

Miami-Dade County Public Schools

Sweetwater Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sweetwater Elementary School

10655 SW 4TH ST, Miami, FL 33174

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Olivera, Janet	Principal	As the instructional leader for the school, Ms. Olivera participates in the collection, interpretation, and analysis of data; facilitates the development of enrichment and intervention plans; ongoing professional development and coaching support as needed by instructional staff. Ms. Olivera guides problem-solving sessions through the Rtl process.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The EESAC conducted a review of the 2022-2023 SIP goals and accountability data which generated the areas of focus for the 2023-2024 SIP. Sweetwater Elementary is not listed as an ESSA school as all our subgroups scored above the 40th percentile. The addition of another State accountability category, focused solely on third grade reading proficiency, and the decrease in proficiency scores for both reading and mathematics, resulted in the decision to make the targeted element Benchmark-Aligned Instruction. Applying the strategies of data driven instruction and the gradual release model to reading and math, respectively, should support the rigor needed to improve Tier 1 instruction and increase student proficiency.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The progress of the SIP implementation will be monitored through regular classroom walkthroughs, data review meetings, collaborative planning meetings, and the District recommended classroom assessments. Assessments are administered on a weekly basis in grades K-2 and bi-weekly in grades 3-5. Additionally, I-Ready will be administered in the fall and the winter, as well as, the FAST STAR, or FAST Reading/Math. All data will be debriefed post examinations and data reviews with the administration will occur bi-monthly.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
	2019-20: B
	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	1	14	4	6	5	2	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	5	9	3	2	0	0	0	19
Course failure in Math	0	1	5	6	4	8	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	9	26	37	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	9	16	22	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	22	26	49	31	41	0	0	0	169

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	6	11	17	19	0	0	0	55

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	6	9	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	4	6	10	4	3	0	0	0	27	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	7	11	5	4	0	0	0	28	
Course failure in Math	0	1	6	5	9	2	0	0	0	23	
Level 1 on statewide ELA assessment	0	0	0	13	17	19	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	9	3	18	0	0	0	30	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	12	34	26	21	0	0	0	95	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	7	14	14	17	0	0	0	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	6	13	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	4	6	10	4	3	0	0	0	27	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	7	11	5	4	0	0	0	28	
Course failure in Math	0	1	6	5	9	2	0	0	0	23	
Level 1 on statewide ELA assessment	0	0	0	13	17	19	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	9	3	18	0	0	0	30	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	12	34	26	21	0	0	0	95	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	7	14	14	17	0	0	0	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	6	13	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	60	53	61	62	56	53		
ELA Learning Gains				67			45		
ELA Lowest 25th Percentile				63			25		
Math Achievement*	63	66	59	70	58	50	46		
Math Learning Gains				77			16		
Math Lowest 25th Percentile				68			26		
Science Achievement*	63	58	54	60	64	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	72	63	59	73			42		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL	56			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	61			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	64			
AMI				
ASN				
BLK				
HSP	67			
MUL				
PAC				
WHT				
FRL	67			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			63			63					72
SWD	21			26			15				5	54
ELL	49			56			60				5	72
AMI												
ASN												
BLK												
HSP	55			62			63				5	72
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	56			61			60				5	71

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	61	67	63	70	77	68	60					73
SWD	21	46	47	32	78	71						57
ELL	55	62	64	66	77	67	44					73
AMI												
ASN												
BLK												
HSP	61	67	63	70	77	68	59					74
MUL												
PAC												
WHT												
FRL	60	67	65	69	77	68	58					74

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	45	25	46	16	26	29					42
SWD	10	23		10	15		23					25
ELL	49	40	26	42	19	28	27					42
AMI												
ASN												
BLK												
HSP	53	45	25	46	16	26	29					41
MUL												
PAC												
WHT												
FRL	52	43	21	45	17	28	30					40

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	56%	-12%	54%	-10%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	42%	52%	-10%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	63%	-7%	59%	-3%
04	2023 - Spring	52%	64%	-12%	61%	-9%
05	2023 - Spring	51%	58%	-7%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2023 FAST ELA Proficiency scores are at 56% as compared to 2022 FSA results at 61%. STAR K-2 results indicate on average student's reading levels at the end of the year were below grade level.

