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School Board Approval

This plan has not yet been approved by the Volusia County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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 exceptional learning opportunities, enabling our students to be more than prepared for the rigors of middle school.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Melissa Fraine

Position Title

Principal

Job Duties and Responsibilities

- Increase student achievement and learning gains by working with district/school staff to access, collect, monitor a variety of data, then using this data to make instructional decisions--specifically with regard to remediation, reteaching, intervention, and acceleration.
- Work with school-based teams and (Administrative, Instructional Leadership) and school staff (Assistant Principal, Administrative Dean, Academic Coach, etc.) to analyze previous school year proficiency data to identify high priority academic and Social Emotional Learning (SEL) needs, gaps in learning, and learning trends
- Collaborate with the School Improvement Team to determine SIP *Areas of Focus* based on data analysis. Collaborate with the School Improvement team to determine action steps to continue, modify, or initiate to increase student achievement in the upcoming school year.
- Collaborate with the SIP and Instructional Leadership teams to identify teacher and student needs; initiate tasks and conversations with stakeholders for the purpose of providing

- instructional personnel/support, professional development, materials and resources
- When needed, collaborate with district leaders and specialists to obtain support and professional development for the purpose of increasing staff knowledge in, and application of, instructional programs and best practices (including progress monitoring platforms) to maximize the effectiveness of student intervention, remediation, and acceleration.
 - Identify and designate personnel to monitor action steps and progress monitoring data for fidelity and effectiveness. Plan for teams to progress monitor data on an ongoing basis, and lead teams into decision-making regarding action step modifications or to initiate new action steps based on data.
 - Complete observations/walkthroughs to ensure fidelity of action steps.

Leadership Team Member #2

Employee's Name

Sarah Callahan

Position Title

Assistant Principal

Job Duties and Responsibilities

- Facilitate the School Improvement Plan process with the School Improvement Team; work with principal and academic coach to ensure all preplanning and information needing to be gathered and analyzed are prepared for team members.
- Upload and submit all school-based data and School Improvement components to the CIMS platform throughout the year
- Collaborate with the SIP team to analyze all aspects of school data to determine high priority academic and Social Emotional Learning (SEL) needs and Areas of Focus. Collaborate with SIP Team to determine relevant action steps for the determined SIP *Areas of Focus*.
- Collaborate with the principal, administrative dean and the academic coach in the planning and facilitation of teacher need meetings and professional development.
- Collaborate with the SIP and Instructional Leadership teams to identify teacher and student needs; initiate tasks and conversations with stakeholders for the purpose of providing instructional personnel/support, professional development, materials and resources
- Collaborate with principal and academic coach in the planning and facilitation of School Improvement meetings with key stakeholders (district, school, families, etc.) throughout the year
- Monitor the implementation of SIP action steps for fidelity and effectiveness.
- Collect, process, and distribute progress monitoring data; work collaboratively with teams to reflect on data and action step modifications.
- Complete observations/walkthroughs.

- Facilitate the distribution, completion, and analysis of school-based climate surveys. Collect, synthesize, and report climate survey data and SEL goal progress to stakeholders (August; November/December; February; May)

Leadership Team Member #3

Employee's Name

Selina Jones

Position Title

Academic Coach

Job Duties and Responsibilities

- Assist principal and assistant principal with the collection of data for stakeholders and school-based teams
- Collaborate with the principal, assistant principal, and administrative dean in the planning and facilitation of teacher need meetings and professional development.
- Collaborate with the SIP team to analyze all aspects of school data to determine high priority academic and Social Emotional Learning (SEL) needs and Areas of Focus. Collaborate with SIP Team to determine relevant action steps for the determined SIP *Areas of Focus*.
- Collaborate with the SIP and Instructional Leadership teams to identify teacher and student needs; initiate tasks and conversations with stakeholders for the purpose of providing instructional personnel/support, professional development, materials and resources
- When needed, communicate and collaborate with district specialists to support teacher and student needs
- Support principal and assistant principal in the planning and facilitation of SIP meetings with stakeholders.
- 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.
- Support Instructional Leads in identifying critical agenda items for weekly Professional Learning Communities

