

Volusia County Schools

Sugar Mill Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	A	B

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sugar Mill Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Panthers Always Will Succeed

2. School Environment

a. 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. Teachers will provide equal access and equity to all students in all programs.

b. 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.

c. 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.

Sugar Mill Elementary is participating in an important district initiative. It is called Positive Behavior Support (PBS). PBS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBS includes school-wide procedures and processes intended for all students and all staff in all settings. PBS is not a program or a curriculum. It is a team-

based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

We have adopted a unified set of classroom expectations. Similar to the Olathe District Code of Student Conduct, these define our expectations for behavior in our school. These expectations will be posted throughout the school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

The PBS System has 4 components:

- A matrix of behavioral expectations
- Lesson Plans to teach students the behavioral expectations
- An acknowledgement/reinforcement system
- Classroom Managed Behavior Forms/Office Managed Referral Forms

At Sugar Mill Elementary School we have four school-wide behavioral expectations (R.O.A.R.):

- Respectful
- On Task
- Always PAWSitive
- Responsible

Through PBS, students are taught school-wide expectations and have opportunities to practice them. Staff members teach what behaviors are expected in the hallways, cafeteria, bathroom, playground, classroom, bus, before school, after school, and at assemblies. We have incorporated CHAMPS Voice Levels expectations school-wide and plan to provide further CHAMPS training for all teachers.

As part of our PBS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To reinforce expectations in a positive manner, we do the following when teaching academics and behavior:

- ? -Constantly teach and refer to our school-wide expectations.
- ? -Provide students with more praise than correction.
- ? -Talk to students with respect using positive voice tone.
- ? -Actively engage everyone in the class during instruction.
- ? -Use pre-correcting, prompting, and redirecting as we teach.
- ? -Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

d. 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.

Sugar Mill Elementary has a Certified School Counselor at the school to provide for the social-emotional needs of our students. This is done by providing character development, bully-proofing, and classroom lessons with all students. She is also available to provide group and individual counseling to help meet the specific needs of students. She helps to coordinate outside agencies to provide additional counseling, mentoring, behavioral coaching, and family support at the school. During a time of crisis with a student, she can help in providing an individual concern of harm to get the student additional psychological support immediately. If there is a school wide crisis or incident, the school counselor can assist with the district crisis intervention plan for the school-wide needs and coordinate with the district's PrePare team to help debrief students and families from the effects of the crisis.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	21	12	16	11	17	0	0	0	0	0	0	0	97
One or more suspensions	0	6	0	2	1	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	39	59	22	54	0	0	0	0	0	0	0	174
Level 1 on statewide assessment	0	0	0	34	43	47	0	0	0	0	0	0	0	124

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

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311399>.

2. Description

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

2. 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 Futures, Lowe's, and Target which help support our programs for students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Speidel, Mary	Principal
Snodgrass, Traci	Instructional Coach
Rolle, Melani	Assistant Principal
Scaccia, Kimberly	Teacher, K-12
Spencer, Michelle	Teacher, K-12
Weeks, Linda	Teacher, ESE
Grounds, Shirley	Instructional Coach
Woell, Jordan	Teacher, K-12
Bracciale, Marie	School Counselor
Corbett, Sandra	Teacher, K-12
Interdonato, Joe	Teacher, K-12
Scott, Jessica	Teacher, K-12
Shipman, Katherine	Teacher, K-12

b. Duties

1. 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 Coaches, teacher representatives from grades K-5 and Special Area, ESE teacher, and the Certified School Counselor. 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 2016, 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 2016-2017 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.

2. 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 monthly 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:

- *ELA and Math Academic Coaches for the purpose of comprehensive staff development and teacher support
- *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
- *Referrals to literacy agencies, as needed

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:

- *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
- *Bully Proofing Instruction
- *Cyber Bully Prevention Program
- *Second Step Social Skills Program
- *Anti-Drug/Alcohol Instruction
- *The Great Kindness Challenge
- *Smarter Safer Kids Program
- *Peer-mediation program
- *K Kid Leadership Group

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Wesley Treco	Parent
Jeanne Walker	Parent
Bridget Orey	Parent
Kimberly Scaccia	Teacher
Christie Trope	Parent
Lynne Tomlinson	Education Support Employee
Dawn Foster	Teacher
Kathleen Gonzalez	Parent
Lori Piper	Parent
Melani Rolle	Principal
Amber Ryan	Parent
Christy Gillis	Parent
Chris Newcomb	Parent
Linda Weeks	Student
Cindi Doughty	Parent
Mary Ellen Speidel	Principal
Diana Vece	Business/Community
Faith Grogan	Parent
Jenifer Linton	Teacher
Matthew Shaw	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of the 2015-2016 School Improvement Plan, first our School Leadership Team met in June for two days to reflect. The team analyzed the following data: Academic data (VXT), iReady, Waterford, SuccessMaker, Early Warning System Reports, Attendance, Report Card Behavior Screening, Course Failure Reports, D&F Reports, Percent of Students Referred for Special Education, Discipline Data, Concern of Harm, Evaluation Data, Professional Development Summary of Hours, Budgets, Climate Survey Data, and Situational Awareness data. This information was shared with all stakeholders in August of the 2016-2017 school year.

b. Development of this school improvement plan

The School Leadership Team sorted all the data mentioned above into a Five-Essentials table and then conducted a Five-Essentials Self-Assessment Rubric regarding our school effectiveness in the areas of Effective Leadership, Supportive Environment, Ambitious Instruction and Learning, Collaborative Teachers, and Involved Families. The team identified one or more areas to target our School Improvement Plan for the 2016-2017 school year. At the beginning of the 2016-2017 school year, the team shared the data and these results with all stakeholders (faculty, School Advisory Council, parents, and community members). All stakeholders were allowed the opportunity to provide input regarding the School Improvement Plan. Throughout the year, the stakeholders continue to review the plan and provide input. The plan is adjusted as needed.

c. Preparation of the school's annual budget and plan

A budget committee comprised of faculty and staff from all departments determined the budget plan based on state and district funds. Committee members solicited feedback from all stakeholders before voting on the budget plan for the 2016-2017 school year.

