

Volusia County Schools

# Sugar Mill Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	A

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Sugar Mill Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 Intervention Support (PBIS). PBIS 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 Volusia 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).



**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### 1. PFEP 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/443750>.

### 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, Tanger's and Target which help support our programs for students.

## C. Effective Leadership

### 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
Weeks, Linda	Teacher, ESE
Grounds, Shirley	Instructional Coach
Bracciale, Marie	School Counselor
Corbett, Sandra	Teacher, K-12
Interdonato, Joe	Teacher, K-12
Alibright, Jacquie	Teacher, K-12
Hammond, Christina	Teacher, K-12
Whitson, Lianne	Teacher, K-12
Pilgrim, Janet	Teacher, K-12
Ramos, Stephanie	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 2017, 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 2017-2018 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 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 Kid 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
Bridget Orey	Parent
Christie Trope	Parent
Kathleen Gonzalez	Parent
Lori Piper	Parent
Amber Ryan	Parent
Christy Gillis	Parent
Chris Newcomb	Business/Community
Linda Weeks	Teacher
Cindi Doughty	Parent
Mary Ellen Speidel	Principal
Faith Grogan	Parent
Jenifer Linton	Parent
Audra Bennett	Teacher
Mary Cafiso	Education Support Employee
Theдора Drager	Education Support Employee
Joseph Interdonato	Teacher
Ava Ketelaar	Parent
Kimberly Stevens	Principal
Piper Wiles	Education Support Employee
Tammi Roessler	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### **a. Evaluation of last year's school improvement plan**

In order to begin evaluating the effectiveness of the 2016-2017 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 2017-2018 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 2017-2018 school year. At the beginning of the 2017-2018 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 2017-2018 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
Snodgrass, Traci	Instructional Coach
Speidel, Mary	Principal
Weeks, Linda	Teacher, ESE
Alibright, Jacquie	Teacher, K-12
Whitson, Lianne	Teacher, K-12
Hammond, Christina	Teacher, K-12
Ramos, Stephanie	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 waiting 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### **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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 (Star Early Learning) 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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 implements standards aligned instruction based on the instructional shifts with coherence and equity, then achievement will increase for all students 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 implements standards aligned instruction based on the instructional shifts with coherence and equity, then achievement will increase for all students across all content areas. **1a**

 G094616

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	51.0
FSA Mathematics Achievement	64.0
FCAT 2.0 Science Proficiency	60.0
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
- STAR 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 (ELA & Math)
- 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
- Writing Resources (Being A Writer)
- Intervention Teacher
- IXL
- Mobis
- I Station



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

SIP Progress Monitoring Meeting

**Person Responsible**

Mary Speidel

**Schedule**

On 11/17/2017

***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 2/23/2018

***Evidence of Completion***

Midyear Review in CIMS

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

State Assessment Results

**Person Responsible**

Mary Speidel

**Schedule**

Annually, from 5/25/2018 to 7/11/2018

***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 implements standards aligned instruction based on the instructional shifts with coherence and equity, then achievement will increase for all students across all content areas. **1**

 G094616

**G1.B1** Lack of Knowledge **2**

 B254354

**G1.B1.S1** Provide professional learning on plans for effective instruction in Science and improve implementations of instructional standards. [copy] **4**

 S268596

### 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 in Science and analyze the data to develop a Professional Learning Plan.

#### Person Responsible

Mary Speidel

#### Schedule

On 8/11/2017

#### Evidence of Completion

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

### Action Step 2 **5**

Provide professional learning on Science #1 based on the Needs Assessment Survey Results

#### Person Responsible

Traci Snodgrass

#### Schedule

On 6/1/2018

#### Evidence of Completion

ERPL #1 Sign In Sheets and Completed Calendars

### Action Step 3 5

Provide Professional Learning on Science #2 based on the Needs Assessment Survey Results

**Person Responsible**

Traci Snodgrass

**Schedule**

On 6/1/2018

***Evidence of Completion***

ERPL #2 Sign In Sheets and Completed Calendars

### Action Step 4 5

Provide Professional Learning on Science #3, based on the Needs Assessment Survey Results