Leadership Team Member #4

Employee's Name

Josie Stumpf

Position Title

Administrative Dean

Job Duties and Responsibilities

- Collaborate with the SIP team to analyze all aspects of school data to determine high priority academic and Social Emotional Learning (SEL) needs and Areas of Focus. Collaborate with SIP Team to determine relevant action steps for the determined SIP *Areas of Focus*.
- Collaborate with the SIP and Instructional Leadership teams to identify teacher and student needs; initiate tasks and conversations with stakeholders for the purpose of providing instructional personnel/support, professional development, materials and resources
- Support principal and assistant principal in the planning and facilitation of SIP meetings with stakeholders.
- Monitor the implementation of SIP action steps for fidelity and effectiveness on an ongoing basis.
- Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications.

Leadership Team Member #5

Employee's Name

Susan Dodig

Position Title

Teacher (Exceptional Student Education)

Job Duties and Responsibilities

- Assist principal by serving as a member of the School Improvement and Instructional Leadership teams.
- Collaborate with the SIP team to analyze all aspects of school data to determine high priority academic and Social Emotional Learning (SEL) needs and Areas of Focus. Collaborate with SIP Team to determine relevant action steps for the determined SIP *Areas of Focus*.
- Collaborate with administration, the Instructional Leadership team, and grade level team members to identify teacher and student needs. Communicate instructional support, professional development, materials/resources, and other needs with administrative team
- Assist grade level team members in implementing action steps with fidelity; provide feedback/ input regarding their effectiveness with all stakeholders.
- Reflect on presented data and support SLT in action step modifications.

Leadership Team Member #6

Employee's Name

Megan Martens

Position Title

Teacher (Primary)

Job Duties and Responsibilities

- Assist principal by serving as a member of the School Improvement and Instructional Leadership teams.
- Collaborate with the SIP team to analyze all aspects of school data to determine high priority academic and Social Emotional Learning (SEL) needs and Areas of Focus. Collaborate with SIP Team to determine relevant action steps for the determined SIP *Areas of Focus*.
- Collaborate with administration, the Instructional Leadership team, and grade level team members to identify teacher and student needs. Communicate instructional support, professional development, materials/resources, and other needs with administrative team
- Assist grade level team members in implementing action steps with fidelity; provide feedback/ input regarding their effectiveness with all stakeholders.
- Reflect on presented data and support SLT in action step modifications.

Leadership Team Member #7

Employee's Name

Kristin Willis

Position Title

Teacher (Intermediate)

Job Duties and Responsibilities

- Assist principal by serving as a member of the School Improvement and Instructional Leadership teams.
- Collaborate with the SIP team to analyze all aspects of school data to determine high priority academic and Social Emotional Learning (SEL) needs and Areas of Focus. Collaborate with SIP Team to determine relevant action steps for the determined SIP *Areas of Focus*.
- Collaborate with administration, the Instructional Leadership team, and grade level team members to identify teacher and student needs. Communicate instructional support, professional development, materials/resources, and other needs with administrative team
- Assist grade level team members in implementing action steps with fidelity; provide feedback/ input regarding their effectiveness with all stakeholders.
- Reflect on presented data and support SLT in action step modifications.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The **Instructional (School) Leadership Team (ILT)**—comprised of teachers, administrators, and identified instructional personnel meet monthly to review school performance data and engage in decision-making actions based on student data and trends. This team is responsible for discussing student learning achievement with their grade level teams, working with the academic coach to identify important Professional Learning Community agenda items, implementing/reflecting/providing input on School Improvement action plans, and refining goals as throughout the school year.

