

Volusia County Schools

# Sugar Mill Elementary School



2015-16 School Improvement Plan

## Sugar Mill Elementary School

1101 CHARLES ST, Port Orange, FL 32129

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	73%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

With the cooperation of home, school, and community, the Sugar Mill family will provide a warm, caring atmosphere where all children will be challenged to succeed.  
(At present, the school's mission and vision statements are one and the same. Our stakeholders will review and assist with updating our mission statement this year.)

##### **Provide the school's vision statement**

With the cooperation of home, school, and community, the Sugar Mill family will provide a warm, caring atmosphere where all children will be challenged to succeed.  
(At present, the school's mission and vision statements are one and the same. Our stakeholders will review and assist with updating our mission & vision statement this year.)

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Sugar Mill Elementary encourages an environment where teachers build strong individual relationships with each of their students. Multiple opportunities for interpersonal communication, activities in and out of the classroom, and special events all contribute to teachers learning about their students in a 'whole child' context. Open communication between teachers and parents, input from sponsors of extracurricular activities, and student participation in guidance groups all add to the teachers' knowledge of students' cultures and builds relationships. It is expected that teachers will approach students with an open, inquisitive mind and endeavor to learn all they can about each student from multiple sources.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

All adults at Sugar Mill are expected to model exemplary behavior for students, and guide students to make positive choices for their own behavior. Adults take responsibility for safeguarding the campus, adopting the ethic of 'See something, say something'. Students who are treated with disrespect by others know they are able to bring their concerns to an adult for support and assistance in resolving the situation. A robust safety & security plan is in place and staff is trained to follow procedures to keep their students safe. Teachers are assigned to a designated area for supervision before and after school. Visitors all sign in/out through the main office and are required to wear an ID badge while on campus.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The faculty reviews the school and district code of conduct with every student at the beginning of the year. Periodic grade level assemblies provide ongoing reinforcement of behavior expectations. Classroom guidance lessons provided by the school counselor also reinforce positive behaviors.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The School Counselor uses the Second Step curriculum for guidance lessons. The counselor is available to meet with parents and students as needed. Anti-bullying lessons and suicide prevention lessons are conducted at grade levels as appropriate. Community mentors are available for and assigned to targeted students. The school nurse assists with services such as vision and dental care for students in need. Community partnerships provide school supplies, shoes, clothing, meals, etc. to families identified with a particular need.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188636>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The business partnership coordinator and leadership team contact local businesses for the purpose of forming partnerships with the school to support student achievement. Throughout the year, business partners are invited to participate in various school events to show support, raise awareness, and provide resources to help raise student achievement. Student recognition programs are almost entirely funded through partnering with local business and community groups. Finally, we have received grants over time from Lowe's and Target which help support our programs for students.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Nehrig, Paul	Principal
Snodgrass, Traci	Instructional Coach
Rolle, Melani	Assistant Principal
Scaccia, Kimberly	Teacher, K-12
Lisi, Diane	Teacher, K-12
Spencer, Michelle	Teacher, K-12
Weeks, Linda	Teacher, ESE

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Sugar Mill Elementary School Leadership Team (SLT) is comprised of the Principal, Assistant Principal, Academic Coach, and teacher representatives from primary (K - 2), intermediate (3 - 5), our Curriculum Cadre (ELA, Math, Science, and Social Studies), ESE, and Special Areas (Art, Music, Physical Education). These members of the SLT exercise shared decision making, providing guidance for the development, implementation, and monitoring of the School Improvement Plan (SIP) based on their unique perspectives as representative leaders. Beginning in the summer of 2015, the SLT began the process of needs analysis and the 8-step problem solving process to help shape the goals and strategies of the SIP. As the 2015-2016 school year continues, the SLT will share responsibility with administration for the decisions necessary to support the SIP, including planning and delivering professional development tailored to the needs of the school, gathering and analyzing data (student achievement, stakeholder input such as surveys, attendance, discipline, etc.), determining appropriate response to that data, monitoring documents for fidelity of implementation, and developing new strategies as needed to support the SIP goal.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The SLT identifies resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and response of the SLT and other key individuals and teams such as the PLCs, Literacy Leadership Team, and School Counselor. As with the development of the SIP, the SLT uses the 8-step problem solving process to determine needs and strategies to address those needs, including the coordination and supplementation of school resources with federal and state funds, services, and programs. Adherence to the problem solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The SLT meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

