

Miami-Dade County Public Schools

Sweetwater Elementary School



2022-23 Schoolwide Improvement Plan

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Sweetwater Elementary School

10655 SW 4TH ST, Miami, FL 33174

<http://sweetwaterelementary.dadeschools.net/>

Demographics

Principal: Janet Olivera P

Start Date for this Principal: 7/29/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: B (60%) 2017-18: B (61%)
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 Dade County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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10655 SW 4TH ST, Miami, FL 33174

<http://sweetwaterelementary.dadeschools.net/>

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

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Building the foundation for a world of opportunities.

School Leadership Team

Membership

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

Demographic Information

Principal start date

Wednesday 7/29/2009, Janet Olivera P

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.*

0

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.*

11

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

455

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

2

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

1

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	72	60	78	87	80	84	0	0	0	0	0	0	0	461
Attendance below 90 percent	0	4	6	10	4	3	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	7	11	5	4	0	0	0	0	0	0	0	28
Course failure in Math	0	1	6	5	9	2	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	17	19	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	3	18	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	2	12	34	26	21	0	0	0	0	0	0	0	95

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	0	1	7	14	14	17	0	0	0	0	0	0	0	53

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	0	1	6	13	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 8/11/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	16	3	4	0	0	0	0	0	0	0	26

The number of students identified as retainees:

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

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	58	61	74	87	78	87	0	0	0	0	0	0	0	445
Attendance below 90 percent	4	4	8	6	4	7	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	11	12	4	3	0	0	0	0	0	0	0	32
Course failure in Math	0	3	3	15	2	4	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	31	20	18	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	19	19	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	7	28	39	22	27	0	0	0	0	0	0	0	123

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	2	5	28	18	15	0	0	0	0	0	0	0	68

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	4	13	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	61%	62%	56%				68%	62%	57%
ELA Learning Gains	67%						63%	62%	58%
ELA Lowest 25th Percentile	63%						47%	58%	53%
Math Achievement	70%	58%	50%				68%	69%	63%
Math Learning Gains	77%						64%	66%	62%
Math Lowest 25th Percentile	68%						49%	55%	51%
Science Achievement	60%	64%	59%				62%	55%	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	71%	60%	11%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	58%	64%	-6%	58%	0%
Cohort Comparison		-71%				
05	2022					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-58%				

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	66%	67%	-1%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-66%				
05	2022					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	53%	6%	53%	6%
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	21	46	47	32	78	71					
ELL	55	62	64	66	77	67	44				
HSP	61	67	63	70	77	68	59				
FRL	60	67	65	69	77	68	58				
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	10	23		10	15		23				
ELL	49	40	26	42	19	28	27				
HSP	53	45	25	46	16	26	29				
FRL	52	43	21	45	17	28	30				
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	30	45	30	47	55						
ELL	64	63	45	68	65	48	55				
HSP	68	63	47	67	64	49	61				
FRL	68	65	47	67	64	50	60				

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	67
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	73
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
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	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	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?

Based on the 2021 state assessment data results as compared to the 2022 results, ELA proficiency scores increased by 9 percentage points from 52 to 61 overall. Third grade proficiency decreased by 3 percentage points from 53 to 50. Based on the 2021 state assessment data results as compared to the 2022 results, Mathematics proficiency scores increased by 24 percentage points from 46 to 70 overall. The 2021 state assessment and 2022 progress monitoring data from ELA and Mathematics indicate the economically disadvantaged subgroup results consistently mirror the data of the entire student population across all grade levels. Grade level performance analysis indicates student achievement in ELA increased as students progress from third to fifth grade levels. Mathematics proficiency scores increase from third grade to fourth grade where they peak, then decline in fifth grade.

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

Based on 2022 state assessment results in ELA, students in third to fifth grade scored below 70 percent proficiency, third grade at 50, fourth at 61 and fifth at 68 percent. Based on the 2022 state assessments, Mathematics proficiency was below 70 percent in third and fifth grades with 59 percent at third and 67 percent at fifth grade. With the 2022-2023 accountability formula removal of learning gains it is critical all grade levels target a minimum of 70 percent proficiency to maintain the schools "A" grade.

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

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

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

Based on progress monitoring and 2022 state assessments, the percent proficiency in fifth grade science increased from 29% to 60%, an increase of 31 percentage points. School-wide achievement in Mathematics proficiency increased from 46% to 70%, an increase of 24 percentage points and learning gains increased from 16% to 77%, an increase of 61 percentage points. ELA learning gains school-wide increased from 45% to 67%, a 22 percentage point increase. Learning gains for students in the lowest

quartile in ELA increased from 25% to 63% an increase of 38 percentage points, and in Mathematics from 26% to 68%, an increase of 42 percentage points.

