Sweetwater Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sweetwater Elementary School

5800 VICTORIA GARDENS BLVD, Port Orange, FL 32127

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

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.

We, the caring community of learners at Sweetwater Elementary, strive toward a lifetime of achieving our "Personal Best" guided by a positive attitude and nurturing environment.

Provide the school's vision statement.

Our vision for Sweetwater Elementary is to provide an exceptional curriculum and learning opportunities at each grade level enabling our students to be more than prepared for the rigors of middle school.

School Leadership Team, 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
Hopkins, Tamara	Principal	•Work with district leadership to access and collect data for stakeholders and school-based, specifically School Leadership Team (SLT), teams. Collaborate with administrative team (AP and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with district leadership and administrative team to facilitate SLT SIP Planning meeting; assign roles and responsibilities for SIP process. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. •Plan for and facilitate teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration •Initiate, plan, and facilitate meetings with key stakeholders (district, school, families, etc.) to ensure the SIP Areas of Focus align with Volusia County School's Strategic Plan and the academic and social emotional needs of students (Kindergarten – 5th). •Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus; ensure action steps align with the SIP's determined Areas of Focus. •Identify and designate personnel to monitor action steps and progress monitoring data; identified personnel will also monitor the implementation of SIP action steps for fidelity and effectiveness. Reflect on progress monitoring data, lead team into decision-making regarding any action step modifications. •Complete observations/walkthroughs. Collaborate with district leaders, administrative team, SLT, and instructional staff to identify professional development needs. Schedule and plan for professional development. Support instructional staff in professional growth.
Callahan, Sarah	Assistant Principal	•Assist principal with the collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT) and School Advisory Council. Collaborate with administrative team (principal and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. •Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. •Support principal in the planning and facilitation of SIP meetings with key stakeholders (district, school, families, etc.). •Collaborate with SLT to determine relevant action steps for the

Name	Position Title	Job Duties and Responsibilities
		determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. •Complete observations/walkthroughs. Collaborate with administrative team, SLT, and instructional staff to identify professional development needs. Schedule, plan for, and present professional development. Support instructional staff in professional growth. •Create annual School Improvement Plan document in CIMS; upload necessary documentation into platforms (CIMS, Teams, etc.). Meet district upload deadlines (August/September; November; January/February) •Plan for (collect and prepare state assessment and student climate data) and facilitate beginning and mid-year stakeholder presentations (SAC, families, faculty/staff, SLT). Update action steps in platforms based on stakeholder input •Oversee the facilitation and completion of school-based climate surveys. Collect, synthesize, and report climate survey data and SEL goal progress to stakeholders (August; November/December; February; May)
Martens, Megan	Teacher, K-12	•Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus •Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. •Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. •Reflect on presented data and support SLT in action step modifications.
Willis, Kristin	Teacher, K-12	•Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus •Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. •Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. •Reflect on presented data and support SLT in action step modifications.
Dodig, Susan	Teacher, ESE	•Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL)

Name	Position Title	Job Duties and Responsibilities
		Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus •Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. •Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. •Reflect on presented data and support SLT in action step modifications.
Jones, Selina	Instructional Coach	•Assist principal with the collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT). Collaborate with administrative team (principal and AP) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. •Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. •Support principal in the planning and facilitation of SIP meetings with stakeholders. •Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications.
McConkey, Ryan	Administrative Support	•Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus •Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. •Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. •Reflect on presented data and support SLT in action step modifications.

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 School Leadership Team (SLT)—comprised of teachers, administrators, and identified instructional personnel meet to review school performance data and determine achievement goals in critical areas based on student data and trends. This team is responsible for meeting throughout the year to monitor progress, implement suggestions for action plans, and refinement of goals as the year progresses. The team is responsible for sharing growth/progress data to all stakeholders throughout the course of the year.

•Teachers and school staff provide input and feedback in the development and refinement of the SIP throughout the school year. An initial team (SLT) of administrators and teachers review the school performance data and make determination of school goals based on student data and trends. This data is presented to instructional staff during preplanning; staff are given time to meet throughout the year to review and hone instructional decisions through PLCs; collaborative planning; progress monitoring; faculty meetings; mid-year and additional data analysis meetings.