#### Title I, Part A

Under Title I Part A, our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Sugar Mill Elementary include:

- \*Reading Coach for the purpose of comprehensive staff development
- \*Math Intervention Teacher to provide interventions for students in need via a push-in model
- \*Supplemental Tutoring after school
- \*Supplemental materials and supplies needed to close the achievement gap
- \*Supplemental funds for ongoing staff development as determined by the results of achievement data
- \*Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers
- \*Parent/Teacher Curriculum Nights so parents can help prepare their children for academic success

#### Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates, and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- \*Academic assistance through credit accrual/recovery, tutoring, and summer school.
- \*Translation Services for parents/teacher conferences
- \*Parental support through parent/kid activity nights and workshops on school success.
- \*Migrant Parent Advisory Council (MPAC)
- \*Medical Assistance through referrals to outside community agencies
- \*Food Assistance through referrals to food assistance programs

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

#### Title X- Homeless

The school works closely with our Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Sugar Mill Elementary utilizes these resources through the following:

- \*Push in Tutoring for Math and Reading

- \*Science Night

- \*Curriculum Nights

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- \*Student Mentoring Program

- \*Crisis Training Program

- \*Suicide Prevention Instruction

- \*Anti-Bullying Instruction

- \*Second Step Social Skills Program

- \*Anti-Drug/Alcohol Instruction

Nutrition Programs

Sugar Mill Elementary offers a variety of nutrition programs including:

- \*Free and Reduced Meal Plan

- \*Wellness Policy School Plan

- \*Nutrition/Wellness/Health classes incorporated into Physical Education and Science

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

- \*Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.

- \*Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

- \*Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

- \*Coordinating the services being provided by Head Start with services in elementary schools.

- \*Providing to the Head Start agency local public school policies, Kindergarten registration, and other relevant information to ease the transition of children and families from Head Start.

Job Training

Sugar Mill Elementary offers students' career awareness opportunities through guest speakers from business and industry and field trips to business and industry locations.

## **School Advisory Council (SAC)**

### **Membership:**

Name	Stakeholder Group
Wesley Treco	Parent
Jeanne Walker	Parent
Bridget Orey	Parent
Kimberly Scaccia	Teacher
Anne Marshall	Teacher
Christie Trope	Parent
Sharon Delamater	Business/Community
Lynn Tomlinson	Education Support Employee
Dawn Foster	Teacher
Kathleen Gonzalez	Parent
Lisa Magni-Wellman	Parent
Lori Piper	Parent
Pete Spallone	Parent
Bethel Dobberstein	Teacher
Paul Nehrig	Principal
Melanie Rolle	Principal
Amber Ryan	Parent
Christy Gillis	Parent
Chris Newcomb	Parent
Linda Weeks	Student
Cindy Doughty	Parent

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Advisory Council will evaluate last year's school improvement plan and compare the plan to data collected from the 2014 state assessments.

*Development of this school improvement plan*

The SAC reviewed the previous year's data to help determine barriers to reaching the school target. Strategies to overcome those barriers were suggested. Public input is gathered before the SIP is finalized.