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

School improvement funds are allocated based on requests submitted by the faculty and staff for projects related to our school improvement goals. Each request is evaluated by the School Advisory Council and voted upon for approval.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bracciale, Marie	School Counselor
Corbett, Sandra	Teacher, K-12
Grounds, Shirley	Instructional Coach
Pilgrim, Janet	Instructional Technology
Interdonato, Joe	Teacher, K-12
Rolle, Melani	Assistant Principal
Scaccia, Kimberly	Teacher, K-12
Scott, Jessica	Teacher, K-12
Shipman, Katherine	Teacher, K-12
Snodgrass, Traci	Instructional Coach
Speidel, Mary	Principal
Spencer, Michelle	Teacher, PreK
Weeks, Linda	Teacher, ESE
Woell, Jordan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) at Sugar Mill Elementary identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once a month on a Wednesday for 60 minutes. The LLT chair provides an agenda and facilitates the meeting. LLT members responsibilities include: attend all meetings to review data, share literacy strategies presenting with their PLC, assist with development of classroom implementation strategies, and supervise and support school-wide writing initiative and implementation of the instructional shifts.

Our school-wide literacy initiative's main focus is to support reading and writing in every classroom in all subject areas. The LLT members will be responsible for introducing strategies to their respective grade level teams during PLCs as well as during common planning time.

The LLT is dedicated to providing a variety of literacy-building events throughout the school year. These would be offered during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs: one in September and one in the spring. The LLT will also support other evening events creating to promote literacy such as Bingo for Books and Family Reading Night.

D. Public and Collaborative Teaching

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

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

Common planning, Professional Learning Communities (PLCs), and academic coaching are critical practices to build positive, collaborative relationships between teachers on our campus. Weekly common planning allows our teachers time to debrief and discuss common instructional goals based on the instructional shifts. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school Problem-Solving Team (PST). In addition, teachers participate in PLCs twice a

month. Through the PLC structure, Sugar Mill teachers review data and plan for remediation and enrichment. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted bi-weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on any lesson study experience.

At Sugar Mill Elementary, the use of Academic Coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk throughs, provide the School Leadership Team with data to identify areas in which additional follow-up coaching is needed. The leadership team (including our coaches) meets regularly to discuss trends that are observed in the classroom. This process also provides opportunities to celebrate exemplary teachers for the purpose of recording or allowing class visits from peer teachers. The coaches work side by side with teachers to enhance instruction.

2. 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 a strong track record of teacher retention. A positive peer climate, a high value placed on colleague support, staff recognition, and frequent feedback from administration and colleagues all contribute to this success.

3. 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 (PAR) 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers collaborate within their PLCs to plan appropriately-paced, engaging, and rigorous instruction based on the instructional shifts and 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.

b. Instructional Strategies

1. 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.

Through Common planning and monthly PLC meetings, teachers collaborate to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students recommended for targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLC meetings. Students requiring intensive remediation receive additional support from ESE support staff. When necessary, PLCs make recommendations for students to be reviewed and assisted by our School Counselor or PST (Problem Solving Team).

Additionally, grade level common planning meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are able to meet the needs of all students in a process that promotes a sense of shared responsibility. The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow-up coaching is needed.

The leadership team (administration and coaches) meets once a week to discuss what trends are identified in the classrooms. This process also provides opportunities to celebrate exemplary teachers for the purpose of recording or allowing class visits. Instructional coaches work side-by-side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including use of specific feedback instruments.

2. 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: After School Program

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

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

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 individualized areas in need of support. Classroom data is analyzed for growth as well as district assessments.

Strategy: After School Program

Minutes added to school year: 1,080

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, as well as professional development for 1 hour every other week.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Speidel, Mary, mspeidel@volusia.k12.fl.us

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

SMT data, VXT data, FAIR-FS data

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.
- * FLKRS is used to assess Kindergarten readiness by all Kindergarten teachers.