Contributing factors to the school's decreased proficiency scores:

- format of computer based testing impacts student performance
- questioning formats were challenging for our students to comprehend
- large influx of students with minimal academic experience led to greater challenges in providing intervention and DI effectively for all students
- Mental health issues impacted behavioral interruptions in many classrooms

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

Math proficiency on 2023 FAST Mathematics assessment was at 64% a decline from 70% proficiency on the 2022 FSA Mathematics exam.

Contributing factors to the school's decreased proficiency scores:

- format of computer based testing impacts student performance
- comprehension of the new BEST standards of Mathematics
- delay in receiving of new Mathematics materials and resources aligned to the BEST standards
- large influx of students with minimal academic experience led to greater challenges in providing intervention and DI effectively for all students

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In comparison to the State's average score of 55% in ELA for grades 3-5, the school scored at 56%.
In comparison to the State's average score of 54% in Mathematics for grades 3-5, the school scored at 64%.

In comparison to the State's average score of 51% in Science for grade 5, the school scored at 63%.
School scores in all 3 assessments, ELA, Mathematics, & Science surpassed the respective state averages.

The school's performance can be attributed to the fidelity to the School Improvement Plan areas of focus from the 2022-2023 plan. Intervention, differentiated instruction, and data driven instruction were followed through consistently and continuously throughout the year, offering extended learning opportunities before and after school.

Which data component showed the most improvement? What new actions did your school take in this area?

The school's 2023 NGSS Science proficiency scores increased by 3 percentage points to 63% up from 60% on the 2022 exam.

The school did not take any new actions in this area but continued to target, data-driven instruction, hands-on experimentation, and content-area reading strategies.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An important area of concern are the 169 students in grades 1-5 with a substantial reading deficiency. Attendance is another concern, although affecting 7% of our student population it impacts the very students who are exhibiting reading deficiencies.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The priority goals for school improvement are as follows:

- 1- Increase the percentage of proficient students in ELA.
- 2-Increase the percentage of proficient students in Mathematics.
- 3-Decrease the percentage of K-2 students performing 2 or more years below grade level.
- 4-Decrease the percentage of 3-5 students performing 2 or more years below grade level.
- 5-Improve staff and student perceptions towards being in school.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST Reading PM3 state assessment data results, 56% of Grade 3, 57% of Grade 4, and 51% of Grade 5 students scored below proficiency. The FAST Reading data reflects only raw data which includes a large number of students who do not meet accountability criteria. Once scores are filtered to reflect only students within the accountability group, scores reflect a drop in proficiency of 5 percentage points when compared to the 2022 scores. Additionally, our school received a large influx of immigrant students who lack schooling and basic skill readiness in their home language of Spanish. 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 benchmark-aligned instruction 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 benchmark-aligned instruction, 61% of learners in grades 3-5 will be proficient, an increase of 5 percentage points on the 2024 F.A.S.T. Reading PM 3 assessment as compared to the 56% proficiency student scores from the 2023 F.A.S.T. Reading PM 3 .

Monitoring:

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

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

Person responsible for monitoring outcome:

Monica Sanchez-Breton (msbreton22@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-Driven Instruction This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. provides the framework for teachers to:

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/25/23

Provide Professional Development for teachers on data-driven 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 data-driven instruction program. As a result, teachers will develop classroom systems that are conducive to data-driven instruction, such as progress monitoring assessments, data collection and analysis, instructional strategy modification.

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

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Teachers will administer weekly (K-1) or bi-weekly (2-5) assessments to gather data and monitor instruction. As a result, student progress will be monitored continuously and teachers will be able to modify instruction in a targeted fashion.

Person Responsible: Morris Gil (mgil2@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate, review data, and shared best practices. Teachers will attend collaborative planning and review student work samples to calibrate grade level standard work, review formative assessments and plan for rigorous instruction. As a result, teachers will provide students appropriate levels of support and/or enrichment, based on data, to accelerate learning.

