87%.
- ELL Math Achievement increased from 70%-->87%.
- ELL Science Achievement remained constant at 100%.

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

The community-wide culture of high expectations for ALL students continues to be one of Sweetwater's greatest assets. We often refer to the 'Sweetwater Way' when describing our best practices that strive to grow our students behaviorally, academically, socially, and emotionally.

Common practices that contribute to Sweetwater's success and improvement are:

- continual discussions in multiple formats (e.g., progress monitoring, PLC, conferences, grade level meetings) regarding students' successes and challenges which are not always limited within the

boundaries of the contracted day

- implementation of standards-aligned resources (district-adopted, school-purchased, and/or teacher-selected)
- Tier 1 interventions throughout the instructional blocks/day for on-the-spot support
- Tier 2/3 interventions during defined intervention blocks
- small group tutoring that takes place before school, during the school day, or after school
- data-driven determination of needs (remediation and acceleration)
- students engaged in goal-setting and self-evaluation opportunities
- supportive community of parents that care about their own child(ren) and the children of others on the campus

This year was the first year to implement and monitor a math intervention block as part of the master schedule. Intentional reminders and discussions during PLC and faculty meetings were intended to encourage the teachers as they worked to make this a natural practice. We will still be working on improving our schedule intervention blocks for ELA and Math in all grade levels.

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

During PLC, grade level teams (including ESE) will be given opportunities to engage in discussion of the following PLC question: How will we respond if they DID learn? PLC sessions seldom focus of this question. The school's outstanding performance indicates that acceleration is occurring in our classrooms due to high expectations of teaching to high levels of each grade level standards/benchmarks. Intentional conversations on the topic of acceleration will enlighten all stakeholders as to the enrichment opportunities that currently exist as well as generate new possibilities.

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.

Engagement is one of the keys to accelerating learning for ALL students. This year Sweetwater faculty will receive professional learning on Kagan's Collaborative Structures during the district's professional learning day in August. Each grade level team will receive specialized support during PLC from the district curriculum departments as newly-adopted benchmarks and corresponding resources are implemented in our classrooms. The MTSS process will also be a PLC focus to support all teams including the new PST process. We continue to refine our practices when it comes to providing ALL students the necessary layers of support to accelerate learning. And finally, ERPLs and faculty meetings will be designed to support the needs of the school.

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

Positive Behavioral Interventions and Supports (PBIS) will be rolling out to our teachers and students following this summer's professional learning in which six (6) administratively-selected participants attended. The focus this year will be on Tier 1 PBIS strategies that are 'for the good of all'. We will implement SOAR (SAFETY, OWNERSHIP, ACCOUNTABILITY, and RESPECT) in various locations around campus (arrival, classroom, hallway, restroom, playground, cafeteria, dismissal). Our students will display their understanding of our LIFELONG GUIDELINES that have been a part of our culture for over a decade.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students identified in Sweetwater's SWD subgroup indicated an increase in all 7 of the school grade reporting categories as shown by the 2022 FSA Results. The most remarkable increases occurred in ELA and Math LQ Learning Gains (from 17% to 54% and 17% to 55% respectively). In addition, Math Learning Gains increased from 33% to 63% - a 30 point increase. ELA, Math, and Science Achievement increased within the range of 7-13%. While the achievement gap between the SWD and peers of other representative subgroups (African American, Hispanic, Multi-racial, White, and ELL) is narrowing, a difference of anywhere between 13 and 34 points still exists depending on the subgroup. There are factors that may contribute to the fragility of this subgroup's learning achievement. Efforts are focused on providing these students with highly effective teachers, a positive learning environment, and inclusive practices and strategies that allow students to yield more than one year's growth for 2022-2023. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As indicated by the 2023 FAST Progress Monitoring results:

- Sweetwater Elementary's ELA Achievement for the SWD subgroup will increase from 42% to at least 50%.
- Sweetwater Elementary's Math Achievement for the SWD subgroup will increase from 50% to at least 55%.
- Sweetwater Elementary's Science Achievement for the SWD subgroup will increase from 53% to at least 60%. These goals have been set to close the achievement gap between peers of other representative subgroups.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The School Leadership Team (SLT), Administrative Leadership Team, and Grade Level Teams will engage in regularly scheduled data meetings to continually monitor the ELA, Math, and Science data results for the SWD subgroup in grades K-5. A variety of venues (SLT Mid-year Review, Admin Meetings, PLC, Progress Monitoring Meetings) and platforms (iReady, SchoolCity, PowerBI, Focus, FAST Progress Monitoring) will be utilized to inform each team's achievement data analysis of our Students with Disabilities. The Action Plan will be adjusted as needed in response to the students' performances within these platforms.

Person responsible for monitoring outcome:

Sarah Callahan (sacallah@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-

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

based strategy being implemented for this Area of Focus. 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; (4) school-based tutoring programs providing extended instructional time, and; (5) 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: All of the evidence-based strategies below have an effect size greater than 0.41 (a potential impact of more than one year's growth on learning).

Explain the rationale for selecting this specific 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)

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the 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 names of the students in the SWD subgroup with the Administrative Leadership Team, School Leadership Team, K-5 General Education classroom teachers, K-5 Separate Class teachers of VE Mild and EBD, and K-5 Support Facilitation teachers.

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 90-minute literacy block that includes whole group and differentiated teacher-led small group opportunities targeting Tier 1 needs as well as a 30-minute, ELA-designated intervention block targeting Tier 2 and 3 needs.

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

5. Create a master schedule to include a 75-minute mathematics block that includes fluency, conceptual, direct instruction, and application opportunities targeting Tier 1 needs as well as a 20-minute, math-designated intervention block targeting Tier 2 and 3 needs.

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

6. Create a master schedule to include a 45-minute science block that includes text support, hands-on, minds-on, and vocabulary development opportunities for solid core instruction.

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

7. Participate in scheduled professional learning opportunities during pre-planning, PL Day, ERPL, PLC, and faculty meetings to effectively implement the ELA/Math B.E.S.T. standards and Science NGSSS found in the VCS Curriculum Maps (including pacing and resource recommendations).

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

8. Schedule the district curriculum contacts (Ester Morse for ELA, Shari Goodenough for Math, and Becki Lucas for Science) to personalize content-focused discussions in K-5 PLC sessions to impart, clarify, and refine understanding of each core subject area.

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

9. 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 Sarah Callahan (sacallah@volusia.k12.fl.us)

10. Implement standards-aligned core ELA, math, and science instruction utilizing evidence-based resources and strategies including the new district-adopted math textbook and specialized ESE program resources.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

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

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

12. Provide small group instructional support in ELA and math to the SWD subgroup through the service of the K-5 separate class and support facilitation teachers in accordance to the IEP goals developed for each identified student.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

13. Organize and deliver the first-semester tutoring program to take place before-, during- or after-school providing extended instructional time in reading and math for the SWD subgroup.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

14. Organize and deliver the second-semester tutoring program to take place before-, during- or after-school providing extended instructional time in reading and math for the SWD subgroup.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

15. Monitor implementation of standards-aligned math instruction, classroom interventions, and tutoring programs through the coaching cycle process, scheduled learning walks, administrative walk-throughs (VSET), and tutoring documentation (record of standards focus and student participation).

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

16. Monitor progress of the SWD subgroup quarterly through the following meetings: administrative leadership, school leadership, grade level PLC (including separate class and support facilitation teacher participation), and Progress Monitoring with grades K-5 teachers.

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

17. Evaluate effectiveness of the SIP Action Steps implementation as defined by the measurable outcome for Area of Focus #1.

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

18. Adjust the SIP Action Steps for Area of Focus #1 as needed throughout the school year following each SLT Progress Monitoring meeting.