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 articulate with 5th grade teachers and students for appropriate academic placement in 6th grade.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 Sugar Mill Elementary consistently implements standards aligned instruction based on the instructional shifts, then achievement for all students will increase across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Sugar Mill Elementary consistently implements standards aligned instruction based on the instructional shifts, then achievement for all students will increase across all content areas. 1a

 G083541

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0
ELA/Reading Gains	51.0
FSA Mathematics Achievement	64.0
FCAT 2.0 Science Proficiency	71.0
Math Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge
- Lack of Resources
- Lack of Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Waterford
- I-Pads
- SIPPS
- Afterschool Tutoring
- Teachers
- Parents
- Volunteers
- Title 1
- Eduphoria
- Read Works
- BYOT
- I Ready
- C-Palms
- Principal
- Instructional Coaches
- Business Partners
- Edmodo
- V-Portal
- Chrome Books
- Document Cameras
- Clickers

- Phonics for Reading
- Special Area Teachers (Music, Art, PE, Media, and Computers)
- Curriculum/District Specialists
- Curriculum maps
- Professional Learning
- SAC Funds
- Cadre Members
- Modules
- PTA Funds
- Parent Liason
- Curriculum Nights
- Website/Newsletter
- SuccessMaker
- School Counseling Intervention Groups
- Behavior Analyst
- KEEP report
- Read Naturally
- DIBELS
- Corrective Reading
- REWARDS (4th and 5th grade phonics)
- Early Reading Tutor
- Learn Zillion
- Front Row Ed
- Assorted Title 1 Math Manipulatives
- Assorted ELA Learning Resources
- Connecting Math Concepts
- Making Connections

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Mary Speidel

Schedule

On 10/31/2016

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Mary Speidel

Schedule

On 2/14/2017

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Mary Speidel

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Sugar Mill Elementary consistently implements standards aligned instruction based on the instructional shifts, then achievement for all students will increase across all content areas. **1**

 G083541

G1.B1 Lack of Knowledge **2**

 B221623

G1.B1.S1 Provide professional learning on plans for instructional shifts in Math and improve implementations of core actions. [copy] **4**

 S233871

Strategy Rationale

Improve teaching strategies to increase student achievement.

Action Step 1 **5**

Create a Needs Assessment Survey using Survey Monkey or other survey tools to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan.

Person Responsible

Mary Speidel

Schedule

On 8/12/2016

Evidence of Completion

Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan

Action Step 2 **5**

Provide professional learning on Math: Core Practice #1, based on the Needs Assessment Survey Results

Person Responsible

Shirley Grounds

Schedule

On 5/26/2017

Evidence of Completion

PL Sign In Sheets and completed calendars

Action Step 3 5

Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey Results

Person Responsible

Shirley Grounds

Schedule

On 5/26/2017

Evidence of Completion

PL Sign In Sheets and completed calendars

Action Step 4 5

Provide professional learning on Math: Core Practice #3, based on the Needs Assessment Survey Results

Person Responsible

Shirley Grounds

Schedule

On 5/26/2017

Evidence of Completion

PL Sign In Sheets and completed calendars

Action Step 5 5

Provide professional learning on Math Core Practices 1-3: A Deeper Dive

Person Responsible

Shirley Grounds

Schedule

On 5/26/2017

Evidence of Completion

Faculty Meeting PL Sign In Sheets

Action Step 6 5

Implement the knowledge and skills learned during each Professional Learning session

Person Responsible

Shirley Grounds

Schedule

Daily, from 9/1/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Student Work Samples

Action Step 7 5

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Mary Speidel

Schedule

Biweekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Data Collection Results

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

Track survey report to determine survey completion

Person Responsible

Mary Speidel

Schedule

Daily, from 8/9/2016 to 8/12/2016

Evidence of Completion

Survey Report

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

Touch base with professional learning facilitators to determine status of the professional learning plans.

Person Responsible

Melani Rolle

Schedule

Biweekly, from 11/2/2016 to 5/26/2017

Evidence of Completion

Outlook Calendar meeting invite

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

Academic Coaches provide follow up support to ensure implementation of the Instructional Shifts

Person Responsible

Shirley Grounds

Schedule

Weekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Coaching Plan and Notes

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

Administrators and SLT conduct Data/Learning Walks

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Data Walk Collection Tools and Data Grids

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

Determine status towards completing action steps 1-6 during monthly SLT Meeting

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

SLT Meeting Notes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Learning walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes

G1.B1.S2 Provide professional learning on plans for instructional shifts in ELA and improve implementations of core actions. [copy] 4

 S233872

Strategy Rationale

Improve teaching strategies to increase student achievement.

Action Step 1 5

Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts for ELA and analyze the data to develop a Professional Learning Plan.

Person Responsible

Traci Snodgrass

Schedule

On 8/12/2016

Evidence of Completion

Sign-in sheets, completed surveys

Action Step 2 5

Provide professional learning on ELA: Core Practice #1, based on Needs assessment Survey results

Person Responsible

Traci Snodgrass

Schedule

On 8/23/2016

Evidence of Completion

Faculty meeting PL Sign In Sheet

Action Step 3 5

Provide professional learning on ELA: Core Practice #2, based on Needs assessment Survey results

Person Responsible

Traci Snodgrass

Schedule

On 8/31/2016

Evidence of Completion

ERPL #1 Sign In Sheet

Action Step 4 5

Provide professional learning on ELA: Core Practice #3, based on Needs assessment Survey results

Person Responsible

Traci Snodgrass

Schedule

On 5/26/2017

Evidence of Completion

ERPL #3 Sign In Sheets

Action Step 5 5

Provide professional learning on ELA Core Practices 1-3: A Deeper Dive

Person Responsible

Traci Snodgrass

Schedule

On 5/26/2017

Evidence of Completion

Faculty Meeting PL Sign In Sheets

Action Step 6 5

Implement the knowledge and skills learned during each Professional Learning session

Person Responsible

Mary Speidel

Schedule

Daily, from 8/23/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Student Work Samples

Action Step 7 5

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Melani Rolle

Schedule

Weekly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Data Collection Results

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

Track survey report to determine survey completion

Person Responsible

Mary Speidel

Schedule

Daily, from 8/9/2016 to 8/12/2016

Evidence of Completion

Survey Report

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

Communicate with professional learning facilitators to determine schedule for professional learning opportunities.