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

Factors which contributed to the improvements on the 2022 state assessments included targeted tutorial programs for the students in the lowest quartile group at fourth and fifth grade levels, consistent intervention with Tier 2 and 3 students for ELA, increased hands-on science labs, and having a fully-release reading coach to support ELA accelerated learning throughout all grade levels.

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

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

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

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

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

Collaborative planning across all grade levels will be scheduled on a weekly basis. Leadership team meetings will be scheduled monthly to debrief on fidelity of implementation of accelerated learning strategies and provide recommendations for modifying instruction to address targeted needs. Extended learning opportunities will be implemented in the fall through afterschool tutoring focused on intervention for targeted subgroups.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Small Group Instruction

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

Based on the 2021 state assessment data results as compared to the 2022 results, ELA proficiency scores increased by 9 percentage points from 52 to 61 overall. Third grade proficiency however decreased by 3 percentage points from 53 to 50. Our school will implement targeted small group instruction as a school-wide ELA instructional practice focus area.

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

If we successfully implement data driven instruction with fidelity, then a minimum of 70% of students in grade 3-5 will score at grade level or above as indicated on the F.A.S.T. PM 3 assessment.

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

Weekly collaborative planning sessions and regular walkthroughs focused on small group instruction will be conducted. Administration will provide specific teacher feedback following informal observations. Ongoing progress monitoring of the students in the lowest quartile will be reviewed monthly during Literacy Leadership Team meetings. Quarterly data chats by grade levels and individual will be conducted by the administration. Consistent modification of instruction to address specific student deficiencies through intervention, reteaching and remediation will be monitored via walkthroughs and ongoing progress monitoring.

Person responsible for monitoring outcome:

Monica Sanchez-Breton (msbreton22@dadeschools.net)

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

Intervention/Response to Intervention will be the evidence-based strategy utilized to accelerate student learning and close achievement gaps for all students. Individualized learning paths based on multiple data sources and ongoing progress monitoring will be the foundation for small group instruction.

Rationale for Evidence-based Strategy: Explain the

Intervention/Response to Intervention provides the framework for teachers to:

- 1) meet students at their instructional level and provide scaffolded supports to fill in learning gaps;
- 2) ensure students' progress is monitored at pre-determined points;
- 3) gather multiple data points and modify instruction to address specific deficiencies.

rationale for selecting this specific strategy.

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.

08/31/22-10/14/22

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

Person

Responsible

Monica Sanchez-Breton (msbreton22@dadeschools.net)

08/31/22-10/14/22

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

Person

Responsible

Monica Sanchez-Breton (msbreton22@dadeschools.net)

08/31/22-10/14/22

Teachers will conduct monthly reviews of Tier 2 and Tier 3 student data with the Reading Coach. The administration will observe classroom teachers implementing intervention program and provide feedback at grade level meetings. As a result, a continual focus on instructional strategies, standards, and RtI will occur.

Person

Responsible

Morris Gil (mgil2@dadeschools.net)

08/31/22-10/14/22

Teachers will implement progress monitoring for data collection to adjust the instruction for Tier 2 and Tier 3 students. As a result, continual student achievement growth will occur.

Person

Responsible

Monica Sanchez-Breton (msbreton22@dadeschools.net)

10/3/22- 12/16/22

Teachers will attend additional professional development on intervention strategies and best practices. As a result, teachers will gain additional information and best practices tips for proper implementation.

Person

Responsible

[no one identified]

10/3/22- 12/16/22

The Reading Coach will provide modeling of Tier2 and Tier3 intervention implementation with teachers in grades 1-5. Debriefing sessions with the individual grade level teachers will occur immediately following the observation. As a result the intervention program can be implemented with greater accuracy.

Person Responsible	[no one identified]
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#2. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 state assessment data results, 52% of proficient students reached a plateau at FSA levels 3-5 and then regressed to FSA levels 2-4 in both ELA and Mathematics. Students are not being provided the rigor to sustain their level of academic growth and proficiency. We must improve our ability to provide enrichment and accelerate the learning of our proficient students to meet higher expectations. Our school will implement differentiation as a school-wide instructional practice focus area.

Measurable**Outcome:**

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

If we successfully implement effective differentiation, the number of proficient learners maintaining or improving their proficiency level will increase by 5 percentage points on the F.A.S.T. PM 3 assessment as compared to F.A.S.T. PM 1 results.

