Volusia County Schools

Sugar Mill Elementary School



2020-21 Schoolwide Improvement Plan

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Sugar Mill Elementary School

1101 CHARLES ST, Port Orange, FL 32129

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

Demographics

Principal: Carol Sullo

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (52%) 2016-17: C (52%) 2015-16: C (48%)
2019-20 School Improvement (SI) Info	rmation*
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. Fo	or more information, <u>click here</u> .

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

- 1. have a school grade of D or F
- 2. have a graduation rate of 67% or lower
- 3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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Sugar Mill Elementary School

1101 CHARLES ST, Port Orange, FL 32129

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

School Demographics

School Type and Gr (per MSID I		2019-20 Title I School	Disadvan	DEconomically taged (FRL) Rate ted on Survey 3)
Elementary S PK-5	School	Yes		76%
Primary Servio (per MSID I	• •	Charter School	(Reporte	Minority Rate ed as Non-white Survey 2)
K-12 General E	ducation	No		26%
School Grades Histo	ry			
Year	2019-20	2018-19	2017-18	2016-17
Grade	В	В	С	С

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the cooperation of home, school, and community, the Sugar Mill family will provide a warm, caring atmosphere where all children will be challenged to succeed.

Provide the school's vision statement.

Panthers Always Will Succeed

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Speidel, Mary	Principal	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Snodgrass, Traci	Instructional Coach	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Bracciale, Marie	School Counselor	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Whitson, Lianne	Teacher, K-12	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Colucci, Carol	Teacher, K-12	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Bennett, Audra	Teacher, K-12	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Hawver, Deborah	Teacher, ESE	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Cormier, Marina	Teacher, K-12	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Frantz, Amanda	Teacher, K-12	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Marconi, Christa	Teacher, K-12	Provide input to School Improvement Plan and assist in monitoring grade level expectations.

Demographic Information

Principal start date

Wednesday 7/1/2020, Carol Sullo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.

Total number of teacher positions allocated to the school 55

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (52%) 2016-17: C (52%) 2015-16: C (48%)
2019-20 School Improvement (SI) Inf	formation*
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code	e. For more information, click here.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
maicator	K	1	2	3	4	5	6	7	8	9	10	11	12	TOtal
Number of students enrolled	58	84	74	77	78	84	0	0	0	0	0	0	0	455
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	15	0	0	0	0	0	0	0	18

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator		Grade Level													
Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Thursday 8/27/2020

Prior Year - As Reported

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

Indicator	Grade Level														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Number of students enrolled	110	85	93	89	102	103	0	0	0	0	0	0	0	582	
Attendance below 90 percent	22	15	13	15	16	12	0	0	0	0	0	0	0	93	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
Course failure in ELA or Math	0	0	0	1	5	6	0	0	0	0	0	0	0	12	
Level 1 on statewide assessment	0	0	0	6	18	27	0	0	0	0	0	0	0	51	

The number of students with two or more early warning indicators:

Indicator	Grade Level													
mulcator	K	1	2	3	4	5	6	7	8	9	10	11	12	TOLAI
Students with two or more indicators	0	0	0	1	11	10	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator					Gra	ade L	eve	el						Total
Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	110	85	93	89	102	103	0	0	0	0	0	0	0	582
Attendance below 90 percent	22	15	13	15	16	12	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	1	5	6	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	6	18	27	0	0	0	0	0	0	0	51

The number of students with two or more early warning indicators:

Indicator						Gra	de	Lev	el					Total
mulcator	K	1	2	3	4	5	6	7	8	9	10	11	12	TOtal
Students with two or more indicators	0	0	0	1	11	10	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator						Gr	ade	e Le	eve					Total
Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Sahaal Crada Companant		2019			2018	
School Grade Component	School	District	State	School	District	State
ELA Achievement	61%	56%	57%	58%	55%	55%
ELA Learning Gains	64%	56%	58%	53%	53%	57%
ELA Lowest 25th Percentile	57%	46%	53%	47%	44%	52%
Math Achievement	61%	59%	63%	65%	62%	61%
Math Learning Gains	67%	56%	62%	55%	58%	61%
Math Lowest 25th Percentile	53%	43%	51%	36%	47%	51%
Science Achievement	56%	57%	53%	48%	59%	51%