Person Responsible

Melani Rolle

Schedule

Biweekly, from 8/12/2016 to 10/11/2016

Evidence of Completion

Calendar Meeting Invites; email records

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

Coach provides follow up support to ensure implementation of the instructional shifts.

Person Responsible

Traci Snodgrass

Schedule

Weekly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Coaching plan and notes

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

Administrators and SLT conduct learning/data walks.

Person Responsible

Mary Speidel

Schedule

Triannually, from 8/24/2016 to 5/26/2017

Evidence of Completion

Data walk collection tools, data grids, and analysis forms

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

Determine status towards completing action steps 1-6 during monthly SLT meetings.

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

SLT meeting minutes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

Person Responsible

Mary Speidel

Schedule

Monthly, from 6/27/2016 to 5/26/2017

Evidence of Completion

Learning walks, observational notes, lesson plans, VXT data, SLT minutes

G1.B2 Lack of Resources 2

 B221624

G1.B2.S1 Teachers participate in needs assessment discussions during grade level planning time to identify additional resources to consistently implement standards aligned instruction based on the instructional shifts. 4

 S233874

Strategy Rationale

All teachers need ample resources to instruct effectively in all content areas.

Action Step 1 5

Craft a Title 1 budget to meet the needs of our students and teachers.

Person Responsible

Mary Speidel

Schedule

Annually, from 6/27/2016 to 7/15/2016

Evidence of Completion

Approved Title 1 budget

Action Step 2 5

School Leadership Team will review Grade Level Needs Assessments and determine resources that will be purchased.

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

SLT meeting notes and Grade Level Needs Assessments

Action Step 3 5

Identify resources to assist with instruction across all grade levels and content areas.

Person Responsible

Traci Snodgrass

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Title 1 requisition forms

Action Step 4 5

Provide math intervention teacher as needed for Tier 2 intervention in the lowest quartile and targeted students

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Title 1 Budget/Sign-In sheets/VXT data/administrative walk-throughs

Action Step 5 5

Monitor and Provide feedback on implementation of identified resources

Person Responsible

Shirley Grounds

Schedule

Daily, from 8/9/2016 to 5/31/2017

Evidence of Completion

Title 1 Budget/Sign-In sheets/VXT data/administrative walk-throughs

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

Submit Title 1 budget to determine Title 1 budget completion

Person Responsible

Mary Speidel

Schedule

On 7/15/2016

Evidence of Completion

Title 1 budget approval

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

Track PLC minutes for Grade Level Needs Assessments

Person Responsible

Melani Rolle

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

PLC minutes

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

Coaches provide follow up support to ensure implementation of resources.

Person Responsible

Traci Snodgrass

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Coaching plan and notes.

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

Administrators and SLT conduct data/learning walks.

Person Responsible

Mary Speidel

Schedule

Triannually, from 8/24/2016 to 5/31/2017

Evidence of Completion

Data/learning walk collection tools and data grids.

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

Discuss the effectiveness of resources gathered and analyze collected data at monthly SLT meetings.

Person Responsible

Mary Speidel


Schedule

Monthly, from 6/27/2016 to 5/31/2017

Evidence of Completion

Data/learning walks, observational notes, lesson plans, VXT data, SLT minutes

G1.B2.S2 Increase resources for instructional shifts. 4

 S233875

Strategy Rationale

With necessary resources and funds for professional learning, our teachers will meet the needs of our students.

Action Step 1 5

Purchase resources identified by the Grade Level Needs Assessments and approved by the School Leadership Team.

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

SLT meeting notes and Grade Level Needs Assessments

Action Step 2 5

Provide Instructional Coaches to support implementation of instructional resources and interventions.

Person Responsible

Mary Speidel

Schedule

Daily, from 8/9/2016 to 5/26/2017

Evidence of Completion

Instructional Coach time sheets and logs/VXT Data/Administrative walk throughs

Action Step 3 5

Monitor and provide feedback on implementation of identified resources.

Person Responsible

Traci Snodgrass

Schedule

Daily, from 8/9/2016 to 5/26/2017

Evidence of Completion

Title 1 Budget/Sign In Sheets/VXT data/administrative walk throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Determine status towards completing action steps 1-3 during monthly SLT.

Person Responsible

Mary Speidel

Schedule

Monthly, from 6/27/2016 to 5/26/2017

Evidence of Completion

SLT meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Discuss the effectiveness of resources and analyze collected data at monthly SLT meetings.

Person Responsible

Mary Speidel

Schedule

Monthly, from 6/28/2016 to 5/26/2017

Evidence of Completion

Data/learning walks, observational notes, lesson plans, VXT data, SLT minutes

G1.B3 Lack of Time 2

 B221625

G1.B3.S1 Provide professional development/PLC/additional planning time on early release days, during faculty meetings, during common planning times, during the school day, after school hours, and on select Saturdays. 4

 S233876

Strategy Rationale

Providing time for professional development, professional learning communities, and additional planning for our teachers during times that we have available will increase student achievement. PLCs will use this time for instructional planning focused on the instructional shifts.

Action Step 1 5

Stipend teachers to attend Saturday Effective and Strategic Planning Professional Development Sessions on select Saturdays throughout the school year.