•Students, parents, and families provide input and feedback in the development of the SIP based on data collected from parent meetings (teacher-parent and school-based parent meetings; administrative communications and feedback) and school culture and climate surveys. Parents also have access to Parent Input Forms and are able to join SAC and PTA during the school year.

•Parent Teacher Association (PTA) is a parent-community-staff partnership group in which members work together to find ways to support the needs of students and staff at Sweetwater Elementary. PTA fundraising allows the school to be supported in a variety of ways including providing for supplemental educational programs, PBIS reward systems, teacher and student classroom and facility needs.

•Business/Community leaders are given an opportunity to provide input/feedback through SAC and PTA membership platforms.

•School Advisory Council (SAC)—comprised of parents/family members, community members, business partners, and school staff— is a group of stakeholders responsible for a variety of school-based decision-making responsibilities including: review of, making recommendations for, and monitoring of the School Improvement Plan; school funding (how/where school funds are spent); the approval of all SAC fund requests by school staff; opening meetings up for public comment and input; the review of school academic and climate data annually, providing input/feedback for improvement.

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 School Improvement Plan will be monitored to ensure 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—in a variety of ways:
•Administrative walkthroughs focusing on direct instruction aligned to the benchmarks; tasks/activities and questioning aligned to the benchmarks and designed to deepen understanding; opportunities for

student collaboration
•Focus on collaborative planning to provide instructional approaches that maximize student learning
•Regular data analysis and progress monitoring focusing on student proficiency, student data trends, teacher-specific performance data, and teaching and learning data trends (via Professional Learning Communities; administrative, grade level and school leadership team meetings; Stocktake procedures; etc.).
•School Leadership meetings (held quarterly), Instructional Leadership meetings (held quarterly) and Stocktake meetings will use information collected from progress monitoring assessments to perform ongoing data analysis. By reviewing our data and the effectiveness of our actions focused on examining proficiency and data trends, the School Leadership Team will be able to determine if there are aspects of the School Improvement Plan—or SIP action steps—needing to be revised, changed, or added.

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	No
2022-23 Minority Rate	20%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	No
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	78	4	3	10	9	5	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	3	4	5	0	0	0	12
Course failure in Math	0	0	0	2	8	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	4	11	4	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	0	3	7	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	0	5	5	7	0	0	0	19

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	0	1	0	3	6	2	0	0	0	12

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	0	0	1	4	3	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	16	13	9	15	15	15	0	0	0	83
One or more suspensions	2	0	6	1	2	3	0	0	0	14
Course failure in ELA	0	0	0	0	6	1	0	0	0	7
Course failure in Math	0	0	0	0	3	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	10	12	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	2	8	7	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	8	18	17	15	15	0	0	0	81

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	4	1	4	5	9	6	0	0	0	29

The number of students identified retained:

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

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	16	13	9	15	15	15	0	0	0	83
One or more suspensions	2	0	6	1	2	3	0	0	0	14
Course failure in ELA	0	0	0	0	6	1	0	0	0	7
Course failure in Math	0	0	0	0	3	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	10	12	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	2	8	7	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	8	18	17	15	15	0	0	0	81

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	4	1	4	5	9	6	0	0	0	29

The number of students identified retained:

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

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*	72	52	53	79	53	56	81		
ELA Learning Gains				73			73		
ELA Lowest 25th Percentile				64			57		
Math Achievement*	80	55	59	85	42	50	82		
Math Learning Gains				80			66		
Math Lowest 25th Percentile				69			48		
Science Achievement*	83	62	54	89	55	59	78		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	93	60	59				90		

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	80
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	77
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	7
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	48			
ELL	77			
AMI				
ASN				
BLK	62			
HSP	67			
MUL	76			
PAC				
WHT	78			
FRL	72			

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	52			
ELL	81			
AMI				
ASN	100			
BLK	50			
HSP	71			
MUL	85			
PAC				
WHT	78			
FRL	73			

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	72			80			83					93
SWD	39			49			52				4	
ELL	69			69							3	93
AMI												
ASN												
BLK	54			69							2	
HSP	67			67							2	
MUL	74			68			85				3	
PAC												
WHT	73			82			85				4	
FRL	70			71			80				4	