Teachers and school staff attend data sharing sessions and provide input/feedback on the development and refinement of the SIP throughout the school year. Teachers and staff also attend all needs-determined professional development for the purpose of improving instructional best practices and increasing student achievement. Teacher teams are given time to meet throughout the year to participate in ongoing student data analysis and collaborative sharing of practices and resources through PLCs, collaborative planning, progress monitoring meetings, faculty meetings, and mid-year 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 way 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Sweetwater will ensure ongoing monitoring for effective implementation and impact on student achievement

- Through weekly data progress monitoring meetings in Professional Learning Communities (student learning data, teacher performance data/trends, grade level data/trends, school performance/trends)
- Through monthly administrative team data reviews focused on attendance, discipline, MTSS/PST
- Through quarterly Early Warning Systems data reviews to identify school and grade level trends, as well as identify individual students needing additional supports

Sweetwater will revise the School Improvement Plan, as necessary, to ensure continuous student improvement when:

- Student proficiency data/trends do not show growth toward Area of Focus and School Improvement goals
- Stakeholder groups provide input/feedback that benefit student achievement and learning goals, including social-emotional wellness
- Climate survey results show a need for improvement

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	21.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	67.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	10	11	8	13	18	19				79
One or more suspensions	2	4	2	8	9	7				32
Course failure in English Language Arts (ELA)				9	1	2				12
Course failure in Math				4	1	6				11
Level 1 on statewide ELA assessment	0	0	0	3	9	12				24
Level 1 on statewide Math assessment	1	0	1	0	3	7				12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	8	16	31						57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	3	3	14	8	13				41

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	1	4	2	0				7
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days	78	4	3	10	9	5				109
One or more suspensions										0
Course failure in ELA				3	4	5				12
Course failure in Math				2	8	1				11
Level 1 on statewide ELA assessment				4	11	4				19
Level 1 on statewide Math assessment					3	7				10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2		5						19

Prior Year (2023-24) As Last Reported (pre-populated)

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		1		3	6	2				12

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	4	3					8
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	75	55	57	72	52	53	79	53	56
ELA Grade 3 Achievement **	74	56	58	72	55	53			
ELA Learning Gains	70	57	60				73		
ELA Learning Gains Lowest 25%	55	50	57				64		
Math Achievement *	82	57	62	80	55	59	85	42	50
Math Learning Gains	72	59	62				80		
Math Learning Gains Lowest 25%	57	46	52				69		
Science Achievement *	80	60	57	83	62	54	89	55	59
Social Studies Achievement *								59	64
Graduation Rate								58	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	50	60	61	77	60	59			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	615
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	80%	77%	72%		74%	80%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	49%	No		
English Language Learners	50%	No		
Black/African American Students	62%	No		
Hispanic Students	73%	No		
Multiracial Students	67%	No		
White Students	72%	No		
Economically Disadvantaged Students	61%	No		

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%
Students With Disabilities	48%	No		
English Language Learners	77%	No		
Black/African American Students	62%	No		
Hispanic Students	67%	No		
Multiracial Students	76%	No		
White Students	78%	No		
Economically Disadvantaged Students	72%	No		

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%
Students With Disabilities	52%	No		

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%
English Language Learners	81%	No		
Native American Students				
Asian Students	100%	No		
Black/African American Students	50%	No		
Hispanic Students	71%	No		
Multiracial Students	85%	No		
Pacific Islander Students				
White Students	78%	No		
Economically Disadvantaged Students	73%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	75%	74%	70%	55%	82%	72%	57%	80%					50%
Students With Disabilities	40%	36%	54%	44%	49%	61%	50%	58%					
English Language Learners													50%
Black/African American Students	54%				69%								
Hispanic Students	78%		71%		87%	57%							
Multiracial Students	64%		63%		68%	74%		64%					
White Students	76%	72%	70%	59%	83%	73%	59%	82%					
Economically Disadvantaged Students	63%	61%	66%	47%	70%	62%	56%	64%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	72%			80%			83%					77%
Students With Disabilities	39%	50%			49%			52%					
English Language Learners	69%				69%								93%
Black/African American Students	54%				69%								
Hispanic Students	67%				67%								
Multiracial Students	74%				68%			85%					
White Students	73%	73%			82%			85%					
Economically Disadvantaged Students	70%	67%			71%			80%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%					
Students With Disabilities	42%		50%	54%	50%	63%	55%	53%					
English Language Learners	87%		70%		87%	80%							
Native American Students													
Asian Students	100%				100%								
Black/African American Students	46%				54%								
Hispanic Students	68%		67%		77%	73%							
Multiracial Students	76%		90%		81%	91%							
Pacific Islander Students													
White Students	81%		72%	63%	87%	79%	73%	90%					
Economically Disadvantaged Students	73%		70%	66%	74%	79%	62%	86%					