	EWS Indi	cators as	Input Ea	rlier in th	e Survey		
Indicator		Grade	Level (pri	or year re	ported)		Total
indicator	K	1	2	3	4	5	TOLAI
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

			ELA			
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
03	2019	64%	58%	6%	58%	6%
	2018	59%	56%	3%	57%	2%
Same Grade C	omparison	5%				
Cohort Com	parison					
04	2019	62%	54%	8%	58%	4%
	2018	58%	54%	4%	56%	2%
Same Grade C	omparison	4%				
Cohort Com	parison	3%				
05	2019	54%	54%	0%	56%	-2%
	2018	60%	51%	9%	55%	5%
Same Grade C	omparison	-6%				
Cohort Com	parison	-4%				

			MATH			
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
03	2019	57%	60%	-3%	62%	-5%
	2018	62%	58%	4%	62%	0%
Same Grade C	omparison	-5%				
Cohort Com	parison					
04	2019	71%	59%	12%	64%	7%
	2018	65%	60%	5%	62%	3%
Same Grade C	omparison	6%				
Cohort Com	parison	9%				
05	2019	54%	54%	0%	60%	-6%
	2018	64%	57%	7%	61%	3%
Same Grade C	omparison	-10%			•	
Cohort Com	parison	-11%				

			SCIENCE			
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
05	2019	55%	56%	-1%	53%	2%

			SCIENCE			
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
	2018	69%	56%	13%	55%	14%
Same Grade C	omparison	-14%				
Cohort Com	parison					

Subgroup Data

		2019	SCHO	DL GRAD	E COMF	PONENT	S BY SI	JBGRO	UPS		
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	38	46	28	54	50	11				
ELL	43			43							
BLK	30	43	30	27	38	36	17				
HSP	50	60		50	55		38				
MUL	70			60							
WHT	65	66	66	66	71	66	64				
FRL	55	59	51	55	59	45	47				
		2018	SCHO	OL GRAD	E COMP	PONENT	S BY SI	JBGRO	UPS		
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	35	20	29	16	5	37				
BLK	30	38		36	24						
HSP	53	41		53	45						
MUL	64			73							
WHT	65	52	26	71	63	31	73				
FRL	53	46	26	61	53	30	65				
		2017	SCHO	OL GRAD	E COMP	PONENT	S BY SI	JBGRO	UPS		
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	29	31	38	45	25	20				
BLK	54	60		42	27						
HSP	48	35	20	52	47						
MUL	60	62		60	54		50				
WHT	59	54	55	70	60	37	52				
FRL	50	51	45	59	52	36	40				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consequitive Veers English Language Lagrage Cubarrana Dalam 200/	0
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Number of Consecutive Years English Language Learners Subgroup Below 32% Native American Students	U
	0
Native American Students	N/A
Native American Students Federal Index - Native American Students	
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year?	N/A
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32%	N/A
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students	N/A
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students	N/A 0
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students Asian Students Subgroup Below 41% in the Current Year?	N/A 0
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students Asian Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Asian Students Subgroup Below 32%	N/A 0
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students Asian Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Asian Students Subgroup Below 32% Black/African American Students	N/A 0 N/A 0
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students Asian Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Asian Students Subgroup Below 32% Black/African American Students Federal Index - Black/African American Students	N/A 0 N/A 0
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students Asian Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Asian Students Subgroup Below 32% Black/African American Students Federal Index - Black/African American Students Black/African American Students Black/African American Students Black/African American Students	N/A 0 N/A 0 32 YES
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students Asian Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Asian Students Subgroup Below 32% Black/African American Students Federal Index - Black/African American Students Black/African American Students Black/African American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Black/African American Students Subgroup Below 32%	N/A 0 N/A 0 32 YES
Native American Students Federal Index - Native American Students Native American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Native American Students Subgroup Below 32% Asian Students Federal Index - Asian Students Asian Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Asian Students Subgroup Below 32% Black/African American Students Federal Index - Black/African American Students Black/African American Students Subgroup Below 41% in the Current Year? Number of Consecutive Years Black/African American Students Subgroup Below 32% Hispanic Students	N/A 0 N/A 0 32 YES 0