Person Responsible

Mary Speidel

Schedule

Weekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

PLC time sheets, PLC conference notes, lesson plans, student achievement data, administrative walk through, coaching observations, learning walks

Action Step 2 5

Stipend teachers to attend Extended Weekday Effective and Strategic Planning Professional Development Sessions on select weekdays throughout the school year.

Person Responsible

Mary Speidel

Schedule

Weekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

PLC time sheets, PLC conference notes, lesson plans, student achievement data, administrative walk through, coaching observations, learning walks

Action Step 3 5

Teachers will participate in 8 Early Release Professional Learning Days in which they learn effective ways to implement standard aligned instruction across the content areas.

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/31/2016 to 4/26/2017

Evidence of Completion

sign in sheets, administrative walk throughs, coaching observations, and learning walks

Action Step 4 5

Provide teachers with half-day subs quarterly so they may participate in grade level curriculum planning across the content areas and data analysis.

Person Responsible

Shirley Grounds

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

sign in sheets, grade level common lesson plans, administrative walk through, coaching observations, learning walks

Action Step 5 5

Teachers will participate in professional development sessions during monthly faculty meetings targeting what effective teachers do to impact student achievement.

Person Responsible

Traci Snodgrass

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, administrative walk through, coaching observation, learning walks

Action Step 6 5

Teachers will participate in grade level Professional Learning Communities once a month to collaborate about grade level content area data, to complete grade level needs assessments, discuss common formatives and summatives, share ways to differentiate instruction and discuss ways to implement literacy instruction across the content areas.

Person Responsible

Shirley Grounds

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

PLC Conference Notes, administrative walk through, coaching observations, learning walks

Action Step 7 5

Teachers will participate in content area Professional Learning Communities once a month to collaborate about content specific data, conduct school wide needs assessment, and plan a course of action to address school wide content specific needs.

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

PLC Conference Notes, administrative walk through, coaching observations, learning walks

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Determine status towards completing action steps 1-7 during monthly SLT

Person Responsible

Mary Speidel

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

SLT meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Team leaders and the School Advisory Council will monitor the effectiveness of extended PLC time at monthly meetings.