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	79	73	64	85	80	69	89					
SWD	42	50	54	50	63	55	53					
ELL	87	70		87	80							
AMI												
ASN	100			100								
BLK	46			54								
HSP	68	67		77	73							
MUL	76	90		81	91							
PAC												
WHT	81	72	63	87	79	73	90					
FRL	73	70	66	74	79	62	86					

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	81	73	57	82	66	48	78					90
SWD	30			42			40					
ELL	70			70								90
AMI												
ASN												
BLK												
HSP	62			57								
MUL	85			86								
PAC												
WHT	82	71	55	84	63	47	78					
FRL	75	74	69	74	64	45	71					

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	75%	53%	22%	54%	21%
04	2023 - Spring	83%	57%	26%	58%	25%
03	2023 - Spring	70%	53%	17%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	82%	57%	25%	59%	23%
04	2023 - Spring	80%	59%	21%	61%	19%
05	2023 - Spring	82%	55%	27%	55%	27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	82%	61%	21%	51%	31%

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.

According to FAST PM3 data, one of our lowest performing data components resides in our overall proficiency Grades 3rd-5th in ELA at 79%. ELA proficiency has shown a steady decline since 2018 (83%, 81%, 81%, and 79%, respectively).

Contributing factors to the decline in ELA include: rigor of instruction; tasks aligned to the depth of the benchmarks; integrity of student interventions; proficiency in primary grades KG-2nd.

According to multiple data sources, Sweetwater Elementary School's "Grade Breakdown by Subgroup" indicates that our Students with Disabilities (SWD) are our lowest performing ESSA subgroup at 52%.

Contributing factors to low level of performance for our SWD include: rigor of instruction; tasks aligned to the depth of the benchmarks; integrity of support facilitation and interventions; higher rates of absences; majority of students on the EWS report are SWD.

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

The greatest decline in proficiency occurred in the area of science at 82%, (dropping from 89%). Contributing factors include: lower performing cohort; new instructional staff; lack of collaborative planning.

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.

N/A (Sweetwater Elementary outscored the state in each data component).

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

Our 4th Grade ELA data showed the most improvement from the previous year. We feel the increase in this area is due to the addition of supplemental instruction (Magnetic Reading to support Benchmark curriculum), in addition to giving benchmark and district assessments regularly and with fidelity. Finally, it was also a higher performing cohort.

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

One area of concern based on our EWS data is the high percentage of Students with Disabilities (SWD) with 2 or more indicators.

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

1. Increasing proficiency in English Language Arts grades KG-5
2. Fidelity of Instruction and Intervention
3. Collaborative Planning
4. Early Warning System monitoring (attendance, SWD)
5. Increasing proficiency in core areas for SWD

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 Collaborative Planning
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.

One area of focus this year will be to increase the amount of Collaborative Planning sessions scheduled for our instructional and grade level teams. Increasing collaborative planning will allow teachers, administrators and the academic coach to work together to: deepen their understanding of the benchmarks and vertical progression; identify best instructional practices based on the learning expectations and student data and need; develop rigorous, benchmark-aligned tasks and questions; plan and develop opportunities for student collaboration.

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

STUDENT PRACTICE:
•After reviewing student assessment/progress monitoring data from PM1 and PM2 (reading and math) and VBA1 and VBA2 (science) Sweetwater students will show growth at a rate aligned with state growth.
•By PM3 and VBA3, 80% of students will demonstrate proficiency in core area benchmarks in Grades KG-5.

TEACHER PRACTICE:
•Administrative walkthroughs will reflect that, by February 2024, 90% of teachers are consistently meeting "Look For" expectations (explicit instruction aligned to the benchmark; benchmark-aligned tasks; opportunities for student collaboration; planned questioning that allows for rigorous learning).

COACHING PRACTICE
•By April 2024, the number of teachers receiving coaching support (outside of/in addition to PLC and collaborative planning), will decrease by 80%.
•Success will be shown through walk through and coaching cycle data.