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

#2. ESSA Subgroup specifically relating to Black/African-American

A proud piece of data for Sweetwater's African American subgroup (AA) is that ALL students (100%) made learning gains as indicated in the 2022 FSA results.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The AA subgroups indicated a decrease of 17 points (from 87 to 70%) of the overall school grade score as shown by the 2022 FSA Results. Science Achievement showed the most dramatic decline from 100% to 33%. ELA Achievement declined less dramatically with a 21 point drop (from 67% to 46%). The smallest decline occurred in Math with a 13 point drop (from 67% to 54%). While the achievement gap between the AA subgroup and peers of other representative subgroups (Multi-racial, White, and ELL) is relatively narrow, it differs anywhere between 8 and 16 points indicating the need to layer in supports for the upcoming school year. In order to eliminate the fragility of this subgroup's learning achievement, efforts are focused on providing these students with highly effective teachers, a positive learning environment, and intervention practices and strategies that will allow students to yield more than one year's growth for 2022-2023. 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 African American students will contribute to the academic success of our student community as a whole.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As indicated by the 2023 FAST Progress Monitoring Results:

- Sweetwater Elementary's ELA Achievement for the AA subgroup will increase from 42% to at least 50%.
 - Sweetwater Elementary's Math Achievement for the AA subgroup will increase from 50% to at least 55%.
 - Sweetwater Elementary's Science Achievement for the AA subgroup will increase from 53% to at least 60%
- These goals have been set to close the achievement gap between peers of other representative subgroups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The School Leadership Team (SLT), Administrative Leadership Team, and Grade Level Teams will engage in regularly scheduled data meetings to continually monitor the ELA, Math, and Science data results for the AA subgroup in grades K-5. A variety of venues (SLT Mid-year Review, Admin Meetings, PLC, Progress Monitoring Meetings) and platforms (iReady, SchoolCity, PowerBI, Focus, FAST Progress Monitoring) will be utilized to inform each team's achievement data analysis for our African American students. The Action Plan will be adjusted as needed in response to the students' performances 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) implementation of the district-adopted

Describe the evidence-based strategy being implemented for this Area of Focus. 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 AA subgroup through individual and small group instruction within the classroom as needed; (4) school-based tutoring programs providing extended instructional time, and; (5) standards-aligned support for African American (AA) students 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: All of the evidence-based strategies below have an effect size greater than 0.41 (a potential impact of more than one year's growth on learning).

Explain the rationale for selecting this specific 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)
- Describe the resources/ criteria used for selecting this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the students who comprise the subgroup of African American (AA) students in grades K-5

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

2. Communicate the names of the students in the AA subgroup with the Administrative Leadership Team, School Leadership Team, K-5 General Education classroom teachers, K-5 Separate Class teachers of VE Mild and EBD, and K-5 Support Facilitation teachers.

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 90-minute literacy block that includes whole group and differentiated teacher-led small group opportunities targeting Tier 1 needs as well as a 30-minute, ELA-designated intervention block targeting Tier 2 and 3 needs.

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

5. Create a master schedule to include a 75-minute mathematics block that includes fluency, conceptual, direct instruction, and application opportunities targeting Tier 1 needs as well as a 20-minute, math-designated intervention block targeting Tier 2 and 3 needs.

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

6. Create a master schedule to include a 45-minute science block that includes text support, hands-on, minds-on, and vocabulary development opportunities for solid core instruction.

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 ELA/Math B.E.S.T. standards and Science NGSSS found in the VCS Curriculum Maps (including pacing and resource recommendations).

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

8. Schedule the district curriculum contacts (Ester Morse for ELA, Shari Goodenough for Math, and Becki Lucas for Science) to personalize content-focused discussions in K-5 PLC sessions to impart, clarify, and refine understanding of each core subject area.

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

9. Implement standards-aligned core ELA, math, and science instruction utilizing evidence-based resources and strategies including the new district-adopted math textbook and/or specialized ESE program resources.

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

10. Implement standards-aligned small group reading and math interventions utilizing evidence-based resources and strategies including the new district-adopted math textbook and/or specialized ESE intervention program resources.