Person Responsible: Janet Olivera (pr5431@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Teachers will collaborate and create an instructional focus calendar for administration to easily identify student targets 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: Monica Sanchez-Breton (msbreton22@dadeschools.net)

By When: 08/14/23-09/25/23

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST Mathematics PM3 state assessment data results, 44% of Grade 3, 48% of Grade 4, and 49% of Grade 5 students scored below proficiency. The FAST Mathematics data reflects only raw data which includes many students who do not meet accountability criteria. Once scores are filtered to reflect only students within the accountability group, mathematics scores reflect a drop in proficiency of 6 percentage points, 64% when compared to the 70% proficiency 2022 Mathematics FSA scores. Additionally, our school received a large influx of immigrant students who lack schooling and foundational skills in their home language of Spanish. Students are not being provided the rigor to sustain their level of academic growth and proficiency. Teachers were instructing new standards and mathematics materials were not available until late in the school year. We must improve our ability to provide students with the opportunity to struggle and grow through independent work. Our school will implement the benchmark aligned instruction 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 benchmark-aligned instruction, 69% of learners in grades 3-5 will be proficient, an increase of 5 percentage points on the 2024 F.A.S.T. PM 3 Mathematics assessment as compared to the 64% proficiency student scores from 2023 F.A.S.T. Mathematics PM 3.

Monitoring:

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

In order to monitor Gradual Release of Responsibilities Model (GRRM), instructional staff will analyze their mathematics pacing guide and district textbooks to determine which parts of the lesson to apply to the I Do, We Do, You Do portions of the model. 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:

Aida Macia (amacia@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Gradual Release of Responsibility Model (GRRM) approach of instruction uses 4 steps of instruction to lead students from explicit instruction to independent work by the student as they apply the concepts taught in the explicit portion of the lesson.

GRRM provides the framework for teachers to:

- 1) provide students with growth opportunities through independent work.
- 2) provide rigor in explicit content delivery and application of instructed material by the student.
- 3) ensure benchmark-aligned instruction is provided with grade level rigor.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the

instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/25/23

Provide Professional Development for teachers on Gradual Release of Responsibilities Model (GRRM) focused on enrichment and acceleration of student learning. Present historical academic data analysis which indicates need for school goal. The Mathematics Coach will present the framework of a successful Gradual Release of Responsibilities Model (GRRM) program. As a result, teachers will develop classroom systems that are conducive to Gradual Release of Responsibilities Model (GRRM), such as modeling, scaffolding, and transfer points within the mathematics block.

Person Responsible: Aida Macia (amacia@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Teachers will administer topic assessments on Performance Matters to gather data, track student progress, and adjust instruction. As a result, teachers will be able to provide additional supports, enrichment, and targeted intervention to support student proficiency.

Person Responsible: Morris Gil (mgil2@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate, review data, and shared best practices. Teachers will attend collaborative planning and review student work samples to calibrate grade level standard work, review formative assessments and plan for rigorous instruction. As a result, teachers will provide students appropriate levels of support and/or enrichment, based on data, to accelerate learning.

Person Responsible: Aida Macia (amacia@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Teachers will ensure students complete the "Think Deep" questions in the mathematics textbook. As a result, students will be practicing the transfer of knowledge component of the GRRM, I do, leading to increase their proficiency.

Person Responsible: Janet Olivera (jolivera@dadeschools.net)

By When: 08/14/23-09/25/23

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST Reading PM3 state assessment data results, 56% of Grade 3, 57% of Grade 4, and 51% of Grade 5 students scored below proficiency. The FAST Reading data reflects only raw data which includes a large number of students who do not meet accountability criteria. Once scores are filtered to reflect only students within the accountability group, FAST Reading scores indicate 56% of students were at proficiency, a drop of 5 percentage points when compared to 61% proficiency on the 2022 FSA Reading assessment.

Our school community was impacted by the arrival of a large influx of immigrant students who lack schooling and basic skill readiness in their home language of Spanish. Many of these same students have experienced a great deal of trauma leading to mental health concerns impacting their ability to focus during class. Many students in grades K-2 during the 2021-2022 school year were identified as having a reading deficiency.

Teachers were more focused on providing intervention than grade level rigor to achieve proficiency. Our school will implement cross-curricular writing as a school-wide instructional practice focus area to increase students' critical thinking skills in all subjects.