**Person Responsible**

Traci Snodgrass

**Schedule**

On 6/1/2018

***Evidence of Completion***

ERPL #3 Sign In Sheets and Completed Calendars

### Action Step 5 5

Implement the knowledge and skills learned during each Professional Learning Community

**Person Responsible**

Traci Snodgrass

**Schedule**

Daily, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Lesson Plans, Student Work Samples

**Action Step 6** 5

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

**Person Responsible**

Janet Pilgrim

**Schedule**

Biweekly, from 9/1/2017 to 6/1/2018

***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 8/7/2017 to 8/11/2017

***Evidence of Completion***

Survey Report

**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**

Janet Pilgrim

**Schedule**

Weekly, from 8/8/2017 to 6/1/2018

***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 8/8/2017 to 6/1/2018

***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 8/8/2017 to 6/1/2018

***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 8/7/2017 to 6/1/2018

***Evidence of Completion***

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

**G1.B1.S2** Provide professional learning on developing coherence and implementing standards in ELA, with a focus on writing to improve implementation of core actions. [copy] 4

S268597

### 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 8/11/2017

##### 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 6/1/2018

##### Evidence of Completion

ERPL #1 Sign In Sheets and Completed Calendars



### Action Step 3 5

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

**Person Responsible**

Traci Snodgrass

**Schedule**

On 6/1/2018

***Evidence of Completion***

ERPL #2 Sign In Sheets and Completed Calendars

### Action Step 4 5

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

**Person Responsible**

Traci Snodgrass

**Schedule**

On 6/1/2018

***Evidence of Completion***

ERPL #3 Sign In Sheets and Completed Calendars

### Action Step 5 5

Implement the knowledge and skills learned during each Professional Learning Community

**Person Responsible**

Mary Speidel

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson Plans, Student Work Samples

**Action Step 6** 5

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

**Person Responsible**

Traci Snodgrass

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***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 8/8/2017 to 8/11/2017

***Evidence of Completion***

Survey Report

**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 8/14/2017 to 6/1/2018

***Evidence of Completion***

Coaching Plan and NTC Minutes

**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 8/14/2017 to 6/1/2018

***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 8/8/2017 to 6/1/2018

***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 6/26/2017 to 6/1/2018


***Evidence of Completion***

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

## G1.B2 Lack of Resources 2

 B254355

**G1.B2.S1** Teachers participate in needs assessment discussions during grade level planning time to identify additional resources to implement standards aligned instruction to coherence and equity. 4

 S268598

### 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 6/26/2017 to 7/14/2017

#### 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 8/8/2017 to 6/1/2018

#### 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 8/8/2017 to 6/1/2018

***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 8/8/2017 to 6/1/2018

***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**

Traci Snodgrass

**Schedule**

Daily, from 8/8/2017 to 6/1/2018

***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 7/14/2017

***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**

Traci Snodgrass

**Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

**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 6/26/2017 to 6/1/2018

**Evidence of Completion**

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

**G1.B2.S2** Increase resources for implementation of standards aligned instruction. 4

 S268599

**Strategy Rationale**

With necessary resources and funds for professional learning and materials, 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 8/8/2017 to 6/1/2018

***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 8/8/2017 to 6/1/2018

***Evidence of Completion***

Instructional Coach Time Sheets and Logs/VXT Data/Administrative walk through



### Action Step 3 5

Monitor and provide feedback on implementation of identified resources.

**Person Responsible**

Traci Snodgrass

**Schedule**

Daily, from 8/8/2017 to 6/1/2018

***Evidence of Completion***

Title 1 Budget/Sign In Sheets/VXT Data/Administrative walk through

### 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 6/26/2017 to 6/1/2018

***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 6/26/2017 to 6/1/2018

***Evidence of Completion***

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

**G1.B2.S3** Purchase technology tools identified by grade level need assessment and approved by School Leadership Team. 4

 S268600

### **Strategy Rationale**

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

### **Action Step 1** 5

Purchase technology tools identified by grade level needs assessment and approve by School Leadership Team.