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

11. Provide small group instructional support in ELA and math to students in the AA and SWD subgroups through the service of the K-5 separate class and support facilitation teachers in accordance to the IEP goals developed for each identified student.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

12. Organize and deliver the first-semester tutoring program to take place before-, during- or after-school providing extended instructional time in reading and math for identified students in the AA subgroup.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

13. Organize and deliver the second-semester tutoring program to take place before-, during- or after-school providing extended instructional time in reading and math for identified students in the AA subgroup.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

14. Monitor implementation of standards-aligned math instruction, classroom interventions, and tutoring programs through the coaching cycle process, scheduled learning walks, administrative walk-throughs (VSET), and tutoring documentation (record of standards focus and student participation).

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

15. Monitor progress of the AA subgroup quarterly through the following meetings: administrative leadership, school leadership, grade level PLC (including separate class and support facilitation teacher participation), and Progress Monitoring with grades K-5 teachers.

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

16. Evaluate effectiveness of the SIP Action Steps implementation as defined by the measurable outcome for Area of Focus #2.

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

17. Adjust the SIP Action Steps for Area of Focus #2 as needed throughout the school year following each SLT Progress Monitoring meeting.

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

#3. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The 2022 FSA results indicate a slight decline in ELA Achievement which has steadily decreased in the last 5 years. ELA Learning gains have remained constant for the last 5 years at 73%. Even though Sweetwater students outperform the state and district, it is important that our ELA Achievement continue to increase coming alongside student performance in Math and Science. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As indicated by the 2023 FAST Progress Monitoring Results:
 - Sweetwater Elementary's ELA Achievement will increase from 79% to at least 84%.
 This goal have been set to close the achievement gap between students' performance in Math and Science.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The School Leadership Team (SLT), Administrative Leadership Team, and Grade Level Teams will engage in regularly scheduled data meetings to continually monitor the ELA data results in grades K-5. A variety of venues (SLT Mid-year Review, Admin Meetings, PLC, Progress Monitoring Meetings) and platforms (iReady, SchoolCity, PowerBI, Focus, FAST Progress Monitoring) will be utilized to inform each team's ELA data analysis. The Action Plan will be adjusted as needed in response to the students' performances within these platforms.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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, and teacher modeling; (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 identified Tier 2 and 3 students through individual and small group instruction within the classroom (Tier 1 interventions as needed); (4) school-based tutoring programs providing extended instructional time, and; (5) standards-aligned support for the SWD subgroup through contact with the grades K-5 Support Facilitation

teacher according to each student's identified goals and specified accommodations for ELA.

Rationale for Evidence-based Strategy:

All of the evidence-based strategies below have an effect size greater than 0.41 (a potential impact of more than one year's growth on learning).

Explain the rationale for selecting this specific strategy.

John Hattie's Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement:

Describe the resources/criteria used for selecting this strategy.

- 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students who comprise the Lowest 25th Percentile (LQ) in ELA for grades 4-5 according to the 2022 FSA results.

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

2. Identify students who comprise the Lowest 25th Percentile (LQ) in ELA for grades 3-5 according to the two iReady Diagnostic results.

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

3. Identify students who comprise the Lowest 25th Percentile (LQ) in ELA for grades K-5 according to the first two FAST Progress Monitoring (Star Literacy and Cambium) results.

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 teachers in grades K-5, Separate Class teachers in VE Mild and EBD, 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 90-minute, uninterrupted literacy block and a 30-minute, ELA-designated intervention block to take place in all classrooms daily.

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

7. Schedule and participate in scheduled professional learning opportunities during pre-planning (ELA Curriculum Updates), Professional Learning Day (Kagan Collaborative Structures), ERPL (MTSS/PBIS), PLC (ELA District Curriculum Support with Ester Morse and data analysis/action plans), and Faculty

Meetings to continue with Year 2 implementation of the B.E.S.T. standards outlined in the VCS ELA curriculum map (including pacing and resource recommendations).

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

8. Implement standards-aligned core instruction utilizing evidence-based resources (e.g., iReady Teacher Toolbox, Magnetic Reading, Raz Plus) and strategies including the current district-adopted textbook program (Benchmark Advance).

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

9. Implement school-purchased, standards-aligned supplemental resources (Moby Max, Wordly Wise, Vocabulary Workshop) within the classroom on a regular basis.