Person Responsible

Mary Speidel




















Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

PLC minutes, SLT minutes, SAC minutes, individual teacher conference notes
















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1  M304737	Submit Title 1 budget to determine Title 1 budget completion	Speidel, Mary	7/15/2016	Title 1 budget approval	7/15/2016 one-time
G1.B2.S1.A1  A300286	Craft a Title 1 budget to meet the needs of our students and teachers.	Speidel, Mary	6/27/2016	Approved Title 1 budget	7/15/2016 annually
G1.B1.S1.MA1  M304725	Track survey report to determine survey completion	Speidel, Mary	8/9/2016	Survey Report	8/12/2016 daily
G1.B1.S1.A1  A300272	Create a Needs Assessment Survey using Survey Monkey or other survey tools to assess knowledge and...	Speidel, Mary	8/9/2016	Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan	8/12/2016 one-time
G1.B1.S2.MA1  M304731	Track survey report to determine survey completion	Speidel, Mary	8/9/2016	Survey Report	8/12/2016 daily
G1.B1.S2.A1  A300279	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and...	Snodgrass, Traci	8/9/2016	Sign-in sheets, completed surveys	8/12/2016 one-time
G1.B1.S2.A2  A300280	Provide professional learning on ELA: Core Practice #1, based on Needs assessment Survey results	Snodgrass, Traci	8/23/2016	Faculty meeting PL Sign In Sheet	8/23/2016 one-time
G1.B1.S2.A3  A300281	Provide professional learning on ELA: Core Practice #2, based on Needs assessment Survey results	Snodgrass, Traci	8/31/2016	ERPL #1 Sign In Sheet	8/31/2016 one-time
G1.B1.S2.MA3  M304732	Communicate with professional learning facilitators to determine schedule for professional learning...	Rolle, Melani	8/12/2016	Calendar Meeting Invites; email records	10/11/2016 biweekly
G1.MA1  M304745	SIP Progress Monitoring Meeting	Speidel, Mary	10/31/2016	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
G1.MA2  M304746	SIP Midyear Review	Speidel, Mary	2/14/2017	Midyear Review in CIMS	2/14/2017 one-time
G1.B3.S1.A3  A300296	Teachers will participate in 8 Early Release Professional Learning Days in which they learn...	Speidel, Mary	8/31/2016	sign in sheets, administrative walk throughs, coaching observations, and learning walks	4/26/2017 monthly
G1.B1.S1.MA1  M304724	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Speidel, Mary	8/9/2016	Learning walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes	5/26/2017 monthly
G1.B1.S1.MA3  M304726	Touch base with professional learning facilitators to determine status of the professional learning...	Rolle, Melani	11/2/2016	Outlook Calendar meeting invite	5/26/2017 biweekly
G1.B1.S1.MA4  M304727	Academic Coaches provide follow up support to ensure implementation of the Instructional Shifts	Grounds, Shirley	8/9/2016	Coaching Plan and Notes	5/26/2017 weekly
G1.B1.S1.MA5  M304728	Administrators and SLT conduct Data/ Learning Walks	Speidel, Mary	8/9/2016	Data Walk Collection Tools and Data Grids	5/26/2017 monthly
G1.B1.S1.MA6  M304729	Determine status towards completing action steps 1-6 during monthly SLT Meeting	Speidel, Mary	8/9/2016	SLT Meeting Notes	5/26/2017 monthly
G1.B1.S1.A2  A300273	Provide professional learning on Math: Core Practice #1, based on the Needs Assessment Survey...	Grounds, Shirley	9/1/2016	PL Sign In Sheets and completed calendars	5/26/2017 one-time
G1.B1.S1.A3  A300274	Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey...	Grounds, Shirley	9/1/2016	PL Sign In Sheets and completed calendars	5/26/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4 A300275	Provide professional learning on Math: Core Practice #3, based on the Needs Assessment Survey...	Grounds, Shirley	9/1/2016	PL Sign In Sheets and completed calendars	5/26/2017 one-time
G1.B1.S1.A5 A300276	Provide professional learning on Math Core Practices 1-3: A Deeper Dive	Grounds, Shirley	10/10/2016	Faculty Meeting PL Sign In Sheets	5/26/2017 one-time
G1.B1.S1.A6 A300277	Implement the knowledge and skills learned during each Professional Learning session	Grounds, Shirley	9/1/2016	Lesson Plans, Student Work Samples	5/26/2017 daily
G1.B1.S1.A7 A300278	Monitor and provide feedback and coaching as needed for each Professional Learning	Speidel, Mary	9/1/2016	Data Collection Results	5/26/2017 biweekly
G1.B3.S1.MA1 M304743	Team leaders and the School Advisory Council will monitor the effectiveness of extended PLC time at...	Speidel, Mary	8/9/2016	PLC minutes, SLT minutes, SAC minutes, individual teacher conference notes	5/26/2017 monthly
G1.B3.S1.MA1 M304744	Determine status towards completing action steps 1-7 during monthly SLT	Speidel, Mary	8/9/2016	SLT meeting minutes	5/26/2017 monthly
G1.B3.S1.A1 A300294	Stipend teachers to attend Saturday Effective and Strategic Planning Professional Development...	Speidel, Mary	8/9/2016	PLC time sheets, PLC conference notes, lesson plans, student achievement data, administrative walk through, coaching observations, learning walks	5/26/2017 weekly
G1.B3.S1.A2 A300295	Stipend teachers to attend Extended Weekday Effective and Strategic Planning Professional...	Speidel, Mary	8/9/2016	PLC time sheets, PLC conference notes, lesson plans, student achievement data, administrative walk through, coaching observations, learning walks	5/26/2017 weekly
G1.B3.S1.A4 A300297	Provide teachers with half-day subs quarterly so they may participate in grade level curriculum...	Grounds, Shirley	9/1/2016	sign in sheets, grade level common lesson plans, administrative walk through, coaching observations, learning walks	5/26/2017 quarterly
G1.B3.S1.A5 A300298	Teachers will participate in professional development sessions during monthly faculty meetings...	Snodgrass, Traci	8/9/2016	Sign in sheets, administrative walk through, coaching observation, learning walks	5/26/2017 monthly
G1.B3.S1.A6 A300299	Teachers will participate in grade level Professional Learning Communities once a month to...	Grounds, Shirley	8/9/2016	PLC Conference Notes, administrative walk through, coaching observations, learning walks	5/26/2017 monthly
G1.B3.S1.A7 A300300	Teachers will participate in content area Professional Learning Communities once a month to...	Speidel, Mary	8/9/2016	PLC Conference Notes, administrative walk through, coaching observations, learning walks	5/26/2017 monthly
G1.B1.S2.MA1 M304730	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Speidel, Mary	6/27/2016	Learning walks, observational notes, lesson plans, VXT data, SLT minutes	5/26/2017 monthly
G1.B1.S2.MA4 M304733	Coach provides follow up support to ensure implementation of the instructional shifts.	Snodgrass, Traci	8/24/2016	Coaching plan and notes	5/26/2017 weekly
G1.B1.S2.MA5 M304734	Administrators and SLT conduct learning/data walks.	Speidel, Mary	8/24/2016	Data walk collection tools, data grids, and analysis forms	5/26/2017 triannually
G1.B1.S2.MA6 M304735	Determine status towards completing action steps 1-6 during monthly SLT meetings.	Speidel, Mary	8/9/2016	SLT meeting minutes	5/26/2017 monthly
G1.B1.S2.A4 A300282	Provide professional learning on ELA: Core Practice #3, based on Needs assessment Survey results	Snodgrass, Traci	10/5/2016	ERPL #3 Sign In Sheets	5/26/2017 one-time
G1.B1.S2.A5 A300283	Provide professional learning on ELA Core Practices 1-3: A Deeper Dive	Snodgrass, Traci	10/10/2016	Faculty Meeting PL Sign In Sheets	5/26/2017 one-time
G1.B1.S2.A6 A300284	Implement the knowledge and skills learned during each Professional Learning session	Speidel, Mary	8/23/2016	Lesson Plans, Student Work Samples	5/26/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A7  A300285	Monitor and provide feedback and coaching as needed for each Professional Learning	Rolle, Melani	8/24/2016	Data Collection Results	5/26/2017 weekly
G1.B2.S2.MA1  M304741	Discuss the effectiveness of resources and analyze collected data at monthly SLT meetings.	Speidel, Mary	6/28/2016	Data/learning walks, observational notes, lesson plans, VXT data, SLT minutes	5/26/2017 monthly
G1.B2.S2.MA1  M304742	Determine status towards completing action steps 1-3 during monthly SLT.	Speidel, Mary	6/27/2016	SLT meeting minutes	5/26/2017 monthly
G1.B2.S2.A1  A300291	Purchase resources identified by the Grade Level Needs Assessments and approved by the School...	Speidel, Mary	8/9/2016	SLT meeting notes and Grade Level Needs Assessments	5/26/2017 monthly
G1.B2.S2.A2  A300292	Provide Instructional Coaches to support implementation of instructional resources and...	Speidel, Mary	8/9/2016	Instructional Coach time sheets and logs/VXT Data/Administrative walk throughs	5/26/2017 daily
G1.B2.S2.A3  A300293	Monitor and provide feedback on implementation of identified resources.	Snodgrass, Traci	8/9/2016	Title 1 Budget/Sign In Sheets/VXT data/ administrative walk throughs	5/26/2017 daily
G1.B2.S1.MA1  M304736	Discuss the effectiveness of resources gathered and analyze collected data at monthly SLT meetings.	Speidel, Mary	6/27/2016	Data/learning walks, observational notes, lesson plans, VXT data, SLT minutes	5/31/2017 monthly
G1.B2.S1.MA3  M304738	Track PLC minutes for Grade Level Needs Assessments	Rolle, Melani	8/9/2016	PLC minutes	5/31/2017 biweekly
G1.B2.S1.MA4  M304739	Coaches provide follow up support to ensure implementation of resources.	Snodgrass, Traci	8/24/2016	Coaching plan and notes.	5/31/2017 weekly
G1.B2.S1.MA5  M304740	Administrators and SLT conduct data/ learning walks.	Speidel, Mary	8/24/2016	Data/learning walk collection tools and data grids.	5/31/2017 triannually
G1.B2.S1.A2  A300287	School Leadership Team will review Grade Level Needs Assessments and determine resources that will...	Speidel, Mary	8/9/2016	SLT meeting notes and Grade Level Needs Assessments	5/31/2017 monthly
G1.B2.S1.A3  A300288	Identify resources to assist with instruction across all grade levels and content areas.	Snodgrass, Traci	8/9/2016	Title 1 requisition forms	5/31/2017 monthly
G1.B2.S1.A4  A300289	Provide math intervention teacher as needed for Tier 2 intervention in the lowest quartile and...	Speidel, Mary	8/9/2016	Title 1 Budget/Sign-In sheets/VXT data/ administrative walk-throughs	5/31/2017 monthly
G1.B2.S1.A5  A300290	Monitor and Provide feedback on implementation of identified resources	Grounds, Shirley	8/9/2016	Title 1 Budget/Sign-In sheets/VXT data/ administrative walk-throughs	5/31/2017 daily
G1.MA3  M304747	State Assessment Results	Speidel, Mary	5/25/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually

V. Professional Development Opportunities

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

G1. If Sugar Mill Elementary consistently implements standards aligned instruction based on the instructional shifts, then achievement for all students will increase across all content areas.

G1.B1 Lack of Knowledge

G1.B1.S1 Provide professional learning on plans for instructional shifts in Math and improve implementations of core actions. [copy]

PD Opportunity 1

Create a Needs Assessment Survey using Survey Monkey or other survey tools to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan.

Facilitator

Melissa Dirlam

Participants

All teachers

Schedule

On 8/12/2016

PD Opportunity 2

Provide professional learning on Math: Core Practice #1, based on the Needs Assessment Survey Results

Facilitator

Melissa Dirlam/Traci Snodgrass

Participants

All Teachers

Schedule

On 5/26/2017

PD Opportunity 3

Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey Results

Facilitator

Melissa Dirlam/Traci Snodgrass

Participants

All Teachers

Schedule

On 5/26/2017

PD Opportunity 4

Provide professional learning on Math: Core Practice #3, based on the Needs Assessment Survey Results

Facilitator

Melissa Dirlam/Traci Snodgrass

Participants

All Teachers

Schedule

On 5/26/2017

PD Opportunity 5

Provide professional learning on Math Core Practices 1-3: A Deeper Dive

Facilitator

Melissa Dirlam/Traci Snodgrass

Participants

All Teachers

Schedule

On 5/26/2017

G1.B1.S2 Provide professional learning on plans for instructional shifts in ELA and improve implementations of core actions. [copy]

PD Opportunity 1

Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts for ELA and analyze the data to develop a Professional Learning Plan.

Facilitator

Traci Snodgrass

Participants

Grade Level Teacher teams and administration

Schedule

On 8/12/2016

PD Opportunity 2

Provide professional learning on ELA: Core Practice #1, based on Needs assessment Survey results

Facilitator

Traci Snodgrass/Melissa Dirlam

Participants

All teachers

Schedule

On 8/23/2016

PD Opportunity 3

Provide professional learning on ELA: Core Practice #2, based on Needs assessment Survey results

Facilitator

Traci Snodgrass/Melissa Dirlam

Participants

All teachers

Schedule

On 8/31/2016

PD Opportunity 4

Provide professional learning on ELA: Core Practice #3, based on Needs assessment Survey results

Facilitator

Traci Snodgrass/Melissa Dirlam

Participants

All Teachers

Schedule

On 5/26/2017

PD Opportunity 5

Provide professional learning on ELA Core Practices 1-3: A Deeper Dive

Facilitator

Traci Snodgrass/Melissa Dirlam

Participants

All Teachers

Schedule

On 5/26/2017

G1.B2 Lack of Resources

G1.B2.S1 Teachers participate in needs assessment discussions during grade level planning time to identify additional resources to consistently implement standards aligned instruction based on the instructional shifts.