#### **Person Responsible**

Mary Speidel

#### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

#### ***Evidence of Completion***

Increase technology integration for standards aligned instruction

### **Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Provide Coaches to help teachers understand the technological integration of the standards.

#### **Person Responsible**

Traci Snodgrass

#### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

#### ***Evidence of Completion***

Increase technology integration for standards-aligned instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Provide technology support to increase effectiveness of technology tools in standards-based instruction.

**Person Responsible**

Mary Speidel

**Schedule**

On 6/1/2018

***Evidence of Completion***

Increase technology integration for standards-aligned instruction

## G1.B3 Lack of Time 2

 B254356

**G1.B3.S1** Provide Professional Learning/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

 S268601

### Strategy Rationale

Providing time for professional learning, Professional Learning Communities, and additional planning for our teachers will increase student achievement. PLCs will use this time for instructional planning focused on the implementation of standards aligned instruction with coherence and equity.

### 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 8/8/2017 to 6/1/2018

#### 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 8/8/2017 to 6/1/2018

#### 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 in ELA, Math or Science, depending on which track they are on.

**Person Responsible**

Mary Speidel

**Schedule**

Monthly, from 8/28/2017 to 4/27/2018

**Evidence of Completion**

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

### Action Step 4 5

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

**Person Responsible**

Traci Snodgrass

**Schedule**

Quarterly, from 8/8/2017 to 6/1/2018

**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 8/8/2017 to 6/1/2018

**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**

Traci Snodgrass

**Schedule**

Monthly, from 8/8/2017 to 6/1/2018

**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 and increase family involvement.

**Person Responsible**

Mary Speidel

**Schedule**

Monthly, from 8/8/2017 to 6/1/2018

**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 8/8/2017 to 6/1/2018

**Evidence of Completion**

SLT meeting minutes

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

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

**Person Responsible**

Mary Speidel

**Schedule**

Monthly, from 8/8/2017 to 6/1/2018

***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
<b>2018</b>					
G1.B2.S1.MA1 M382607	Submit Title 1 budget to determine Title 1 budget completion.	Speidel, Mary	7/14/2017	Title 1 budget approval	7/14/2017 one-time
G1.B2.S1.A1 A358089	Craft a Title 1 budget to meet the needs of our students and teachers.	Speidel, Mary	6/26/2017	Approved Title 1 budget	7/14/2017 annually
G1.B1.S1.MA1 M382597	Track survey report to determine survey completion.	Speidel, Mary	8/7/2017	Survey Report	8/11/2017 daily
G1.B1.S1.A1 A358077	Create a Needs Assessment Survey using Survey Monkey or other survey tools to assess knowledge and...	Speidel, Mary	8/8/2017	Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan	8/11/2017 one-time
G1.B1.S2.MA1 M382602	Track survey report to determine survey completion	Speidel, Mary	8/8/2017	Survey Report	8/11/2017 daily
G1.B1.S2.A1 A358083	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and...	Snodgrass, Traci	8/8/2017	Sign-in sheets, completed surveys	8/11/2017 one-time
G1.MA1 M382617	SIP Progress Monitoring Meeting	Speidel, Mary	11/17/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	11/17/2017 one-time
G1.MA2 M382618	SIP Midyear Review	Speidel, Mary	2/2/2018	Midyear Review in CIMS	2/23/2018 one-time
G1.B3.S1.A3 A358100	Teachers will participate in 8 Early Release Professional Learning Days in which they learn...	Speidel, Mary	8/28/2017	Sign in sheets, administrative walk throughs, coaching observations, and learning walks	4/27/2018 monthly
G1.B1.S1.MA1 M382596	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Speidel, Mary	8/7/2017	Learning walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes	6/1/2018 monthly
G1.B1.S1.MA2 M382598	Academic Coaches provide follow up support to ensure implementation of the Instructional Shifts	Pilgrim, Janet	8/8/2017	Coaching Plan and Notes	6/1/2018 weekly
G1.B1.S1.MA3 M382599	Administrators and SLT conduct Data/ Learning Walks	Speidel, Mary	8/8/2017	Data Walk Collection Tools and Data Grids	6/1/2018 monthly
G1.B1.S1.MA4 M382600	Determine status towards completing action steps 1-6 during monthly SLT Meeting	Speidel, Mary	8/8/2017	SLT Meeting Notes	6/1/2018 monthly
G1.B1.S1.A2 A358078	Provide professional learning on Science #1 based on the Needs Assessment Survey Results	Snodgrass, Traci	9/1/2017	ERPL #1 Sign In Sheets and Completed Calendars	6/1/2018 one-time
G1.B1.S1.A3 A358079	Provide Professional Learning on Science #2 based on the Needs Assessment Survey Results	Snodgrass, Traci	9/1/2017	ERPL #2 Sign In Sheets and Completed Calendars	6/1/2018 one-time
G1.B1.S1.A4 A358080	Provide Professional Learning on Science #3, based on the Needs Assessment Survey Results	Snodgrass, Traci	9/1/2017	ERPL #3 Sign In Sheets and Completed Calendars	6/1/2018 one-time
G1.B1.S1.A5 A358081	Implement the knowledge and skills learned during each Professional Learning Community	Snodgrass, Traci	9/1/2017	Lesson Plans, Student Work Samples	6/1/2018 daily
G1.B1.S1.A6 A358082	Monitor and provide feedback and coaching as needed for each Professional Learning Community	Pilgrim, Janet	9/1/2017	Data Collection Results	6/1/2018 biweekly
G1.B2.S1.MA1 M382606	Discuss the effectiveness of resources gathered and analyze collected data at monthly SLT meetings.	Speidel, Mary	6/26/2017	Data/learning walks, observational notes, lesson plans, VXT data, SLT minutes	6/1/2018 monthly