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	74%	54%	20%	55%	19%
Ela	4	80%	54%	26%	53%	27%
Ela	5	70%	52%	18%	55%	15%
Math	3	84%	56%	28%	60%	24%
Math	4	82%	57%	25%	58%	24%
Math	5	78%	53%	25%	56%	22%
Science	5	80%	58%	22%	53%	27%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

In the area of Overall ELA proficiency Grades 3-5, Sweetwater showed the most improvement, with ELL subgroup being our largest jump (from 69 to 88%, a gain of 19 percentage points).

In the area of Overall math proficiency Grades 3-5, Sweetwater showed the most improvement, with ELL subgroup being our largest jump (from 69 to 88%, a gain of 19 percentage points).

In the area of Overall Science proficiency, Sweetwater showed a decline of 3 percentage points; with SWD subgroup showing an increase (from 52 to 58%, a gain of 6 percentage points).

What new actions did your school take in this area?

- Collaborative Planning Days
- Collaborative Planning Professional learning (alignment to look-fors)
- Curriculum support through PLC and Coaching (ELA, science, and math); support includes district specialist
- Core 4 Instructional Walkthroughs with weekly admin data review
- Professional learning in the areas of “Data Deep Dive” (K-5 math), 5th Science VBA, and Tiering ELA in PLCs K-5
- Weekly coaching support plan

Lowest Performance

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

Grade 3 ELA proficiency for SWD showed the lowest performance, with a decline from 50 to 33%.

While science showed an overall decline of 3 points (from 83 to 80%); proficiency for students in the FRL subgroup showed the largest decline (from 80 to 64%).

Explain the contributing factor(s) to last year's low performance and discuss any trends.

- Increased enrollment of SWD

- Increased identification of students needing MTSS
- Lack of fidelity in the areas of intervention/enrichment and small group instruction in the primary grades
- The 3rd Grade cohort of students experienced inconsistency in staffing and support
- Lack of collaboration between Grade 5 science teachers

Greatest Decline

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

Sweetwater's greatest decline was demonstrated in Grade 3 ELA, where proficiency for SWD showed a decline from 50% proficiency to 33%

Explain the factor(s) that contributed to this decline:

- Increase in support facilitation teacher group size and caseload
- Increased enrollment of SWD
- Increased identification of students needing MTSS
- Lack of fidelity in the areas of intervention/enrichment and small group instruction in the primary grades
- The 3rd Grade cohort of students experienced inconsistency in staffing and support
- Lack of collaboration between Grade 5 science teachers

Greatest Gap

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.

Sweetwater outperformed the state and district in all component areas in the 2023-24 School Year.

- 5th Grade Science and 4th Grade ELA show the greatest greatest gaps with regard to the state average; both outperformed the state by +27%.
- 5th Grade ELA shows the smallest gap with regard to the state average; outperforming by +15%.

EWS Areas of Concern

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

Reduce the number of students with an indicator for attendance.

Reduce the high percentages of Students with Disabilities in the following indicators: attendance, suspensions, Level 1 ELA, Level 1 math

Highest Priorities

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

1. Increasing proficiency and learning gains for SWD
2. Increasing proficiency for students in the lowest quartile
3. Addressing best grading practices and teacher mindset
4. Reducing the number of students with less than 90% attendance and with high rates of lates/
tardies
5. Fidelity of collaborative planning and Professional Learning Communities

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

By analyzing overall and subgroup data and trends, it was determined that our Students with Disabilities consistently show the greatest gaps, areas of decline, and lack of grade-level proficiency.

