2013-2014 SCHOOL IMPROVEMENT PLAN

Sugar Mill Elementary School

1101 CHARLES ST

Port Orange, FL 32129

386-756-7130

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	72%

Alternative/ESE Center	Charter School	Minority Rate
No	No	27%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sugar Mill Elementary School

Principal
Janet M. Garzia

School Advisory Council chair
Kimberly Scaccia

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jerry Jackson	Assistant Principal
Christine Baird	Reading Coach
JoElly Ingram	IS TOA
Janet M. Garzia	Principal

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Therese Fitchett, Community Member
Ellen Burns Kidwell, Parent
Matthew Shaw, Parent
Jenifer Linton, Parent/School Board Employee
Jeanne Walker, Parent
Bridget Orey, Parent
Anthony Rees, Parent/Business Partner
Sharon Delamater, Community Member
Anne Marshall, Teacher
Dawn Foster, Teacher
Lynne Tomlinson, Staff Member
Kimberly Scaccia, Teacher
Robert Page, Community Member
Betty South, Community Member

Janet M Garzia, Principal
Jerry Jackson, Assistant Principal
Christie Trope, Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC meets monthly to review the SIP and the strengths and weaknesses of the school. The SAC budget, Title I budget, safety and security concerns, and minutes from the DAC are discussed. In the spring, SAC elections will be held.

Projected use of school improvement funds, including the amount allocated to each project

The SAC approves grants for the students and staff that support the goals of the SIP.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Janet M. Garzia		
Principal	Years as Administrator: 20	Years at Current School: 5

Credentials	Ed. D. - Educational Leadership M. Ed. - Educational Leadership Administration and Supervision B. A. - Elementary Education Certification: School Principal All Levels, Educational Leadership All Levels, Elementary Education 1-6
Performance Record	2012 B School (SME) - (60% R/56% M; 60% R/59% M; 48% R/47% M) 2011 A School (SME) - AYP 97% (76% R/79% M; 79% R/78% M; 74% R/75% M) 2010 B School (SME) - AYP 97% (80% R/82% M; 63% R/65% M; 41% R/64% M) 2009 A School (HHE) - AYP 100% (75% R/73% M; 70% R/78% M; 71% R/73% M) 2008 C School (HHE) - AYP 77% (70% R/62% M; 62% R/65% M; 67% R/74% M) 2007 B School,(HHE) - AYP 85% (69% R/61% M; 73% R /59% M; 65% R/61% M)

Jerry Jackson Jr.		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	B.S. - Exceptional Student Education M. Ed. - Educational Leadership Specialist - Technology Management and Administration Certification: Educational Leadership All Levels, ESE K-12, Elementary Education 1-6
Performance Record	2012 (HHS) - D School (41% R/39% M; 51% R/63% M; 60% R/67% M) 2011 (HHS) - C School, AYP 79% (65% R/57% M; 57% R/51% M; 54% R/71% M) 2010 (HHE)- C School, AYP 74% (64% R/62% M; 60% R/53% M; 52% R/52% M) 2009 (HHE)- A School, AYP 100% (75% R/73% M; 70% R/78% M; 71% R/73% M) 2008 (HHE)- C School, AYP 77% (70% R/62% M; 62% R/65% M; 67% R/74% M) 2007 (HHE)- B School, AYP 85% (69% R/61% M; 73% R /59% M; 65% R/61% M) 2006 (HHE)- C School, AYP 87% (68% R/68% M; 59% R/54% M; 58%/R)

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christine Baird		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	M. Ed. - Educational Leadership B. A. - Elementary Education Certification: ESOL Endorsed	

Performance Record

JoElly Ingram		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Other	
Credentials	M. Ed. Teaching Leadership B.A. Behavioral Science Certification: Elementary Education K-6, ESE K-12	

Performance Record

Classroom Teachers

# of classroom teachers

51

 # receiving effective rating or higher

51, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

, 0%

 # ESOL endorsed

16, 31%

 # reading endorsed

2, 4%

 # with advanced degrees

23, 45%

 # National Board Certified
5, 10%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
15, 29%

 # with 15 or more years of experience
34, 67%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal and Assistant Principal will network with Community and Business Partners.
Administration will serve on the advisory board of the local universities.
Administrative team will provide professional development for the staff for best practices in teaching.
Administrative team will encourage teacher leaders with leadership opportunities.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Partner new teachers with teachers who have consistently received outstanding evaluations and whose students meet or exceed proficiency in all areas. A Peer Assistance Review teacher is assigned to each new teacher to mentor, evaluate, and provide support to develop areas that need growth. An Instructional Support Teacher on Assignment visits the school two days each week to assist teachers in delivering quality instruction.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based MTSS leadership team identifies school based 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 functions of other teams (Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving Process (Problem Identification, Analysis of Problem, Intervention Implementation and Response to intervention) is used as the way of work of all teams and not just for individual student concerns. 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 school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Principal, Assistant Principal, Reading Coach, PST Chairperson, School Psychologist, Guidance Counselor, Social Workers, and Speech Pathologist work together and share responsibilities as a team to implement the MTSS and the SIP. The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student sub-populations. The MTSS is a data-driven framework that seed to find solutions and resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students and school. Building the SIP within the context of MTSS results in the school determining the areas of most significant needs and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