*Preparation of the school's annual budget and plan*

A budget committee comprised of faculty and staff from all departments will determine the budget plan based on state and district funds. Committee members solicit feedback from all stakeholders before voting on the budget plan for the 2014-2015 school year.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The SAC reviews and approves mini-grant applications for the students and staff that support the goals of the SIP.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Nehrig, Paul	Principal
Dirlam, Melissa	Teacher, K-12
Dobberstein, Beth	Teacher, K-12
Snodgrass, Traci	Instructional Coach
Foster, Dawn	Teacher, K-12
Whitson, Lianne	Teacher, K-12
Schumann, Tom	Teacher, ESE

#### Duties

##### **Describe how the LLT promotes literacy within the school**

The LLT monitors and provides support for planning and implementation of the Florida State Standards. Parent evenings and activities to increase parental awareness and support of the reading curriculum are held. The LLT provides teacher support to implement ELA intervention strategies, activities for lower performing students and reading acceleration strategies and activities for higher performing students. Professional development and coaching facilitate literacy and writing across all curricular areas.

#### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

##### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning time is provided for all grade level/departments within the master schedule. Professional Learning Community (PLC) meetings weekly after school provide teachers time for additional planning and data analysis.

##### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

School leadership works closely with the district HR department to recruit, screen, and hire highly qualified applicants for all teaching positions. Administrators and teacher leaders attend the Job Fair to recruit highly qualified teachers. Administration maintains a network of contacts throughout the district to identify candidates for vacancies.

School leadership provides multiple professional development opportunities for faculty and staff. Offerings are often tailored to individual needs, especially for new hires who may require additional



support. Also, administration encourages distributed leadership and provides opportunities for faculty members to serve as teacher leaders.

Sugar Mill invests in its staff and has an extremely strong track record of teacher retention. A positive climate, opportunities for leadership, a high value placed on peer and administrative support, staff recognition, and frequent feedback from administration and colleagues all contribute to this success.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The school matches new teachers with experienced peers whose strengths pair well with the areas for growth identified by the new teacher and Building Level Administrator (BLA). A Peer Assistance Review teacher is also assigned to each new teacher to mentor, evaluate, and provide support to develop areas that need growth. Beginning teachers are provided time to observe peers who demonstrate best practices in teaching.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers collaborate within their PLCs to plan instruction based on the district-provided Curriculum Maps, which are aligned to the Florida Standards. All materials are either district-approved or purchased through a process in which the SLT, administration, or SAC approve based on alignment with the standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

PLCs continuously monitor and analyze student assessment results to modify and differentiate instruction based on student need. Flexible grouping, alternate presentations of lessons, extended time, individualized or small group activities, and tutoring are all used to support struggling learners. Sugar Mill also has incorporated an inclusion model for our ESE students. Students who were previously placed in self-contained ESE classrooms are now placed into general education classrooms with support facilitation. Blended learning is incorporated in several classes in grades 3-5, providing differentiation through technology integration. SIPPS is used for differentiated instruction in phonics in grades K-2, and up through grade 5 for ESE students. An intervention teacher supports students in grades 3-5 who need additional help based on achievement data. All teachers progress monitor students on a regular basis.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Extended School Day**

**Minutes added to school year: 1,800**

Utilizing research-based software (I-Ready), targeted students will receive tutoring through the STAR program. Students are selected based on need and receive direct support from a certified teacher tutor in a 2:1 ratio. Students spend 30 minutes on the computer program, completing prescribed activities and 30 minutes in an individualized tutoring session with the teacher tutor.

**Strategy Rationale**

To close learning gaps in either reading or math

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Snodgrass, Traci, tmsnodgrass@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through the computer program (I-Ready reports) that students use during the tutoring session. The prescribed computer program allows students to work on individualizes areas in need of support. Classroom data is analyzed for growth as well as district assessments.

**Strategy: Summer Program**

**Minutes added to school year: 480**

Summer Media Program

**Strategy Rationale**

To improve reading skills and involve parents in the reading process

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Foster, Dawn, drfoster@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Sign in sheets from the weekly media summer program and review of students' reading scores throughout the year and determine if there is a positive correlation between the two.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These Include:

- \* Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- \* Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

In addition, Sugar Mill currently has one VPK, one Blended VPK, one full-day ESE PreK, and two half-day ESE classes. PreK teachers are included in all professional development opportunities on campus, including PLC meetings and vertical articulations.