When focused on supporting our Students with Disabilities through ongoing progress monitoring, data analysis, collaborative planning, and Professional Learning Communities, instructional staff (including administration and the academic coach) will identify/target highly effective instructional strategies and essential standards, share best practices, plan for Specially Designed Instruction, and plan for Tier 2 and 3 Interventions such that SWDs will show learning gains, including increased proficiency in the lowest quartile.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase grade level proficiency by 5% in ELA, math, and science for all students in Grades KG-5.

- Increase overall ELA Proficiency Grades 3-5: 75 to 80%
- Increase overall ELA Proficiency Grade 3: 73 to 78%
- Increase overall ELA Proficiency Grade 4: 81 to 86%
- Increase overall ELA Proficiency Grade 5: 70 to 75%
- Increase overall math proficiency Grades 3-5: 82 to 87%
- Increase overall math proficiency Grade 3: 84 to 89%
- Increase overall math proficiency Grade 4: 83 to 88%
- Increase overall math proficiency Grade 5: 78 to 83%
- Increase overall proficiency in 5th Grade Science: 80 to 85%

Increase overall proficiency for SWD in ELA, math, and science by 5%

- Increase overall ELA Proficiency in the SWD subgroup: 39 to 44%

- Increase overall Learning Gains for SWD in ELA: 49 to 54%
- Increase overall math proficiency in the SWD subgroup: 48 to 53%
- Increase overall SWD Learning Gains: 56 to 61%
- Increase overall proficiency for SWD in 5th Grade Science from 58 to 63%

Increase learning gains for students in the LQ in ELA, math, and science by 5%

- Increase overall ELA gains for students in the Lowest Quartile: 69% to 74%
- Increase overall ELA gains for SWD in the Lowest Quartile from 43 to 48%
- Increase overall math gains for students in the Lowest Quartile from 55 to 60%
- Increase overall math gains for SWD in the Lowest Quartile: 49 to 54%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Ongoing data analysis will allow collaborative teams the ability to identify student strengths and weaknesses. This data will enable teachers to best identify and share instructional practices, intervention resources, and tools that will most effectively close student learning gaps and increase proficiency/achievement in grade level benchmarks.

- Regular (weekly minimum) Instructional walkthroughs and classroom visits
- Ongoing student and teacher proficiency and growth data analysis (weekly PLCs; monthly administrative data chats for attendance, discipline, and MTSS/PST; quarterly EWS data analysis; mid-year School Improvement Plan Review/Stocktake)
- Professional Learning Communities
- Progress monitor student proficiency and teacher efficiency data (over-year comparison; PM1-PM3)

Person responsible for monitoring outcome

Sarah Callahan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teacher Estimates of Achievement (John Hattie's Visible Learning Influence Indicator for Student Achievement)

Rationale:

The accuracy of a teacher's knowledge of their students (personal and academic), not just "teacher

expectations,” greatly increases the likelihood of student achievement. (Effect Size 1.29)

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Cognitive Task Analysis (John Hattie's Visible Learning Influence Indicator for Student Achievement)

Rationale:

By studying and describing the reasoning, skills required, and progressions needed to master ideas, then forming the basis for teaching through planning (including interventions, enrichment, modifications for SWD, etc.), teachers will increase the likelihood of student achievement. (Effect Size 1.09)

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Prior Ability and Strategy to Integrate with Prior Knowledge (John Hattie's Visible Learning Influence Indicator for Student Achievement)

Rationale:

When a teacher understands a student's prior ability in similar subject matter and is able to provide instruction, scaffolding and tasks that allow students to apply process-related skills when they work with a new task, the likelihood of students showing higher levels of ability/achievement increases. (Effect Size .96). Students who establish connections between new information and prior knowledge produce stronger situation models, or cognitive maps of a given state of affairs. (Effect Size .93)

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implementation of Professional Learning Communities and Collaborative Planning Days

Person Monitoring:

Melissa Fraine

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

- Implement regular progress monitoring reviews of individual student, teacher, and grade-level data (proficiency, student needs, gap data, learning and classroom trends)
- Use PLC collaboration to identify and plan for highly effective instruction, remediation, intervention, acceleration/enrichment, and assessment
- Identify essential benchmarks/standards of learning and locate/develop learning

tasks/activities aligned to benchmarks • Collaborate with instructional teams to differentiate, modify, and scaffold learning tasks/activities to support students with learning differences • Plan for highly effective instruction and assessment Monitoring includes: PLC and Collaborative Planning lesson plans, samples of benchmark-aligned learning tasks/activities, and minutes; participation in, and attendance at, data analysis, PLC and Progress Monitoring meetings; implementation of best practices observed during instructional walkthroughs and learning walks

Action Step #2

Use Master Scheduling to Support Student Interventions and Specially Designed Instruction for Students with Disabilities

Person Monitoring:

Selina Jones

By When/Frequency:

May 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Master schedule designed to allow for Specially Designed Instruction (SDI) for SWD to be provided during intervention time, allowing for maximum instructional time in the Ged Ed classroom (whole and small group direct instruction) • Use state-mandated ELA intervention time to establish WIN (“What I Need”) remedial and acceleration instruction Monitoring Includes: Working with assistant principal and ESE district specialist to support inclusive scheduling and Specially Designed Instruction through support facilitation

Action Step #3

Ongoing Student and Teacher Progress Monitoring Meetings and Data Chats

Person Monitoring:

Melissa Fraine

By When/Frequency:

During weekly PLCs, after district and state progress monitoring assessments, and at planned individual student progress monitoring meetings, which occur throughout the year.)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Monthly administrative team data chats in the areas of attendance, discipline, and MTSS/PST • Quarterly data chats based on EWS data and trends • Quarterly individual student progress monitoring data chats with teachers for the purpose of identifying concerns in academic and behavioral proficiency • Individual student data chats (to include John Hattie’s Visible Learning Indicator for Self-Reported Grades. Research shows that students who assess the quality of their own work or their level of mastery over a given subject domain provides the opportunity for student academic growth. Effect Size .96)

Action Step #4

Instructional Walkthroughs

Person Monitoring:

Melissa Fraine

By When/Frequency:

Weekly; monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Targeted classroom visits during small group, intervention, and Specially Designed Instruction (SDI) delivery times • Monthly data analysis of instructional practices and trends to identify strengths and areas of growth (weekly overview; monthly data deep-dive) • Adjust/Implement new action steps based on data gaps and trends Monitoring Includes: Regular classroom walkthroughs designed to look for: ACTIVITIES/TASKS ALIGNED to the benchmark and intended learning; EXPLICIT

INSTRUCTION aligned to the benchmark and intended learning; QUESTIONS to DEEPEN UNDERSTANDING of the intended learning; opportunities for MEANINGFUL COLLABORATION. To be performed especially during high-impact instruction (small group, intervention, and Specifically Designed Instruction/support facilitation)

Action Step #5

Professional Learning/Development

Person Monitoring:

Melissa Fraine

By When/Frequency:

July 2024; ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Plan 5 - Professional Learning/Development • Provide ongoing professional development in instructional and grading best practices • Provide ongoing professional development and support in ESE teaching and learning strategies through school-based professional learning, PLCs, and individual learning support conversations • Work with the Instructional Leadership team to identify instructional staff professional development, resource, and other needs for the purpose of providing support and training. Monitoring Includes: Completion of the Professional Learning Calendar; ensuring professional development is provided as scheduled and as needed.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

By implementing Professional Learning Communities (PLCs) regularly, collaborative, school-based instructional teams will focus on maintaining a shared vision for learning for all students by focusing on increasing effective practices in student and teacher data analysis, the sharing of best practices and highly effective teaching/learning tasks, assessments, and the use of student performance data to drive reteaching, remediation, interventions, and enrichment.

By establishing regular time for instructional teams to collaborate for the purposes of analyzing data, planning for instruction (including interventions and enrichment), and sharing best practices and activities/tasks aligned to the benchmarks, teachers will increase their overall effectiveness, including their collective efficacy (1.34 effect size) and ability to cognitively analyze and design/select learning tasks

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase grade level proficiency by 5% in ELA, math, and science for all students in Grades KG-5.