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 ELA instruction, 61% of learners in grades 3-5 will be proficient, an increase of 5 percentage points on the 2024 F.A.S.T. Reading PM 3 assessment as compared to the 56% proficiency student scores from the 2023 F.A.S.T. Reading PM 3.

Monitoring:

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

In order to monitor cross-curricular writing, instructional staff will utilize content specific journals where students will respond to purpose-driven prompts. Administrators will conduct classroom walkthroughs to monitor for fidelity of implementation. Data chats will be conducted with school leadership and school administration to assess the progress of students who are at proficient levels or above in order to accelerate learning.

Person responsible for monitoring outcome:

Monica Sanchez-Breton (msbreton22@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Cross-Curricular Writing creates the opportunities for students to develop critical thinking skills throughout the curriculum, emphasizing writing for a purpose it provides the framework for teachers to:

- 1) build student's academic vocabulary
- 2) provide rigor through purpose-driven writing based on analysis of reading throughout the curriculum
- 3) ensure students develop their written expression and voice

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Cross-Curricular Writing is content writing specific to each academic area consistently infused in all lessons across the curriculum. It is designed to boost students' critical thinking skills by requiring them to write for specific purposes in every course. This will build skills necessary for postsecondary success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/25/23

Provide Professional Learning Opportunities for teachers on cross-curricular writing focused on building critical thinking skills and increasing rigor in 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 cross-curricular writing program. As a result, teachers will develop classroom systems that are conducive to cross-curricular writing such as preparation of subject specific journals, purpose-driven prompts, and content area reading skills.

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

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Teachers will provide students with purpose driven prompts throughout the curriculum. Prompts will be based on analysis of texts provided and appropriate writing conventions will be applied. As a result, students will apply knowledge gained from classroom instruction.

Person Responsible: Morris Gil (mgil2@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate, review data, and shared best practices. Teachers will attend collaborative planning and review student work samples to calibrate grade level standard writing, and plan for rigorous instruction. As a result, teachers will provide students writing process opportunities building academic vocabulary and critical thinking skills.

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

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Teachers will collaborate and create an instructional writing focus calendar for administration to easily identify student targets during walk-throughs. Administration and coaches will conduct regular walkthroughs and provide specific feedback for continued student growth. As a result, targeted purpose-driven writing will occur with fidelity.

Person Responsible: Janet Olivera (jolivera@dadeschools.net)

By When: 08/14/23-09/25/23

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey for students, question #26, "I like coming to school" 31% of responders were neutral, disagreed, or strongly disagreed, an increase of 9 percentage points when compared to the 2021-2022 results. According to the 2022-2023 School Climate Survey for staff, questions # 27, "I like working at my school" 4% of responders strongly disagreed as compared to 3% on the 2021-2022 results.

During the 2022-2023 school year, our school received a large influx of immigrant students who have experienced a great deal of trauma leading to mental health concerns. The student services team was overwhelmed with cases and referrals making it difficult to provide all the support needed for all students. Teachers were more focused more on supporting students emotionally than academically, dealing with students who have deep trauma from experiences occurring during their journeys to the United States. Our school will implement the intervention of celebrating success to improve the student and staff experience at Sweetwater Elementary School.

Measurable Outcome:

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

If we successfully implement celebrating success, the percentage of positive responses to the student question "I like coming to school" and the staff, question, "I like working at my school" will improve by 5 percentage points on the 2024 School Climate Survey .

Monitoring:

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

In order to monitor celebrating success, staff will create committees to oversee the various celebration categories. Administration will monitor the monthly activities of individual committees to ensure fidelity to the intervention.

Person responsible for monitoring outcome:

Janet Olivera (jolivera@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Celebrating success creates the opportunities for students and staff to be publicly recognized for achievements and provides the framework for:

- 1) students to enjoy coming to school regularly
- 2) staff to receive recognition for their efforts
- 3) students and staff to enjoy a positive experience regularly at school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

08/14/23-09/25/23

Create teams to be responsible for various success celebrations throughout the school year. As a result, all staff will have a role in improving the school's culture.