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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.B2.S1.MA3  M382608	Track PLC minutes for Grade Level Needs Assessments.	Snodgrass, Traci	8/14/2017	PLC minutes	6/1/2018 biweekly
G1.B2.S1.MA4  M382609	Coaches provide follow up support to ensure implementation of resources	Snodgrass, Traci	8/14/2017	Coaching plan and notes.	6/1/2018 weekly
G1.B2.S1.MA5  M382610	Administrators and SLT conduct data/ learning walks	Speidel, Mary	8/14/2017	Data/learning walk collection tools and data grids	6/1/2018 triannually
G1.B2.S1.A2  A358090	School Leadership Team will review Grade Level Needs Assessments and determine resources that will...	Speidel, Mary	8/8/2017	SLT meeting notes and Grade Level Needs Assessments.	6/1/2018 monthly
G1.B2.S1.A3  A358091	Identify resources to assist with instruction across all grade levels and content areas.	Snodgrass, Traci	8/8/2017	Title 1 requisition forms	6/1/2018 monthly
G1.B2.S1.A4  A358092	Provide math intervention teacher as needed for Tier 2 intervention in the lowest quartile and...	Speidel, Mary	8/8/2017	Title 1 Budget/Sign-In sheets/VXT data/ administrative walk-throughs	6/1/2018 monthly
G1.B2.S1.A5  A358093	Monitor and Provide feedback on implementation of identified resources	Snodgrass, Traci	8/8/2017	Title 1 Budget/Sign-In sheets/VXT data/ administrative walk-throughs	6/1/2018 daily
G1.B3.S1.MA1  M382615	School Leadership Team and the School Advisory Council will monitor the effectiveness of extended...	Speidel, Mary	8/8/2017	PLC minutes, SLT minutes, SAC minutes, individual teacher conference notes	6/1/2018 monthly
G1.B3.S1.MA1  M382616	Determine status towards completing action steps 1-7 during monthly SLT	Speidel, Mary	8/8/2017	SLT meeting minutes	6/1/2018 monthly
G1.B3.S1.A1  A358098	Stipend teachers to attend Saturday Effective and Strategic Planning Professional Development...	Speidel, Mary	8/8/2017	PLC time sheets, PLC conference notes, lesson plans, student achievement data, administrative walk through, coaching observations, learning walks	6/1/2018 weekly
G1.B3.S1.A2  A358099	Stipend teachers to attend Extended Weekday Effective and Strategic Planning Professional...	Speidel, Mary	8/8/2017	PLC time sheets, PLC conference notes, lesson plans, student achievement data, administrative walk through, coaching observations, learning walks	6/1/2018 weekly
G1.B3.S1.A4  A358101	Provide teachers with half-day or full day subs quarterly so they may participate in grade level...	Snodgrass, Traci	8/8/2017	Sign in sheets, grade level common lesson plans, administrative walk through, coaching observations, learning walks	6/1/2018 quarterly
G1.B3.S1.A5  A358102	Teachers will participate in professional development sessions during monthly faculty meetings...	Snodgrass, Traci	8/8/2017	Sign in sheets, administrative walk through, coaching observation, learning walks	6/1/2018 monthly
G1.B3.S1.A6  A358103	Teachers will participate in grade level Professional Learning Communities once a month to...	Snodgrass, Traci	8/8/2017	PLC Conference Notes, administrative walk through, coaching observations, learning walks	6/1/2018 monthly
G1.B3.S1.A7  A358104	Teachers will participate in content area Professional Learning Communities once a month to...	Speidel, Mary	8/8/2017	PLC Conference Notes, administrative walk through, coaching observations, learning walks	6/1/2018 monthly
G1.B1.S2.MA1  M382601	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Speidel, Mary	6/26/2017	Learning walks, observational notes, lesson plans, VXT data, SLT minutes	6/1/2018 monthly
G1.B1.S2.MA2  M382603	Coach provides follow up support to ensure implementation of the instructional shifts.	Snodgrass, Traci	8/14/2017	Coaching Plan and NTC Minutes	6/1/2018 weekly
G1.B1.S2.MA3  M382604	Administrators and SLT conduct learning/data walks	Speidel, Mary	8/14/2017	Data walk collection tools, data grids, and analysis forms	6/1/2018 triannually
G1.B1.S2.MA4  M382605	Determine status towards completing action steps 1-6 during monthly SLT meetings.	Speidel, Mary	8/8/2017	SLT meeting minutes	6/1/2018 monthly