- Increase overall ELA Proficiency Grades 3-5: 75 to 80%
- Increase overall ELA Proficiency Grade 3: 73 to 78%
- Increase overall ELA Proficiency Grade 4: 81 to 86%
- Increase overall ELA Proficiency Grade 5: 70 to 75%
- Increase overall math proficiency Grades 3-5: 82 to 87%
- Increase overall math proficiency Grade 3: 84 to 89%
- Increase overall math proficiency Grade 4: 83 to 88%
- Increase overall math proficiency Grade 5: 78 to 83%
- Increase overall proficiency in 5th Grade Science: 80 to 85%

Increase overall proficiency for SWD in ELA, math, and science by 5%

- Increase overall ELA Proficiency in the SWD subgroup: 39 to 44%
- Increase overall Learning Gains for SWD in ELA: 49 to 54%
- Increase overall math proficiency in the SWD subgroup: 48 to 53%
- Increase overall SWD Learning Gains: 56 to 61%
- Increase overall proficiency for SWD in 5th Grade Science from 58 to 63%

Increase learning gains for students in the LQ in ELA, math, and science by 5%

- Increase overall ELA gains for students in the Lowest Quartile: 69% to 74%
- Increase overall ELA gains for SWD in the Lowest Quartile from 43 to 48%
- Increase overall math gains for students in the Lowest Quartile from 55 to 60%
- Increase overall math gains for SWD in the Lowest Quartile: 49 to 54%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

PLC and Collaborative Planning meeting attendance and minutes

Ongoing analysis of individual student, teacher, and grade-level proficiency and growth data

Using data analysis systems to track student proficiency growth, as well as movement between tiers, including exit criteria

Samples of tasks-aligned to benchmarks and lesson plans

Person responsible for monitoring outcome

Melissa Fraine

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Collective Teacher Efficacy

Rationale:

The shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes greatly increases the likelihood of student achievement. (Effect Size 1.34)

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Cognitive Task Analysis

Rationale:

By studying and describing the reasoning, skills required, and progressions needed to master ideas, then forming the basis for teaching through planning (including interventions, enrichment, modifications for SWD, etc.), teachers will increase the likelihood of student achievement. (Effect Size 1.09)

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Teacher Clarity

Rationale:

Communicating learning objectives and success criteria to students so they understand the skills, knowledge, attitudes, and values they need to learn greatly increases the likelihood of student achievement (Effect Size .85)

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Melissa Fraine

By When/Frequency:

Summer 2024; Preplanning 2024; Ongoing SY

24-25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Plan 1 – Professional Learning • Attend Solution Tree PLC Summer Conference 2024 (Instructional Leadership Team) • Train instructional staff on the tenants and procedures of PLC, enabling a shift in mindset to learning for ALL. • Allow time for professional learning and collaboration in vertical planning • Provide targeted professional learning and PLC support for members of the Instructional Leadership (Guiding Coalition) to maximize the effectiveness of PLC meetings • Provide optional professional development to support instruction of Students with Disabilities, instructional interventions, and best instructional practices

Action Step #2

Establishing a Focus on PLC and Collaborative Team Time

Person Monitoring:

Melissa Fraine

By When/Frequency:

July 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Schedule opportunities for instructional teams to meet regularly in PLC • Schedule Collaborative Planning Days with the purpose of identifying essential benchmarks, planning instruction, and identifying highly effective learning tasks/activities and assessment tools

Action Step #3

Regular Instructional Leadership Team Meetings

Person Monitoring:

Melissa Fraine

By When/Frequency:

July 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create opportunities for Instructional Leadership team members to meet to identify successes, challenges, and learning/supports needed for instructional teams to continue reflecting up overall school-level data and create opportunities to increase student learning achievement.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

If Sweetwater Elementary monitors the Early Warning Systems indicators on a regular basis and responds to data and trends with effective problem-solving approaches, students appearing on the Early Warning System report will reduce.