Person Responsible: Morris Gil (mgil2@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Develop qualifying criteria for each type of celebration for students and staff. Assign specific roles for each team member. As a result, each group will be able to focus on a specific celebration and all stakeholders will define the success area equitably.

Person Responsible: Morris Gil (mgil2@dadeschools.net)

By When: 08/14/23-09/25/23

08/14/23-09/25/23

Seek sponsors within the community who can provide donations for rewards to provide students and/or staff being recognized. As a result, rewards and incentives can be provided without concern for budgetary restraints.

Person Responsible: Elizabeth Alvarez (185558@dadeschools.net)

By When: 08/14/23-09/25/23

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2023 STAR Literacy assessment data, ELA proficiency scores were below 50% for grades K-2. The percentage of students below proficiency in Grade K was 54%, 1st grade was 59%, and 2nd

grade was 51%. Our school will implement targeted small group instruction as a school-wide ELA instructional practice focus area.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the 2023 FAST Reading assessment data results, ELA proficiency scores were below 50% for grades 3-5. The percentage of students below proficiency in Grade 3 was 56%, 4th grade was 57%, and 5th grade was 51%. Our school will implement targeted small group instruction as a school-wide ELA instructional practice focus area.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

If we successfully implement data driven instruction with fidelity, then a minimum of 50% of students in grade K-2 will score at grade level or above as indicated on the 2024 F.A.S.T. PM3 STAR Literacy assessment.

Grades 3-5 Measurable Outcomes

If we successfully implement data driven instruction with fidelity, then a minimum of 50% of students in grade 3-5 will score at grade level or above as indicated on the 2024 F.A.S.T. PM 3 Reading assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Select the person responsible for monitoring this outcome.

Sanchez-Breton, Monica, msbreton22@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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

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

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>08/14/23-09/25/23</p> <p>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.</p>	Sanchez-Breton, Monica, msbreton22@dadeschools.net
<p>08/14/23-09/25/23</p> <p>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.</p>	Sanchez-Breton, Monica, msbreton22@dadeschools.net
<p>08/14/23-09/25/23</p> <p>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.</p>	Sanchez-Breton, Monica, msbreton22@dadeschools.net
<p>08/14/23-09/25/23</p> <p>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.</p>	Sanchez-Breton, Monica, msbreton22@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated via hard copies to any stakeholder who requests it. Copies are kept in the parent resource center at the school site and a digital copy is placed on the school's website once approved by the Miami-Dade County Public School Board. www.sweetwaterelementary.dadeschools.net

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school hosts multiple opportunities for parents to engage in their child's education throughout the school year. Meetings are held at various times of the day to make them accessible for as many parents as possible. Student progress reports are provided 4 times a year as well as report cards. Parents are encouraged to create a parent portal account where they can monitor their child's academic progress at any given time. Parent conferences are available at mutually agreed times between the teacher and the parent. The final approved PFEP will be posted at www.sweetwaterelementary.dadeschools.net.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The areas of focus for ELA, benchmark aligned instruction (ELA), and benchmark aligned instruction (Mathematics) all focus on improving student proficiency through rigor and accelerated curriculum. The schoolwide plan includes intervention for low-performing student to move them up to proficiency. Opportunities for after-school tutorial will also be provided throughout the school year.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I program implementation will be coordinated with resources provided by :Project Upstart, Title III, and the HIITS grant providing additional training for teachers to implement the Reading Horizons intervention program. All students will receive free breakfast and lunch through the Community Eligibility Provision (CEP) grant.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School based counseling is provided to all students by the school counselor. Students requiring additional mental health services are referred to outside agencies by the mental health coordinator. All such services are provided at no cost to the parents.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

All students are provided Tier 1 school-wide behavior plan in all classrooms. Tier 2 and Tier 3 student are interventions are provided via referral system. Functional assessments of behavior and behavior intervention plans are implemented as needed by individual students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are provided ongoing professional learning opportunities through self-selected courses offered by the District English Language Arts, Mathematics, Science and Social Studies departments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The students in VPK at Sweetwater Elementary are provided transition support through in-house experiences visiting the kindergarten classes. Parents are provided best practices transition training through orientation meetings before school begins in August.