At the end of the year, the School Counselors from area middle schools collaborate with 5th grade teachers and students for appropriate academic placement in 6th grade.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.**      If we design a structure to support our PLCs' response to data (RTD), then our teams will be empowered to differentiate instruction and positively impact student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we design a structure to support our PLCs' response to data (RTD), then our teams will be empowered to differentiate instruction and positively impact student achievement. 1a

G069091

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
ELA/Reading Gains	0.0
FSA Mathematics - Achievement	76.0
FCAT 2.0 Science Proficiency	71.0

**Resources Available to Support the Goal** 2

- Waterford
- I-Pads
- SIPPS
- Tutors
- Odyssey
- Teachers
- Parents
- Volunteers
- Title 1
- Eduphoria
- Read Works
- Data
- BYOT
- I Ready
- C-Palms
- Principal
- Academic Coach
- Safari Montage
- Business Partners
- Junior Achievement
- Fluency First
- Edmodo
- V-Portal
- Chrome Books
- Document Cameras
- Clickers

- Phonics for Reading
- Special Area Teachers (Music, Art, PE, Media, and Computers)

### **Targeted Barriers to Achieving the Goal** 3

- Collaboration: Empowering teacher teams to effectively respond to data, differentiate instruction, and improve student achievement will require a paradigm shift in their way of work. Teacher teams need to understand how effective PLCs function.
- Mindset: To elevate and sustain organizational effectiveness and improve student achievement will require a school-wide focus on the goal, high expectations, a clear mission & vision understood by all stakeholders, and open channels of communication among all stakeholders. To date, the school's mission & vision statements have been the same, and have not been at the forefront of the school's identity or day-to-day activities. Enacting the necessary steps to achieve the goal also requires a positive mindset & willingness to embrace change.

### **Plan to Monitor Progress Toward G1.** 8

PLC minutes and data reports, along with student assessment results (district and state) will be collected and analyzed by the SLT to determine progress.

#### **Person Responsible**

Paul Nehrig

#### **Schedule**

Biweekly, from 10/12/2015 to 5/31/2016

#### **Evidence of Completion**

PLC minutes, data reports

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** If we design a structure to support our PLCs' response to data (RTD), then our teams will be empowered to differentiate instruction and positively impact student achievement. **1**

 **G069091**

**G1.B1** Collaboration: Empowering teacher teams to effectively respond to data, differentiate instruction, and improve student achievement will require a paradigm shift in their way of work. Teacher teams need to understand how effective PLCs function. **2**

 **B179598**

**G1.B1.S1** Provide differentiated professional development to support the needs of our PLCs. **4**

 **S190888**

### Strategy Rationale

If teachers are equipped with the skills for effective collaboration, then the work of their PLC will also be more effective.

### Action Step 1 **5**

School Leadership Team will develop a calendar and topics for Early Release Professional Development, including norm-setting, roles and responsibilities of team members, how PLCs function effectively, collaborative decision-making, data analysis, differentiating instruction in response to data, designing and providing tier 2 interventions in response to data, and use of technology to gather data and facilitate collaboration. Leadership will also provide PLCs with meeting agenda template to help guide their weekly work.

### Person Responsible

Paul Nehrig

### Schedule

Monthly, from 9/9/2015 to 5/4/2016

### Evidence of Completion

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

PLC template for structure and record keeping

**Person Responsible**

Paul Nehrig

**Schedule**

Monthly, from 9/14/2015 to 5/23/2016

***Evidence of Completion***

Online platform for sharing documents electronically

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

**Person Responsible**

Paul Nehrig

**Schedule**

Monthly, from 9/14/2015 to 5/23/2016

***Evidence of Completion***

Sign in Sheets/Walk-Throughs; Parent/teacher conference forms/logs.