School-based support for MTSS will be provided by the District MTSS Leadership Team. The school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. The leadership team reviews the PST data and student achievement data monthly to identify those students in need of academic and/or behavioral supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The Pinnacle Gradebook provides evidence of performance in core instruction across content areas. Information from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical infrormation regarding student performance in the areas of mathematics, science, and writing. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training). School-based support for MTSS will be provided by the District MTSS Leadership Team. The school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle and Achievement Series will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports in an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Christine Baird, Reading Coach, is the coordinator of the STAR tutoring program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Janet M. Garzia	Principal
Jerry Jackson Jr.	Assistant Principal

Name	Title
Christine Baird	Reading Coach
Samantha Brown	Guidance Counsler
Martha Halcomb	Teacher
Melissa Dirlam	Teacher

How the school-based LLT functions

Our school based Literacy Leadership Team meets at least four times a year. The LLT utilizes data to determine literacy needs at our school. With this information, they create and implement strategies to increase literacy skills.

Major initiatives of the LLT

Parent evenings and activities to increase parental awareness and support of the reading curriculum. Teacher support to implement reading intervention strategies, activities for lower performing students and reading acceleration strategies and activities for higher performing students. Facilitate literacy and writing across all curricular areas through professional development and coaching.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher will have professional development and training on how to use specific reading strategies thats aligned with common core standards.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	60%	No	75%
American Indian		0%		
Asian		0%		
Black/African American	56%	50%	No	60%
Hispanic	71%	26%	No	74%
White	73%	64%	No	76%
English language learners		0%		
Students with disabilities	33%	22%	No	40%
Economically disadvantaged	65%	52%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	167	60%	63%
Students scoring at or above Achievement Level 4	90	32%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	163	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	19	44%	50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	57	65%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	56%	No	72%
American Indian		0%		
Asian		0%		
Black/African American	56%	33%	No	60%
Hispanic	56%	48%	No	60%
White	70%	58%	No	73%
English language learners		0%		
Students with disabilities	47%	26%	No	52%
Economically disadvantaged	61%	49%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	56%	42%
Students scoring at or above Achievement Level 4	81	29%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	95	56%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	44%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	52%	41%
Students scoring at or above Achievement Level 4	31	33%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	250	90%	95%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	26	5%	3%
Students who are not proficient in reading by third grade	45	45%	40%
Students who receive two or more behavior referrals	46	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	5%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To maintain 5 Star School Status by encouraging parent involvement at all school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
90% of our parents will attend three or more parent events during the school year			90%

Goals Summary

G1.   Teachers will utilize effective teaching instruction through higher order questioning techniques. Develop strategies that target Hispanic students in Reading and Black students in Math.

Goals Detail

G1. Teachers will utilize effective teaching instruction through higher order questioning techniques. Develop strategies that target Hispanic students in Reading and Black students in Math.

Targets Supported
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal
- After school tutoring program
- Professional Development
- ISTOA
- Access to a variety of materials
- School Based Teachers
- Master Instructional Strategies
- Bring Your Own Technology (BYOT) and other technology resources (hardware, apps, software, etc.)
- Collaboration through PLC's and with other school and district-wide personnel
- Family Curriculum Nights
- Reading Coach
- Math Intervention Teacher

Targeted Barriers to Achieving the Goal
- Parental knowledge of grade level expectations.
- Availability of the resources to parents, students, and families.
- Student attendance.

Plan to Monitor Progress Toward the Goal

Teachers will implement higher order questioning in all subject areas.

Person or Persons Responsible
Administrators and classroom teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
90% of classroom teachers will implement higher order questioning by the end of March 2014, evidence collected using lesson plans.

Action Plan for Improvement

Problem Solving Key

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

G1. Teachers will utilize effective teaching instruction through higher order questioning techniques. Develop strategies that target Hispanic students in Reading and Black students in Math.

G1.B2 Parental knowledge of grade level expectations.

G1.B2.S1 Family Curriculum Nights

Action Step 1

Grade Level Curriculum

Person or Persons Responsible

Grade level teacher teams and parents

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign-in sheets

Facilitator:

Christine Baird

Participants:

Grade Level Teacher teams and administration

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

Curriculum Night

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

Curriculum Night Lesson Plan

Plan to Monitor Effectiveness of G1.B2.S1

Family participation in Curriculum NIghts

Person or Persons Responsible

Reading Coach and Administrators

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign in Sheets/Walk-Throughs

G1.B2.S2 Parent/Teacher Conferences

Action Step 1

Conference

Person or Persons Responsible

Parents and Teachers

Target Dates or Schedule

At least once a year

Evidence of Completion

Parent Conference Forms

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

Conferences

Person or Persons Responsible

Administration

Target Dates or Schedule

First marking period and throughout the year

Evidence of Completion

Conference forms

Plan to Monitor Effectiveness of G1.B2.S2

Data/Benchmarks for grade levels

Person or Persons Responsible

Administration and/or Reading Coach

Target Dates or Schedule

As scheduled

Evidence of Completion

Conference forms

G1.B3 Availability of the resources to parents, students, and families.