PD Opportunity 1

School Leadership Team will review Grade Level Needs Assessments and determine resources that will be purchased.

Facilitator

Dr. Speidel/SLT

Participants

All teachers

Schedule

Monthly, from 8/9/2016 to 5/31/2017

G1.B3 Lack of Time

G1.B3.S1 Provide professional development/PLC/additional planning time on early release days, during faculty meetings, during common planning times, during the school day, after school hours, and on select Saturdays.

PD Opportunity 1

Provide teachers with half-day subs quarterly so they may participate in grade level curriculum planning across the content areas and data analysis.

Facilitator

Melissa Dirlam

Participants

All Teachers

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create a Needs Assessment Survey using Survey Monkey or other survey tools to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan.				\$0.00
2	G1.B1.S1.A2	Provide professional learning on Math: Core Practice #1, based on the Needs Assessment Survey Results				\$0.00
3	G1.B1.S1.A3	Provide professional learning on Math: Core Practice #2, based on the Needs Assessment Survey Results				\$0.00
4	G1.B1.S1.A4	Provide professional learning on Math: Core Practice #3, based on the Needs Assessment Survey Results				\$0.00
5	G1.B1.S1.A5	Provide professional learning on Math Core Practices 1-3: A Deeper Dive				\$0.00
6	G1.B1.S1.A6	Implement the knowledge and skills learned during each Professional Learning session				\$0.00
7	G1.B1.S1.A7	Monitor and provide feedback and coaching as needed for each Professional Learning				\$0.00
8	G1.B1.S2.A1	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts for ELA and analyze the data to develop a Professional Learning Plan.				\$0.00
9	G1.B1.S2.A2	Provide professional learning on ELA: Core Practice #1, based on Needs assessment Survey results				\$0.00
10	G1.B1.S2.A3	Provide professional learning on ELA: Core Practice #2, based on Needs assessment Survey results				\$0.00
11	G1.B1.S2.A4	Provide professional learning on ELA: Core Practice #3, based on Needs assessment Survey results				\$0.00
12	G1.B1.S2.A5	Provide professional learning on ELA Core Practices 1-3: A Deeper Dive				\$0.00
13	G1.B1.S2.A6	Implement the knowledge and skills learned during each Professional Learning session				\$0.00
14	G1.B1.S2.A7	Monitor and provide feedback and coaching as needed for each Professional Learning				\$0.00
15	G1.B2.S1.A1	Craft a Title 1 budget to meet the needs of our students and teachers.				\$62,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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

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			<i>Notes: Kagan materials</i>			
			District-Wide	Title I, Part A		\$8,000.00
			<i>Notes: Technology and site licenses for student programs</i>			
16	G1.B2.S1.A2	School Leadership Team will review Grade Level Needs Assessments and determine resources that will be purchased.				\$64,057.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
			District-Wide	Title I, Part A		\$57,675.00
			<i>Notes: Academic Coach</i>			
			District-Wide	Title I, Part A		\$450.00
			<i>Notes: Thinking Maps Response to Literature training</i>			
			District-Wide	Title I, Part A		\$2,332.00
			<i>Notes: Response to Literature training materials</i>			
			District-Wide	Title I, Part A		\$3,600.00
			<i>Notes: Substitutes for teachers to attend Response to Literature workshop</i>			
17	G1.B2.S1.A3	Identify resources to assist with instruction across all grade levels and content areas.				\$0.00
18	G1.B2.S1.A4	Provide math intervention teacher as needed for Tier 2 intervention in the lowest quartile and targeted students				\$0.00
19	G1.B2.S1.A5	Monitor and Provide feedback on implementation of identified resources				\$0.00
20	G1.B2.S2.A1	Purchase resources identified by the Grade Level Needs Assessments and approved by the School Leadership Team.				\$0.00
21	G1.B2.S2.A2	Provide Instructional Coaches to support implementation of instructional resources and interventions.				\$0.00
22	G1.B2.S2.A3	Monitor and provide feedback on implementation of identified resources.				\$0.00
23	G1.B3.S1.A1	Stipend teachers to attend Saturday Effective and Strategic Planning Professional Development Sessions on select Saturdays throughout the school year.				\$0.00
24	G1.B3.S1.A2	Stipend teachers to attend Extended Weekday Effective and Strategic Planning Professional Development Sessions on select weekdays throughout the school year.				\$0.00
25	G1.B3.S1.A3	Teachers will participate in 8 Early Release Professional Learning Days in which they learn effective ways to implement standard aligned instruction across the content areas.				\$0.00
26	G1.B3.S1.A4	Provide teachers with half-day subs quarterly so they may participate in grade level curriculum planning across the content areas and data analysis.				\$0.00
27	G1.B3.S1.A5	Teachers will participate in professional development sessions during monthly faculty meetings targeting what effective teachers do to impact student achievement.				\$0.00

28	G1.B3.S1.A6	Teachers will participate in grade level Professional Learning Communities once a month to collaborate about grade level content area data, to complete grade level needs assessments, discuss common formatives and summatives, share ways to differentiate instruction and discuss ways to implement literacy instruction across the content areas.	\$0.00
29	G1.B3.S1.A7	Teachers will participate in content area Professional Learning Communities once a month to collaborate about content specific data, conduct school wide needs assessment, and plan a course of action to address school wide content specific needs.	\$0.00
Total:			\$126,317.00