**G1.B1.S2** PLC meetings will be held on a weekly schedule. Teams will have an uninterrupted, designated time to meet as a grade level or department, as well as vertical planning with other grade levels. 4

 S190889

### Strategy Rationale

If we provide the structure and framework for effective collaboration, then the PLC teams will be able to drive instruction through meaningful discussion and planning with teachers, academic coaches, and administration.

### Action Step 1 5

Develop a PLC calendar.

#### Person Responsible

Paul Nehrig

#### Schedule

Biweekly, from 9/14/2015 to 5/23/2016

#### Evidence of Completion

Sugar Mill shared calendar, PLC folders on Office 365

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Uploaded documents into PLC folders on Office 365

#### Person Responsible

Paul Nehrig

#### Schedule

Biweekly, from 9/21/2015 to 5/23/2016

#### Evidence of Completion

Completed templates



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Continuous feedback based on student achievement results.

**Person Responsible**

Paul Nehrig


**Schedule**

Weekly, from 9/28/2015 to 5/23/2016

**Evidence of Completion**

Classroom, district, and state assessments

**G1.B1.S3** PLCs will be provided tools for frequent data analysis. 4

 S190890

**Strategy Rationale**

Teachers unaccustomed to collaborative data analysis will benefit from the structure provided by templates and protocols.

**Action Step 1** 5

On identified PLC or ERPD dates, the SLT will provide teachers with data reports, templates for data analysis, and instruction on the use of those resources. Teachers will have the opportunity, with the support of their PLC and members of the SLT, to practice data analysis and data chats.

**Person Responsible**

Traci Snodgrass

**Schedule**

Monthly, from 9/28/2015 to 5/23/2016

**Evidence of Completion**

Completed data analysis templates, PLC minutes, meeting agendas.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Administration and SLT will review documentation of PLC work.

**Person Responsible**

Paul Nehrig

**Schedule**

Monthly, from 9/29/2015 to 5/23/2016

***Evidence of Completion***

PLC agendas & minutes, completed data analysis templates.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

SLT will review documents produced by the PLCs and stored on Office 365 to determine effectiveness of PLC collaborative data analysis and provide ongoing support based on demonstrated need.

**Person Responsible**

Paul Nehrig


**Schedule**

Monthly, from 10/1/2015 to 5/23/2016

***Evidence of Completion***

SLT agendas & minutes, recommendations for ongoing support based on demonstrated need.

**G1.B1.S4** We will provide opportunities for observation and feedback through highly effective modeling and coaching. **4**

 S190891

### **Strategy Rationale**

If teachers are provided with regular opportunities for observation and feedback, their PLCs will perform more effectively.

### **Action Step 1** **5**

Using the Gradual Release Model, the SLT will provide PLCs with opportunities to practice data analysis skills during faculty meeting and ERPD sessions. PLC work will be observed and feedback provided for support.

#### **Person Responsible**

Traci Snodgrass

#### **Schedule**

Monthly, from 9/28/2015 to 5/23/2016

#### **Evidence of Completion**

PD sign-in sheets, agendas, meeting notes, observations of SLT members and coaching logs.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4** **6**

Administration and SLT will review documentation of PLC work.

#### **Person Responsible**

Traci Snodgrass

#### **Schedule**

Monthly, from 9/28/2015 to 5/23/2016

#### **Evidence of Completion**

PLC agendas & minutes, completed data analysis templates.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

SLT will review documents produced by the PLCs and stored on Office 365 to determine effectiveness of PLC collaborative data analysis and provide ongoing support based on demonstrated need.

### Person Responsible

Paul Nehrig


### Schedule

Monthly, from 9/28/2015 to 5/23/2016


### Evidence of Completion

SLT agendas & minutes, recommendations for ongoing support based on demonstrated need.