G1.B3.S1 Media Center is available before and after school

Action Step 1

Books, Computers, and parent resources

Person or Persons Responsible

Media Specialist and/or Computer Lab Teacher

Target Dates or Schedule

On school days

Evidence of Completion

Parent sign in sheets

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

Media Center availability

Person or Persons Responsible

Media Specialist and Computer Lab Teacher

Target Dates or Schedule

Daily on school days

Evidence of Completion

Sign in sheets from Media Center

Plan to Monitor Effectiveness of G1.B3.S1

Media Center resources

Person or Persons Responsible

Administration and Media Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in Sheets/Material check out

G1.B3.S2 Reading Coach and School Guidance Counselor are available to meet with parents

Action Step 1

Parent meetings

Person or Persons Responsible

Reading Coach and Guidance Counselor

Target Dates or Schedule

As needed throughout the school year

Evidence of Completion

Conference forms/Newsletter

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Parent conferences

Person or Persons Responsible

Reading Coach and School Guidance Counselor

Target Dates or Schedule

As needed

Evidence of Completion

Conference forms

Plan to Monitor Effectiveness of G1.B3.S2

Parent conferences

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Conference forms

G1.B4 Student attendance.

G1.B4.S1 PST Process

Action Step 1

PST Forms

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

PST documents and attendance record

Plan to Monitor Fidelity of Implementation of G1.B4.S1

PST Interventions

Person or Persons Responsible

PST Chair

Target Dates or Schedule

Throughout the entire school year

Evidence of Completion

PST meetings and documentation

Plan to Monitor Effectiveness of G1.B4.S1

Success of Interventions

Person or Persons Responsible

PST Chair

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Improvement in student attendance

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Under Title I Part A, our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Sugar Mill Elementary include:
*Reading Coach for the purpose of comprehensive staff development
*Math Intervention Teacher to provide interventions for students in need via a push-in model
*Supplemental Tutoring after school
*Supplemental materials and supplies needed to close the achievement gap
*Supplemental funds for ongoing staff development as determined by the results of FCAT data
*Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers
*Parent/Teacher Curriculum Nights so parents can help prepare their children for academic success
Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates, and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
*Academic assistance through credit accrual/recovery, tutoring, and summer school.
*Translation Services for parents/teacher conferences
*Parental support through parent/kid activity nights and workshops on school success.
*Migrant Parent Advisory Council (MPAC)
*Medical Assistance through referrals to outside community agencies
*Food Assistance through referrals to food assistance programs
Title I, Part D

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

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

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

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
Supplemental Academic Instruction (SAI)

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

*Push in Tutoring for Math and Reading
*Science Night
*Curriculum Nights
Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
*Student Mentoring Program
*Crisis Training Program
*Suicide Prevention Instruction
*Anti-Bullying Instruction
*Second Step Social Skills Program
*Anti-Drug/Alcohol Instruction
Nutrition Programs
Sugar Mill Elementary offers a variety of nutrition programs including:
*Free and Reduced Meal Plan
*Wellness Policy School Plan
*Nutrition/Wellness/Health classes incorporated into Physical Education and Science
Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families.
These include:
*Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
*Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
*Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
*Coordinating the services being provided by Head Start with services in elementary schools.
*Providing to the Head Start agency local public school policies, Kindergarten registration, and other relevant information to ease the transition of children and families from Head Start.
Job Training
Sugar Mill Elementary offers students' career awareness opportunities through guest speakers from business and industry and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will utilize effective teaching instruction through higher order questioning techniques. Develop strategies that target Hispanic students in Reading and Black students in Math.

G1.B2 Parental knowledge of grade level expectations.

G1.B2.S1 Family Curriculum Nights

PD Opportunity 1

Grade Level Curriculum

Facilitator

Christine Baird

Participants

Grade Level Teacher teams and administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will utilize effective teaching instruction through higher order questioning techniques. Develop strategies that target Hispanic students in Reading and Black students in Math.	$2,000
	Total	$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I dollars	$2,000	$2,000
Total	$2,000	$2,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will utilize effective teaching instruction through higher order questioning techniques. Develop strategies that target Hispanic students in Reading and Black students in Math.

G1.B2 Parental knowledge of grade level expectations.

G1.B2.S1 Family Curriculum Nights

Action Step 1

Grade Level Curriculum

Resource Type

Personnel

Resource

School-based materials, teachers

Funding Source

Title I dollars

Amount Needed

$2,000