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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.A2  A358084	Provide professional learning on ELA: Core Practice #1, based on Needs Assessment Survey results	Snodgrass, Traci	9/1/2017	ERPL #1 Sign In Sheets and Completed Calendars	6/1/2018 one-time
G1.B1.S2.A3  A358085	Provide professional learning on ELA: Core Practice #2, based on Needs Assessment Survey results	Snodgrass, Traci	9/1/2017	ERPL #2 Sign In Sheets and Completed Calendars	6/1/2018 one-time
G1.B1.S2.A4  A358086	Provide professional learning on ELA: Core Practice #3, based on Needs Assessment Survey results	Snodgrass, Traci	9/1/2017	ERPL #3 Sign In Sheets and Completed Calendars	6/1/2018 one-time
G1.B1.S2.A5  A358087	Implement the knowledge and skills learned during each Professional Learning Community	Speidel, Mary	8/14/2017	Lesson Plans, Student Work Samples	6/1/2018 daily
G1.B1.S2.A6  A358088	Monitor and provide feedback and coaching as needed for each Professional Learning Community	Snodgrass, Traci	8/14/2017	Data Collection Results	6/1/2018 weekly
G1.B2.S2.MA1  M382611	Discuss the effectiveness of resources and analyze collected data at monthly SLT meetings.	Speidel, Mary	6/26/2017	Data/learning walks, observational notes, lesson plans, VXT data, SLT minutes	6/1/2018 monthly
G1.B2.S2.MA1  M382612	Determine status towards completing action steps 1-3 during monthly SLT.	Speidel, Mary	6/26/2017	SLT meeting minutes	6/1/2018 monthly
G1.B2.S2.A1  A358094	Purchase resources identified by the Grade Level Needs Assessments and approved by the School...	Speidel, Mary	8/8/2017	SLT meeting notes and Grade Level Needs Assessments	6/1/2018 monthly
G1.B2.S2.A2  A358095	Provide Instructional Coaches to support implementation of instructional resources and...	Speidel, Mary	8/8/2017	Instructional Coach Time Sheets and Logs/VXT Data/Administrative walk through	6/1/2018 daily
G1.B2.S2.A3  A358096	Monitor and provide feedback on implementation of identified resources.	Snodgrass, Traci	8/8/2017	Title 1 Budget/Sign In Sheets/VXT Data/Administrative walk through	6/1/2018 daily
G1.B2.S3.MA1  M382613	Provide technology support to increase effectiveness of technology tools in standards-based...	Speidel, Mary	8/14/2017	Increase technology integration for standards-aligned instruction	6/1/2018 one-time
G1.B2.S3.MA1  M382614	Provide Coaches to help teachers understand the technological integration of the standards.	Snodgrass, Traci	8/14/2017	Increase technology integration for standards-aligned instruction.	6/1/2018 weekly
G1.B2.S3.A1  A358097	Purchase technology tools identified by grade level needs assessment and approve by School...	Speidel, Mary	8/14/2017	Increase technology integration for standards aligned instruction	6/1/2018 monthly
G1.MA3  M382619	State Assessment Results	Speidel, Mary	5/25/2018	Step Zero for 2017-2018 SIP	7/11/2018 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 implements standards aligned instruction based on the instructional shifts with coherence and equity, then achievement will increase for all students across all content areas.