**G1.B2 Mindset:** To elevate and sustain organizational effectiveness and improve student achievement will require a school-wide focus on the goal, high expectations, a clear mission & vision understood by all stakeholders, and open channels of communication among all stakeholders. To date, the school's mission & vision statements have been the same, and have not been at the forefront of the school's identity or day-to-day activities. Enacting the necessary steps to achieve the goal also requires a positive mindset & willingness to embrace change. 2

 B179599

## G1.B2.S1 Review and revise the school Mission/Vision Statements. 4

 S190892

### Strategy Rationale

In order to accomplish our goals, we need to be clear about our values, purpose, and activities (theory of action).

## Action Step 1 5

Communicate to all stakeholders regarding the opportunity to participate in the process of revising our Mission and Vision Statements.

### Person Responsible

Paul Nehrig

### Schedule

Monthly, from 10/12/2015 to 3/14/2016

### Evidence of Completion

Text of communications (connect Ed, website, marquee, newsletter, flyers, etc.)

### Action Step 2 5

Meetings with stakeholders for input.

**Person Responsible**

Paul Nehrig

**Schedule**

Monthly, from 10/12/2015 to 3/14/2016

***Evidence of Completion***

Leadership Team will see evidence of researched-based strategies used in classrooms during walk-through and formal evaluations.

### Action Step 3 5

Form Mission and Vision Taskforce to draft revisions based on input.

**Person Responsible**

Kimberly Scaccia

**Schedule**

Monthly, from 11/2/2015 to 2/8/2016

***Evidence of Completion***

### Action Step 4 5

Communicate the revised Mission and Vision statement to the school community.

**Person Responsible**

Paul Nehrig

**Schedule**

Monthly, from 3/14/2016 to 5/31/2016

***Evidence of Completion***

## Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Key documents will be collected from stakeholder groups and school communications.

### Person Responsible

Paul Nehrig

### Schedule

Monthly, from 11/9/2015 to 5/31/2016

### Evidence of Completion

School Calendar, meeting minutes, survey results, school newsletter

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct formal and informal surveys of various stakeholder groups to determine awareness of school's mission and vision statements.

### Person Responsible

Paul Nehrig

### Schedule

Monthly, from 11/9/2015 to 5/31/2016

### Evidence of Completion

Survey results

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School Leadership Team will develop a calendar and topics for Early Release Professional Development, including norm-setting, roles and responsibilities of team members, how PLCs function effectively, collaborative decision-making, data analysis, differentiating instruction in response to data, designing and providing tier 2 interventions in response to data, and use of technology to gather data and facilitate collaboration. Leadership will also provide PLCs with meeting agenda template to help guide their weekly work.	Nehrig, Paul	9/9/2015	Sign-in sheets	5/4/2016 monthly