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

10. Implement standards-aligned small group Tier 1 interventions utilizing evidence-based resources and strategies found in Benchmark Advance.

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

11. Identify Tier 2/3 students following criteria outlined in the K-5 Decision Trees.

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

12. Communicate the list of Tier 2/3 students to the Administrative Leadership Team, School Leadership Team, General Education teachers in grades K-5, Separate Class teachers in VE Mild and EBD, and the Support Facilitation teachers for grades K-5.

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

13. Implement standards-aligned small group Tier 2/3 interventions utilizing resources outlined in the K-5 Decision Trees.

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

14. Provide ELA core instruction and supplemental program resource support to ESE students according to their IEP goals.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

15. Organize and deliver the first-semester tutoring program (before-, during-, or after-school) to provide extended instructional time in ELA for selected students in grades K-5.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

16. Organize and deliver the second-semester tutoring program (before-, during-, or after-school) to provide extended instructional time in ELA for selected students in grades K-5.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

17. Monitor implementation of standards-aligned instruction, classroom interventions, and 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)

18. Monitor progress of ELA performance quarterly through the following meetings: administrative leadership, school leadership, grade level PLC (including support facilitation and separate class teachers), and Progress Monitoring with grades K-5 teachers.

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

19. Evaluate effectiveness of the SIP Action Steps implementation as defined by the measurable outcome for Area of Focus #3.

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

20. Adjust the SIP Action Steps for Area of Focus #3 as needed throughout the school year following each SLT Progress Monitoring meeting.

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

#4. Positive Culture and Environment specifically relating to Tier 1 PBIS Implementation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Over the last three years we have seen the number of referrals and number of students with referrals trend upwards. In 2019-2020, Sweetwater administration processed 174 referrals involving 61 students which represented 9% of the student population. In 2020-2021, Sweetwater processed 218 referrals involving 74 students which represented approximately 11% of the student population. In 2021-2022, Sweetwater administration processed 380 referrals involving 94 students which represented approximately 14% of the student population. Of the 94 students who received referrals in 2021-2022, thirty-six (36) of them received only 1 referral. Tier 1 Positive Behavioral Interventions and Supports (PBIS) are intended to set in motion an expectation of behavioral conduct for all students as they move about the campus on a daily basis. The goal of rolling out a Tier 1 PBIS plan will reduce the number and percent of students who receive a referral.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>As indicated by discipline data found in FOCUS:</p> <ul style="list-style-type: none"> - The number of students receiving referrals will decrease from 94 to no more than 74. - The percent of the student population receiving referrals will decrease from 14% to no more than 11%. <p>This goal has been set to reverse the trend and return to at most the discipline statistics of 2020-2021.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The School Leadership Team (SLT), Administrative Leadership Team, and Grade Level Teams will engage in regularly scheduled data meetings to continually monitor the discipline data in grades K-5. A variety of venues (SLT Mid-year Review, Admin Meetings, PLC, Progress Monitoring Meetings) and platforms (PowerBI, Focus) will be utilized to inform each team's discipline data analysis. The Action Plan will be adjusted as needed in response to the students' performances within these platforms.</p>
Person responsible for monitoring outcome:	<p>Ryan McConkey (rkmccconk@volusia.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>According to the Center on Positive Behavioral Interventions and Supports, PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. Evidence positively impacts teacher health and wellbeing in the process. Positive, predictable, equitable and safe learning environments are created where everyone thrives.</p> <p>According to the Florida PBIS Project, this is the only approach for supporting student behavior that is called for by the Individuals with Disabilities Education Act (IDEA). This</p>

federal law urges schools to implement PBIS as a whole-school approach (Tier 1), as well as with individual students (Tier 2 and 3).

implemented for this Area of Focus.

Tier 1 PBIS will be accomplished by implementing a evidence-based strategies that: (1) teach student how to achieve expected behavioral outcomes; (2) prevent problem behaviors from occurring; (3) provide relevant incentives for students to demonstrate desired behaviors; and (4) use consequences for punishment that are aligned to the student's behavior.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to the Florida PBIS Project, Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- effectively teach appropriate SEB skills to all students;
- intervene early before unwanted behaviors escalate;
- use evidence-based, scientifically validated interventions whenever possible;
- monitor student progress; and
- use data to drive decisions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Participate in the Tier 1 Positive Behavioral Interventions and Supports training during the summer of 2022.