### **G1.B1** Lack of Knowledge

**G1.B1.S1** Provide professional learning on plans for effective instruction in Science and improve implementations of instructional standards. [copy]

#### **PD Opportunity 1**

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

##### **Facilitator**

Janet Pilgrim and Traci Snodgrass

##### **Participants**

All teachers

##### **Schedule**

On 8/11/2017

#### **PD Opportunity 2**

Provide professional learning on Science #1 based on the Needs Assessment Survey Results

##### **Facilitator**

Janet Pilgrim and Traci Snodgrass

##### **Participants**

All Teachers

##### **Schedule**

On 6/1/2018

### PD Opportunity 3

Provide Professional Learning on Science #2 based on the Needs Assessment Survey Results

**Facilitator**

Janet Pilgrim and Traci Snodgrass

**Participants**

All Teachers

**Schedule**

On 6/1/2018

### PD Opportunity 4

Provide Professional Learning on Science #3, based on the Needs Assessment Survey Results

**Facilitator**

Janet Pilgrim/Traci Snodgrass

**Participants**

All Teachers

**Schedule**

On 6/1/2018

**G1.B1.S2** Provide professional learning on developing coherence and implementing standards in ELA, with a focus on writing to improve implementation 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 and Janet Pilgrim

**Participants**

Grade Level Teacher teams and administration

**Schedule**

On 8/11/2017

## **PD Opportunity 2**

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

### **Facilitator**

Traci Snodgrass and Janet Pilgrim

### **Participants**

All teachers

### **Schedule**

On 6/1/2018

## **PD Opportunity 3**

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

### **Facilitator**

Traci Snodgrass and Janet Pilgrim

### **Participants**

All teachers

### **Schedule**

On 6/1/2018

## **PD Opportunity 4**

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

### **Facilitator**

Traci Snodgrass and Janet Pilgrim

### **Participants**

All Teachers

### **Schedule**

On 6/1/2018

## **G1.B2 Lack of Resources**

**G1.B2.S1** Teachers participate in needs assessment discussions during grade level planning time to identify additional resources to implement standards aligned instruction to coherence and equity.

### **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 8/8/2017 to 6/1/2018

## **G1.B3 Lack of Time**

**G1.B3.S1** Provide Professional Learning/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 or full day subs quarterly so they may participate in grade level curriculum planning across the content areas and data analysis.