Multiracial Students				
Federal Index - Multiracial Students				
Multiracial Students Subgroup Below 41% in the Current Year?				
Number of Consecutive Years Multiracial Students Subgroup Below 32%				
Pacific Islander Students				
Federal Index - Pacific Islander Students				
Pacific Islander Students Subgroup Below 41% in the Current Year?				
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%				
White Students				
Federal Index - White Students				
Federal Index - White Students	66			
Federal Index - White Students White Students Subgroup Below 41% in the Current Year?	66 NO			
White Students Subgroup Below 41% in the Current Year?	NO			
White Students Subgroup Below 41% in the Current Year? Number of Consecutive Years White Students Subgroup Below 32%	NO			
White Students Subgroup Below 41% in the Current Year? Number of Consecutive Years White Students Subgroup Below 32% Economically Disadvantaged Students	NO 0			

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance Math Lowest 25th Percentile with 53%. The contributing factor to that was that the teachers were not doing small group instruction with those students who needed support with the standards they have not mastered.

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

The data component that showed the greatest decline from the prior year was Science Achievement with a 13% drop from the previous year (69% in 2018 and a 56% in 2019). The factors that contributed to this decline was that the 3rd and 4th grade standards had not been mastered by our 5th grade students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Math Achievement. The contributing factor to this gap was that the teachers wwere not doing small group insturction with those students who needed support with the standards they have not mastered.

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

The data component that showed the most improvement was the ELA Lowest 25th Percentile with +28%. The new actions that we took were small group instruction, writing intervention (Being A Writer), and Sugar Mill Writes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

- 1. Attendance
- 2. Science

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

- 1. Science
- 2. ELA Achievement
- Math Lowest 25th Percentile

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and

ELA: reading and writing standards that progress together with the use of accompanying text for writing that embeds four strands: Foundations, Reading, Communication, and Vocabulary. This was identified as a critical need from the data reviewed in the area of

Rationale: ELA Achievement.

Measurable Outcome:

The measureable outcome will be that Sugar Mill Elementary plans to increase ELA

achievement from 61% to 65% in 2020-2021.

Person responsible

for Mary Speidel (mspeidel@volusia.k12.fl.us)

monitoring outcome:

Evidencebased

The evidence-based strategy being implemented at Sugar Mill Elementary for the Area of

Strategy: Focus will be Small Group Instruction in ELA.

Rationale for

Evidence- The rational for selecting this specific strategey is that Small Group Instruction has a .47

based effective size according to John Hattie **Strategy:**

Action Steps to Implement

*Facilitate Differentailted PL on Standards Aligned Instruction

*Administer i-Ready Disgnostic to establish baseline data

*Conduct monthly data chats focused on reviewing student groupings and planning for interventions/ enrichment

*Conduct collaborative planning sessions focused on developing teacher knowledge and skills in standards-based instruction

*Purchase additional resources to supplement Stardards Aligned Instruction

*Hold intermittent Parent/Curriculum Nights on campus and at off-site locations

*Conduct learning walks with teachers and provide feedback

Person Responsible

Mary Speidel (mspeidel@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and

Science: Next Genereation Sunshine State Standards that are aligned to the specific course content. This was identified as a critical need from the data reviewed due to the fact that we went from 69% in 2018 to 56% in 2019. That was a 13% drop in our 5th Grade Science scores.