Monitoring:

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

In order to monitor differentiation, instructional staff will collect and organize data as evidence of differentiation in either content, process or content. Administrators will conduct classroom walkthroughs to monitor for fidelity of implementation. Data chats will be conducted with school leadership and school administration to assess the progress of students who are at proficient levels or above in order to accelerate learning.

Person

responsible for monitoring outcome:

Morris Gil (mgil2@dadeschools.net)

Evidence-based**Strategy:**

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

Differentiated Instruction (DI) will be the evidence-based strategy utilized to accelerate student learning towards achievement mastery. Implement varying levels of teaching materials and assessment measures to provide challenging and rigorous learning regardless of differences in ability.

Rationale for**Evidence-based****Strategy:**

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

Differentiated Instruction (DI) provides the framework for teachers to:

- 1) develop and implement instructional materials that provide rigor and enrichment.
- 2) provide accelerated learning through rigor in content delivery and student product.
- 3) gather multiple data points and modify instruction to meet the content mastery.

Action Steps to Implement

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.

08/31/22-10/14/22- Provide Professional Development for teachers on differentiated instruction focused on enrichment and acceleration of student learning. Present historical academic data analysis which indicates need for school goal. The Reading Coach and Mathematics Coach will present the framework of a successful differentiated instruction program. As a result, teachers will develop classroom systems that are conducive to differentiated instruction such as allocated space, student folders, and posted groups.

Person Responsible Aida Macia (amacia@dadeschools.net)

08/31/22-10/14/22

Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible Aida Macia (amacia@dadeschools.net)

08/31/22-10/14/22

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

Person Responsible Morris Gil (mgil2@dadeschools.net)

08/31/22-10/14/22

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

Person Responsible Morris Gil (mgil2@dadeschools.net)

10/3/22- 12/16/22

Teachers will participate in professional development on DI best practices as presented by selected teachers demonstrating DI done properly in their classrooms. As a result, all teachers will gain additional knowledge regarding the proper implementation of DI with success.

Person Responsible Aida Macia (amacia@dadeschools.net)

10/3/22- 12/16/22

Administration will facilitate a data chat focused on DI implementation for students in both enrichment, and remediation levels. As a result, instructional strategies and resources will be shared and feedback provided to improve the quality of DI implementation.

Person Responsible Morris Gil (mgil2@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on data from the School Climate Staff Survey, the SIP survey, and review of the Core Leadership Competencies concerning data was as follows. The question asking "How often do you receive guidance in using data to plan your instruction? 46% of teachers indicated "quarterly, annually or never". Our schoolwide focus will be on Targeted Element of Managing Accountability Systems The disaggregation of data and implementation of monitoring systems to make instructional decisions consistently has not been uniformly done throughout the grade levels. By creating schoolwide initiatives for progress monitoring, and data discussions, consistent student improvement should be achieved.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the Targeted Element of Managing Accountability Systems, our teachers will actively engage in monthly data chats. The percentage of teachers actively engaged in monthly data chats will increase by 5 percentage points on the on the SIP Survey for 2022-2023.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Collaborative Data Chats will generate the adjusted focus of instruction for each classroom. A school-wide calendar with monthly data chat meeting dates and pre-determined data analysis protocols to follow for all meetings will be developed by the leadership team. The calendar will be shared with all instructional staff at the beginning of each month. Monthly meetings by grade levels will be focused on instructional strategies and student product evaluation, to ensure work is grade level appropriate and standards-driven. Instructional coaches and administrators will facilitate the meetings and provide guidance and support as needed. The administrative team will maintain a portfolio of meeting minutes, agendas, and signature pages.</p>
Person responsible for monitoring outcome:	<p>Aida Macia (amacia@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this strategy.**

Managing Data Systems and Processes provides the framework for teachers to:

- 1) disaggregate data from multiple sources for their students;
- 2) analyze data using a pre-determined set of questions;
- 3) discuss instructional implications of the data set;
- 4) and to determine next steps for modification of classroom instruction.

Action Steps to Implement

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.

08/31/22-10/14/22- Provide Professional Development for teachers on data disaggregation and analysis. Present historical academic data analysis which indicates need for school goal. The Reading Coach and Mathematics Coach will present a practice set of questions for teachers to apply to historical school data. As a result, teachers will develop the necessary skills to actively engage in monthly data chats.