#### **Facilitator**

Traci Snodgrass and Janet Pilgrim

#### **Participants**

All Teachers

#### **Schedule**

Quarterly, from 8/8/2017 to 6/1/2018

## 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 in Science and analyze the data to develop a Professional Learning Plan.				\$0.00
2	G1.B1.S1.A2	Provide professional learning on Science #1 based on the Needs Assessment Survey Results				\$0.00
3	G1.B1.S1.A3	Provide Professional Learning on Science #2 based on the Needs Assessment Survey Results				\$0.00
4	G1.B1.S1.A4	Provide Professional Learning on Science #3, based on the Needs Assessment Survey Results				\$0.00
5	G1.B1.S1.A5	Implement the knowledge and skills learned during each Professional Learning Community				\$0.00
6	G1.B1.S1.A6	Monitor and provide feedback and coaching as needed for each Professional Learning Community				\$0.00
7	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
8	G1.B1.S2.A2	Provide professional learning on ELA: Core Practice #1, based on Needs Assessment Survey results				\$0.00
9	G1.B1.S2.A3	Provide professional learning on ELA: Core Practice #2, based on Needs Assessment Survey results				\$0.00
10	G1.B1.S2.A4	Provide professional learning on ELA: Core Practice #3, based on Needs Assessment Survey results				\$0.00
11	G1.B1.S2.A5	Implement the knowledge and skills learned during each Professional Learning Community				\$0.00
12	G1.B1.S2.A6	Monitor and provide feedback and coaching as needed for each Professional Learning Community				\$0.00
13	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	2017-18
			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

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			<i>Notes: Technology and site licenses for student programs</i>			
<b>14</b>	<b>G1.B2.S1.A2</b>	<b>School Leadership Team will review Grade Level Needs Assessments and determine resources that will be purchased.</b>				<b>\$64,057.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			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>			
<b>15</b>	<b>G1.B2.S1.A3</b>	<b>Identify resources to assist with instruction across all grade levels and content areas.</b>				<b>\$0.00</b>
<b>16</b>	<b>G1.B2.S1.A4</b>	<b>Provide math intervention teacher as needed for Tier 2 intervention in the lowest quartile and targeted students</b>				<b>\$0.00</b>
<b>17</b>	<b>G1.B2.S1.A5</b>	<b>Monitor and Provide feedback on implementation of identified resources</b>				<b>\$0.00</b>
<b>18</b>	<b>G1.B2.S2.A1</b>	<b>Purchase resources identified by the Grade Level Needs Assessments and approved by the School Leadership Team.</b>				<b>\$0.00</b>
<b>19</b>	<b>G1.B2.S2.A2</b>	<b>Provide Instructional Coaches to support implementation of instructional resources and interventions.</b>				<b>\$0.00</b>
<b>20</b>	<b>G1.B2.S2.A3</b>	<b>Monitor and provide feedback on implementation of identified resources.</b>				<b>\$0.00</b>
<b>21</b>	<b>G1.B2.S3.A1</b>	<b>Purchase technology tools identified by grade level needs assessment and approve by School Leadership Team.</b>				<b>\$0.00</b>
<b>22</b>	<b>G1.B3.S1.A1</b>	<b>Stipend teachers to attend Saturday Effective and Strategic Planning Professional Development Sessions on select Saturdays throughout the school year.</b>				<b>\$0.00</b>
<b>23</b>	<b>G1.B3.S1.A2</b>	<b>Stipend teachers to attend Extended Weekday Effective and Strategic Planning Professional Development Sessions on select weekdays throughout the school year.</b>				<b>\$0.00</b>
<b>24</b>	<b>G1.B3.S1.A3</b>	<b>Teachers will participate in 8 Early Release Professional Learning Days in which they learn effective ways to implement standard aligned instruction in ELA, Math or Science, depending on which track they are on.</b>				<b>\$0.00</b>
<b>25</b>	<b>G1.B3.S1.A4</b>	<b>Provide teachers with half-day or full day subs quarterly so they may participate in grade level curriculum planning across the content areas and data analysis.</b>				<b>\$0.00</b>
<b>26</b>	<b>G1.B3.S1.A5</b>	<b>Teachers will participate in professional development sessions during monthly faculty meetings targeting what effective teachers do to impact student achievement.</b>				<b>\$0.00</b>



27	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
28	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 and increase family involvement.	\$0.00
<b>Total:</b>			<b>\$126,317.00</b>