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

STUDENT PRACTICE
•Student data will be disaggregated after PM1 and PM2; data will be compared to state and district proficiency and growth trends.
•80% proficiency will be a common goal across all content areas and in all grade levels for the 2023-2024 school year.
•After each benchmark aligned assessment (district/state), teachers—with the support of the coach and administrative team—will chart and track data to measure growth/progress over time.
TEACHER PRACTICE
•Classroom walkthrough trend data will be collected and analyzed weekly starting September 4.
•Administration and coaches will attend common planning to monitor for planning of effective instructional practices, benchmark-aligned tasks, questions, and collaborative activities.
COACHING PRACTICE
•Administration and coaches will meet weekly to review the coaching support plan and walkthrough trends to make instructional and support adjustments as needed.
•Administration will collect coaching plans/notes and provide feedback to coaches regarding needs/plans.

Person responsible for monitoring outcome:

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

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.)

Interventions that will be implemented at Sweetwater Elementary include:
• Implementing collaborative planning on a regular basis throughout each grade level/subject area
• Providing intensive professional learning focused on the areas of: collaborative planning; deepening understanding of the benchmarks; developing benchmark-aligned tasks, questioning, and collaborative structures; MTSS; ESE supports

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to John Hattie's work in effect size, the interventions listed above have the following effect sizes:
• Collaborative planning, as structured under the deliberate practice framework, has a rating size of .79
• Professional Learning: explicit teaching strategies (.57); questioning (.48); cooperative learning (.40)

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 2 - Moderate 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.

Perform regular (weekly) administrative walkthroughs to determine the percentage of teachers meeting "Look For" expectations (explicit instruction aligned to benchmarks; benchmark-aligned tasks; opportunities for student collaboration; planned questioning which allows for both scaffolded and rigorous learning).

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

By When: Regular walkthroughs will begin on Friday, August 18th after teachers are trained on Instructional Walkthrough "Look Fors."

Create a coaching support system to meet the individual needs of our teachers and students based on student data and teacher need.

Person Responsible: Selina Jones (sajones@volusia.k12.fl.us)

By When: Coaching cycles will begin September 1, 2023; first year teacher support begins August 14, 2023.

After state and district assessments, disaggregate student data to determine if student proficiency growth meets/exceeds state and district proficiency and growth trends.

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

By When: After each progress monitoring assessment (district and state); the first assessment is mid-September.

Administration and coach will attend common planning to monitor planning practices to ensure inclusion of effective instructional practices, benchmark-aligned tasks and questions, as well as collaborative activities.

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

By When: Collaborative Planning PLCs begin August 24, 2023

Administration and coaches will meet weekly to review the coaching support plan and walkthrough trends to make instructional and support adjustments as needed.

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

By When: Instructional Walkthroughs will begin the week of August 21, 2023. Administrative team meetings to discuss data and observations will begin August 28, 2023

Administration will collect coaching plans/notes and provide feedback to coaches regarding needs/plans.

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

By When: Coaching cycles officially begin September 1, 2023. Coaching-admin collaborative meetings will begin mid-September.

Implement Professional Development as follows:
Collaborative Planning:
1. School-based ERPLS focused on Collaborative Planning (Oct & Dec) and Explicit Instruction (Jan & Mar).
2. Faculty Meetings focused on Instructional Look-Fors, School Improvement Plan, Vertical Articulation, and behavioral and academic interventions and supplemental resources
3. Regular PLC meetings to analyze data and collaboratively plan next steps instruction and intervention.
Early Warning Systems:
1. District ERPL focused on MTSS

Person Responsible: Selina Jones (sajones@volusia.k12.fl.us)

By When: Professional Development as follows: •Collaborative Planning (Oct & Dec) and Explicit Instruction (Jan & Mar) •Faculty Meetings focused on Instructional Look-Fors, School Improvement Plan, Vertical Articulation, and behavioral and academic interventions and supplemental resources (Aug-Oct) •MTSS (Oct)

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Sweetwater Elementary will focus on the Early Warning System (EWS) in order to establish a more effective, ongoing system for reviewing, monitoring, and developing action steps to: minimize the number of students on the EWS list; minimize the number of students with two or more indicators; reduce the number of students with attendance and academic achievement concerns.