Person Responsible Aida Macia (amacia@dadeschools.net)

08/31/22-10/14/22

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

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

08/31/22-10/14/22Implementation of monthly collaborative data meetings. Administrative team and Instructional Coaches will serve as facilitators for data chat meetings, providing feedback to teachers on the implementation of instructional strategies selected based on class specific data. As a result, teachers will regularly engage in data disaggregation and analysis.

Person Responsible Morris Gil (mgil2@dadeschools.net)

08/31/22-10/14/22

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

Person Responsible Morris Gil (mgil2@dadeschools.net)

10/31/22-12/16/22

Teachers will participate in professional development on the use of PowerBi, and data analysis. As a result, teachers will enhance their capacity to see multiple data points and modify instructional strategies as needed.

Person Responsible Janet Olivera (jolivera@dadeschools.net)

10/31/22-12/16/22

Teachers will present their grade level data at a monthly data chat. As a result, all school stakeholders will be informed of the school wide progress of students in grades K-5.

Person Responsible Morris Gil (mgil2@dadeschools.net)

#4. Positive Culture and Environment specifically relating to teamwork**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a comparison of School Climate Survey results from the 2021-2022 and 2020-2021 school years, question 3 School personnel work together as a team. had an increase of 38% in disagree responses. Therefore the schoolwide focus will be on creating an environment of teamwork.

Measurable Outcome:

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

If we successfully implement effective teamwork, the number of positive responses on the 2022-2023 School Climate Survey responses will increase by 5 percentage points from 74% to 79%.

Monitoring:

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

Schoolwide committees will meet on a monthly basis with representatives from each grade level and department to ensure clear flow of communication among all staff members. Meeting minutes, agendas and sign in sheets will be maintained. At monthly faculty meetings, committees will provide updates to reinforce clear communication of activities throughout staff members, creating a single team vision.

Person responsible for monitoring outcome:

Morris Gil (mgil2@dadeschools.net)

Evidence-based Strategy:

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

Team Building Activities will be the evidence-based strategy implemented for this area of focus. Strategically created opportunities for staff to work together on a singular mission and vision will enhance morale. The flow of communication created via team building is spread throughout crosscurricular and across grade levels which a critical component for members to feel a part of the team.

Rationale for Evidence-based Strategy:

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

Team Building provides the framework for teachers to:

- 1) achieve optimal performance
- 2) create sense of unity of purpose
- 3) communicate clearly vertically and horizontally throughout the organization
- 4) give each individual a sense of importance within the organization

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.

08/31/22-10/14/22- Create a common theme which promotes a team building mindset. As a result, teachers will engage in the process of communicating with other members of the staff to build a singular vision of successful teamwork.

Person Responsible

Elizabeth Alvarez (185558@dadeschools.net)

08/31/22-10/14/22

Create committees which will include at least one member of each grade level or department to ensure everyone is represented within each team. As a result, all grade levels/departments will have a voice within the activities created in each committee.

Person Responsible Katia Tamayo (ktamayo@dadeschools.net)

08/31/22-10/14/22

Identify a team leader and establish a long range and quarterly goals for the committee. Ensure that all activities are inclusive and appropriate for all stakeholders to participate. As a result, there will be a clear system of communication throughout the school to promote the singular vision.

Person Responsible Katia Tamayo (ktamayo@dadeschools.net)

08/31/22-10/14/22

Implement team building activities for each faculty meeting to provide a wellness break and promote everyone working together towards a common goal. Each committee will provide updates during each faculty meeting to ensure communication is maintained throughout the entire school. As a result, all teachers will be responsible for the schoolwide activities and will continuously work towards a common goal.

Person Responsible Morris Gil (mgil2@dadeschools.net)

10/31/22-12/16/22

Develop a calendar of events between the committee leads to engage the staff participation in activities. As a result, all staff will be informed of the various activities and can work collectively.

Person Responsible Janet Olivera (jolivera@dadeschools.net)

10/31/22-12/16/22

Implement monthly celebrations for staff accomplishments such as perfect attendance, birthdays, grant acquisitions etc. As a result the entire staff will support each other's accomplishments.

Person Responsible [no one identified]

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.

Students at Sweetwater Elementary come to school each day to a learning environment where they feel safe and loved. Each student has a variety of school personnel who they trust and are able to communicate with them daily, from school administration to instructional and student services staff. Our students are aware of defined values and expectations through our Panther P.R.O.W.L. schoolwide values. Routinely our school promotes student success and recognizes staff for positive impact on students. Family and community outreach is strongly encouraged and supported at our school through effective communication

by all stakeholders from entry into the main office and continuing throughout the classrooms and entire building.

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

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