**Volusia - 4621 - Sugar Mill Elementary School - 2015-16 SIP**  
*Sugar Mill Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Develop a PLC calendar.	Nehrig, Paul	9/14/2015	Sugar Mill shared calendar, PLC folders on Office 365	5/23/2016 biweekly
G1.B1.S3.A1	On identified PLC or ERPD dates, the SLT will provide teachers with data reports, templates for data analysis, and instruction on the use of those resources. Teachers will have the opportunity, with the support of their PLC and members of the SLT, to practice data analysis and data chats.	Snodgrass, Traci	9/28/2015	Completed data analysis templates, PLC minutes, meeting agendas.	5/23/2016 monthly
G1.B1.S4.A1	Using the Gradual Release Model, the SLT will provide PLCs with opportunities to practice data analysis skills during faculty meeting and ERPD sessions. PLC work will be observed and feedback provided for support.	Snodgrass, Traci	9/28/2015	PD sign-in sheets, agendas, meeting notes, observations of SLT members and coaching logs.	5/23/2016 monthly
G1.B2.S1.A1	Communicate to all stakeholders regarding the opportunity to participate in the process of revising our Mission and Vision Statements.	Nehrig, Paul	10/12/2015	Text of communications (connect Ed, website, marquee, newsletter, flyers, etc.)	3/14/2016 monthly
G1.B2.S1.A2	Meetings with stakeholders for input.	Nehrig, Paul	10/12/2015	Leadership Team will see evidence of researched-based strategies used in classrooms during walk-through and formal evaluations.	3/14/2016 monthly
G1.B2.S1.A3	Form Mission and Vision Taskforce to draft revisions based on input.	Scaccia, Kimberly	11/2/2015		2/8/2016 monthly
G1.B2.S1.A4	Communicate the revised Mission and Vision statement to the school community.	Nehrig, Paul	3/14/2016		5/31/2016 monthly
G1.MA1	PLC minutes and data reports, along with student assessment results (district and state) will be collected and analyzed by the SLT to determine progress.	Nehrig, Paul	10/12/2015	PLC minutes, data reports	5/31/2016 biweekly
G1.B1.S1.MA1	[no content entered]	Nehrig, Paul	9/14/2015	Sign in Sheets/Walk-Throughs; Parent/teacher conference forms/logs.	5/23/2016 monthly
G1.B1.S1.MA1	PLC template for structure and record keeping	Nehrig, Paul	9/14/2015	Online platform for sharing documents electronically	5/23/2016 monthly
G1.B2.S1.MA1	Conduct formal and informal surveys of various stakeholder groups to determine awareness of school's mission and vision statements.	Nehrig, Paul	11/9/2015	Survey results	5/31/2016 monthly
G1.B2.S1.MA1	Key documents will be collected from stakeholder groups and school communications.	Nehrig, Paul	11/9/2015	School Calendar, meeting minutes, survey results, school newsletter	5/31/2016 monthly
G1.B1.S2.MA1	Continuous feedback based on student achievement results.	Nehrig, Paul	9/28/2015	Classroom, district, and state assessments	5/23/2016 weekly
G1.B1.S2.MA1	Uploaded documents into PLC folders on Office 365	Nehrig, Paul	9/21/2015	Completed templates	5/23/2016 biweekly
G1.B1.S3.MA1	SLT will review documents produced by the PLCs and stored on Office 365 to determine effectiveness of PLC collaborative data analysis and provide ongoing support based on demonstrated need.	Nehrig, Paul	10/1/2015	SLT agendas & minutes, recommendations for ongoing support based on demonstrated need.	5/23/2016 monthly
G1.B1.S3.MA1	Administration and SLT will review documentation of PLC work.	Nehrig, Paul	9/29/2015	PLC agendas & minutes, completed data analysis templates.	5/23/2016 monthly
G1.B1.S4.MA1	SLT will review documents produced by the PLCs and stored on Office 365 to determine effectiveness of PLC collaborative data analysis and provide	Nehrig, Paul	9/28/2015	SLT agendas & minutes, recommendations for ongoing support based on demonstrated need.	5/23/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	ongoing support based on demonstrated need.				
G1.B1.S4.MA1	Administration and SLT will review documentation of PLC work.	Snodgrass, Traci	9/28/2015	PLC agendas & minutes, completed data analysis templates.	5/23/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we design a structure to support our PLCs' response to data (RTD), then our teams will be empowered to differentiate instruction and positively impact student achievement.

**G1.B1** Collaboration: Empowering teacher teams to effectively respond to data, differentiate instruction, and improve student achievement will require a paradigm shift in their way of work. Teacher teams need to understand how effective PLCs function.

**G1.B1.S1** Provide differentiated professional development to support the needs of our PLCs.

### PD Opportunity 1

School Leadership Team will develop a calendar and topics for Early Release Professional Development, including norm-setting, roles and responsibilities of team members, how PLCs function effectively, collaborative decision-making, data analysis, differentiating instruction in response to data, designing and providing tier 2 interventions in response to data, and use of technology to gather data and facilitate collaboration. Leadership will also provide PLCs with meeting agenda template to help guide their weekly work.