• 20.7 % of enrolled students at Sweetwater Elementary are identified as having 1+ Indicator on the

EWS Report; 18% enrolled students: 2+ indicators; 7% enrolled students: 3+ indicators

- 46.4% of students on the EWS Report are identified at Students with a Disability (SWD comprise 100% of Ss w/3+ indicators; 71.4% of Ss w/2 indicators are SWD, and 31.5% of Ss w/1 indicator are SWD).
- 44% of students identified on the EWS report demonstrate <90% daily attendance. Of these, 25.4% (15) Ss are identified as Students with Disabilities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If the EWS indicators are monitored with fidelity and action steps are implemented and completed, there will be a reduction of students appearing on the EWS report.

- Reduce the overall number of enrolled students with an attendance indicator of <90% by 5%, from 12 to 7%
- Reduce the number of students with indicators on the EWS report by 5% (1 indicator from 104 to 99 students; 2 indicators from 14 to 13 students; 3 indicators from 9 to 8 students)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

If the EWS indicators are monitored with fidelity and action steps are implemented and completed, there will be a reduction of students appearing on the EWS report.

- Monthly and quarterly monitoring of EWS indicators
- Ensuring action steps are being completed by identified staff members

Person responsible for monitoring outcome

Josie Stumpf (attendance) Sarah Callahan (SWD)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teacher Estimates of Achievement (John Hattie's Visible Learning Influence Indicator for Student Achievement)

Rationale:

The accuracy of a teacher's knowledge of their students (personal and academic), not just "teacher expectations," greatly increases the likelihood of student achievement. This includes family dynamics,

learning styles, learning differences/disabilities, student interest, and connecting students to learning (Effect Size 1.29)

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Interventions for Students with Learning Needs (John Hattie's Visible Learning Influence Indicator for Student Achievement)

Rationale:

Using research-based best practices with a particular focus on students who usually experience a high degree of difficulty with learning in classes provides greater chances for learning success. (Effect Size .74)

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Response to Intervention (John Hattie's Visible Learning Influence Indicator for Student Achievement)

Rationale:

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Students who identified as needing interventions early on have a greater chance of learning success. (Effect Size .73)

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Ongoing Parent/Guardian Contact

Person Monitoring:

Josie Stumpf

By When/Frequency:

August 2024 and ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ongoing Parent/Guardian Contact • Use district provided attendance list to contact parents/guardians of students with daily average attendance <90% • Use quarterly EWS reports to identify additional students with Daily Average Attendance rates of <90%; • Use quarterly EWS reports to identify trends in truancy/lates and absenteeism for students identified with an attendance indicator

Action Step #2

Regular monitoring of EWS indicators for attendance <90%

Person Monitoring:

Josie Stumpf

By When/Frequency:

Ongoing, monthly beginning July 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Meet with school counselors to create an attendance action plan • Meet monthly with school counselors to review attendance data and create modify action steps, and prepare for administrative support meeting • Meet as an administrative support team to identify potential causes of increases of indicators on EWS and determine if action steps need to be modified or initiated.

Action Step #3

Ongoing monitoring of EWS Report Indicators for all students

Person Monitoring:

Sarah Callahan

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Quarterly data analysis of all EWS data indicators, noting critical gaps and trends for SWD • Meet as an administrative support team to identify potential causes of increases of indicators on EWS and determine if actions steps need to be modified or initiated.

Action Step #4

Identification and ongoing monitoring of all students identified with Level 1 Math and ELA proficiency on progress monitoring assessments

Person Monitoring:

Selina Jones

By When/Frequency:

After district and progress monitoring assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #5

MTSS/Response to Intervention

Person Monitoring:

Tina Howard

By When/Frequency:

Monthly; ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Use data collected during ongoing data analysis and individual (student and teacher) progress monitoring meetings to determine if student learning concerns • Meet as an administrative support team to identify potential causes of increases of indicators on EWS and determine if actions steps need to be modified or initiated.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00