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

•Sweetwater Elementary will reduce the overall number of students appearing on the Early Warning Systems by 15% (35 students to 30 students).
•Sweetwater Elementary will reduce the number of Students with Disabilities (SWD) appearing on the Early Warning Systems (EWS) report by 20% (from 60% to 40%, or 21/35 students)
•Sweetwater Elementary's current Daily Attendance is at 94%; however, we will reduce the number of overall students arriving to school tardy (this is not on the current EWS report, but our team feels it is critical area of growth).

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

The administrative team (consisting of administration, guidance counselors, MTSS/PTS chair, and other identified staff) will meet Quarterly to review the Early Warning Systems report to determine if we are meeting our goals (decreases) in the targeted areas (including total number of students on the EWS report; total number of SWD on the report; decreases in tardies).

Person responsible for monitoring outcome:
Sarah Callahan (sacallah@volusia.k12.fl.us)

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.)

STUDENT PRACTICE
•Students will participate in school-wide classroom attendance challenges through their classroom setting

TEACHER PRACTICE
•Teachers will participate in school-wide classroom attendance challenges through their classroom setting
•Teachers will communicate with parents, administration, and MTSS Chair any tardy and attendance concerns

COACHING (ADMINISTRATIVE TEAM) PRACTICE
•The Guidance Team will establish, implement, and run monthly attendance challenges through individual classrooms
•The administrative team (consisting of administration, guidance counselors) will provide support to teachers regarding communication with families of students with tardy/attendance concerns in a variety of ways (conferences, phone calls, attendance letters, communication with social worker, etc.)
•The administrative team (consisting of administration, guidance counselors, MTSS/PTS chair, and other identified staff) will meet Quarterly to review the Early Warning Systems report to determine if we are meeting our goals (decreases) in the targeted areas (total number of students on the EWS report; total number of SWD on the report; decreases in tardies; etc.).

•The administrative team (consisting of administration, guidance counselors, MTSS/PTS chair, and other identified staff) will determine individualized action steps based on individual student needs/situations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to "Third National Even Start Evaluation: Follow-Up Findings From the Experimental Design Study," Table 4.2 Summary of EDS Gains and Effect Sizes (Pre-Test vs. Follow Up) show that tardiness has a .77 effect size of elementary students. This shows a large effect size on learning when students are chronically tardy for school.
Resource: What Works Clearinghouse https://ies.ed.gov/ncee/pubs/even_start/tables/tables_tab42.asp

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 4 - Demonstrates a Rationale

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.

Teachers and students will participate in school-wide classroom attendance challenges through their classroom setting. Teachers will communicate with parents, administration, and MTSS Chair students with tardy and attendance concerns.

Person Responsible: Tina Howard (tmhoward@volusia.k12.fl.us)

By When: Classroom attendance challenges will begin after the 10-Day count.

The Counseling Team will establish, implement, and run monthly attendance challenges through individual classrooms.

Person Responsible: Tina Howard (tmhoward@volusia.k12.fl.us)

By When: Classroom attendance challenges will begin after the 10-Day count.

The administrative team and school counseling team will provide support to teachers regarding communication with families of students with tardy/attendance concerns in a variety of ways (conferences, phone calls, attendance letters, communication with social worker, etc.).

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

By When: As soon as need is communicated.

The administrative team (consisting of administration, guidance counselors, MTSS/PTS chair, and other identified staff) will meet Quarterly to review the Early Warning Systems report to determine if we are meeting our goals (decreases) in the targeted areas (total number of students on the EWS report; total number of SWD on the report; decreases in tardies; etc.).

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

By When: At the beginning of Quarters 1, 2 and 3.

The administrative team will discuss intensive attendance interventions and determine individualized action steps based on individual student needs/situations.

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

By When: When need is communicated or data determines a need exists.

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CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

</div>

Sweetwater Elementary does not qualify as ATSI (not identified for CSI but has one or more subgroups with a Federal Index below 41%).

Sweetwater Elementary does not qualify as TSI (has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years).

Sweetwater Elementary does not qualify as CSI (1. Have an overall Federal Index below 41% (lowest performing) 2. Have a graduation rate at or below 67% (low grad rate) 3. Have a school grade of D or F (lowest performing) 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years (not exiting)).

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No