#### Facilitator

Traci Snodgrass

#### Participants

Grade Level Teacher teams and administration

#### Schedule

Monthly, from 9/9/2015 to 5/4/2016

**G1.B1.S2** PLC meetings will be held on a weekly schedule. Teams will have an uninterrupted, designated time to meet as a grade level or department, as well as vertical planning with other grade levels.

### PD Opportunity 1

Develop a PLC calendar.

#### Facilitator

Traci Snodgrass

#### Participants

All teachers

#### Schedule

Biweekly, from 9/14/2015 to 5/23/2016

**G1.B1.S3** PLCs will be provided tools for frequent data analysis.

**PD Opportunity 1**

On identified PLC or ERPD dates, the SLT will provide teachers with data reports, templates for data analysis, and instruction on the use of those resources. Teachers will have the opportunity, with the support of their PLC and members of the SLT, to practice data analysis and data chats.

**Facilitator**

Traci Snodgrass

**Participants**

All teachers

**Schedule**

Monthly, from 9/28/2015 to 5/23/2016

**G1.B1.S4** We will provide opportunities for observation and feedback through highly effective modeling and coaching.

**PD Opportunity 1**

Using the Gradual Release Model, the SLT will provide PLCs with opportunities to practice data analysis skills during faculty meeting and ERPD sessions. PLC work will be observed and feedback provided for support.

**Facilitator**

Traci Snodgrass

**Participants**

All teachers

**Schedule**

Monthly, from 9/28/2015 to 5/23/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	School Leadership Team will develop a calendar and topics for Early Release Professional Development, including norm-setting, roles and responsibilities of team members, how PLCs function effectively, collaborative decision-making, data analysis, differentiating instruction in response to data, designing and providing tier 2 interventions in response to data, and use of technology to gather data and facilitate collaboration. Leadership will also provide PLCs with meeting agenda template to help guide their weekly work.				\$0.00
2	G1.B1.S2.A1	Develop a PLC calendar.				\$0.00
3	G1.B1.S3.A1	On identified PLC or ERPD dates, the SLT will provide teachers with data reports, templates for data analysis, and instruction on the use of those resources. Teachers will have the opportunity, with the support of their PLC and members of the SLT, to practice data analysis and data chats.				\$0.00
4	G1.B1.S4.A1	Using the Gradual Release Model, the SLT will provide PLCs with opportunities to practice data analysis skills during faculty meeting and ERPD sessions. PLC work will be observed and feedback provided for support.				\$0.00
5	G1.B2.S1.A1	Communicate to all stakeholders regarding the opportunity to participate in the process of revising our Mission and Vision Statements.				\$62,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$44,562.00
			Notes: Math Intervention teacher			
			District-Wide	Title I Part A		\$7,998.00
			Notes: Kagan training			
			District-Wide	Title I Part A		\$1,700.00
			Notes: Kagan materials			
			District-Wide	Title I Part A		\$8,000.00
			Notes: Technology and site licenses for student programs			
6	G1.B2.S1.A2	Meetings with stakeholders for input.				\$64,057.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide	Title I Part A		\$57,675.00
			Notes: Academic Coach			
			District-Wide	Title I Part A		\$450.00
			Notes: Thinking Maps Response to Literature training			

Budget Data						
			District-Wide	Title I Part A		\$2,332.00
			Notes: Response to Literature training materials			
			District-Wide	Title I Part A		\$3,600.00
			Notes: Substitutes for teachers to attend Response to Literature workshop			
7	G1.B2.S1.A3	Form Mission and Vision Taskforce to draft revisions based on input.				\$0.00
8	G1.B2.S1.A4	Communicate the revised Mission and Vision statement to the school community.				\$0.00
Total:						\$126,317.00