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

2. Establish a set of standardized Tier 1 school-wide expectations and rules for behavior developed for identified times/areas around the campus (arrival, hallway, restroom, cafeteria, playground, classroom, dismissal).

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

3. Create voice level posters for display in classrooms and other identified areas (e.g., cafeteria, multi-purpose room, media center) to communicate a common school-wide expectation.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

4. Develop an incentive program to promote positive student behavior in the cafeteria.

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

5. Schedule bi-monthly PBIS meetings (8/4, 10/6, 12/8, 2/9, 4/6) to prepare for upcoming MTSS professional learning and/or discuss student data (e.g., Early Warning System, chronic absenteeism/tardies, and referrals) that may have an impact on student behavior.

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

6. Conduct training with the faculty during pre-planning to communicate the school-wide expectations/rules (SOAR), voice level expectations, cafeteria incentive program, discipline process, and Behavior Intervention Plans.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

7. Develop and share a powerpoint that could be used by teachers to communicate the common, school-wide expectations/rules (SOAR), voice level expectations, and cafeteria incentive program with their students.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

8. Align the Lifelong Guidelines to the Tier 1 PBIS school-wide expectations/rules and determine the sequence of lessons that will be delivered during the Pelican News every morning.

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

9. Conduct Kagan Cooperative Learning training with the faculty on the Professional Learning Day (August 23) to acquire brain-friendly, collaborative strategies/structures that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction.

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

10. Monitor implementation of Kagan Cooperative Learning structures in the classroom through the coaching cycle process, scheduled learning walks, administrative walk-throughs (VSET), and PLC discussions (Question #5: How is the new PL going in your classroom?).

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

11. Develop and share a parent/community presentation (e.g., School Advisory Committee-SAC, Counselor Coffee Talk, Pelican Press) to communicate the common, school-wide expectations/rules (SOAR), voice level expectations, and cafeteria incentive program being implemented.

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

12. Monitor implementation of the school-wide expectations/rules (SOAR), voice level expectations, cafeteria incentive program, discipline process, and behavior plans through the coaching cycle process, scheduled learning walks, and administrative walk-throughs (VSET).

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

13. Identify students who have received 1, 2, and 3+ referrals on at least a quarterly basis.

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

14. Communicate the names of the students receiving 1, 2, and 3+ referrals with the Administrative Leadership Team, School Leadership Team, K-5 General Education classroom teachers, K-5 Separate Class teachers of VE Mild and EBD, and K-5 Support Facilitation teachers.

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

15. Monitor the number and percentages of the students receiving 1, 2, and 3+ referrals quarterly through the following meetings: administrative leadership, school leadership, grade level PLC (including separate class and support facilitation teacher participation), and Progress Monitoring with grades K-5 teachers.

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

13. Evaluate effectiveness of the SIP Action Steps implementation as defined by the measurable outcome for Area of Focus #4.

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

14. Adjust the SIP Action Steps for Area of Focus #4 as needed throughout the school year following each PBIS team meeting.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Sweetwater Elementary prides itself on having a positive culture and 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 within our classrooms and across our grade levels. 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 opportunities that set an example for future leaders. Our fifth grade classes elect Student Government Association (SGA) leaders from each of their classrooms to assist with decision-making tasks that benefit the Sweetwater Elementary community. Here at Sweetwater, we consistently use phrases like, "Sweetwater Family," the "Sweetwater Way," and "Pelican Pride." Pride and respect 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 school culture and environment.

Administration: Responsible for casting the vision for what the "Sweetwater Way" is, as well as modeling that behavior in all of their interactions with faculty, students, parents, and the broader community.

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

Students: Encouraged to take ownership of their behavior and actions, and to make a positive difference at their school.

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

Community: Encouraged to attend our special events and to participate in the cultivation of positive relationships.