Rationale: Measurable

Outcome:

The measureable outcome will be that Sugar Mill Elementary plans to increase Science achievement from 56% to 61% in 2020-2021.

Person responsible

for Mary Speidel (mspeidel@volusia.k12.fl.us)

monitoring outcome:

Evidence-

The evidence-based strategy being implemented at Sugar Mill Elementary for the Area of Focus will be Standards Based Instruction in Science.

based Strategy:

Rationale for Evidence-

The rational for selecting this specific strategey is that Standards Based Instruction has a 1.79 effective size according to John Hattie.

Strategy:

based

Action Steps to Implement

*Facilitate Differentailted PL on Standards Aligned Instruction

Person Responsible

Mary Speidel (mspeidel@volusia.k12.fl.us)

^{*}Conduct monthly data chats focused on reviewing student groupings and planning for interventions/ enrichment

^{*}Conduct collaborative planning sessions focused on developing teacher knowledge and skills in standards-based instruction

^{*}Purchase additional resources to supplement Stardards Aligned Instruction

^{*}Hold intermittent Parent/Curriculum NIghts on campus and at off-site locations

^{*}Conduct learning walks with teachers and provide feedback

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale:

Hold all student to high academic standards; prepare all students for success in college and career; guarantee that steps are taken to help students and their schools improve; and hold schools accountable for student outcomes. This was identified as a critical need from the data reviewed for our Black/African American and Students with Disabilities.

The measureable outcome will be that Sugar Mill Elementary plans to increase:

SWD Subgroup:

ELA LG 25% from 46% to 50% in 2020-2021 **Measurable** Math LG 25% from 50% to 54% in 2020-2021

Outcome:

BLK Subgroup:

ELA LG 25% from 30% to 34% in 2020-2021 Math LG 25% from 36% to 40% in 2020-2021

Person responsible

for Mary Speidel (mspeidel@volusia.k12.fl.us)

monitoring outcome:

*Conduct monthyl data chats focused on reviewing student grouping and planning for

intervention/enrichment

Evidencebased Strategy: *Facilitate Differentailted PL on Standards Aligned Instruction *Administer i-Ready Disgnostic to establish baseline data

*Conduct collaborative planning sessions focused on developing teacher knowledge and

skills in standards-based instruction

Rationale

for Evidencebased The rational for selecting this specific strategey is that Standards Based Instruction has a .77 for Students with Learning Needs and .52 for Students with Social Economic Status

according to John Hattie.

Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale:

Math: standards the progress together within the following 5 domains; Number Sense and Operations, Fractions, Algebraic Reasoning, Measurement, Geometric Reasoning, Data Analysis and Probablity. This was identified as a critical need from the data reviewed due to the fact that our Math Lowest 25th Percentile in (3-5) is 53%.

Measurable Outcome:

The measureable outcome is that Sugar Mill Elementary plans to increase the Math Lowest 25% Percentile from 53% to 60% in 2020-2021.

Outcome:

Person responsible

responsible

for Mary Speidel (mspeidel@volusia.k12.fl.us)

monitoring outcome:

Evidencebased

The evidence-based strategy being implemented at Sugar Mill Elementary for the Area of Focus will be Small Group Instruction in Math.

Strategy: Rationale

for

Evidencebased Strategy: The rational for selecting this specific strategey is that Small Group Instruction has a .47

effective size according to John Hattie.

Action Steps to Implement

- *Facilitate Differentailted PL on Standards Aligned Instruction
- *Administer i-Ready Disgnostic to establish baseline data
- *Conduct monthly data chats focused on reviewing student groupings and planning for interventions/ enrichment
- *Conduct collaborative planning sessions focused on developing teacher knowledge and skills in standards-based instruction
- *Purchase additional resources to supplement Stardards Aligned Instruction
- *Hold intermittent Parent/Curriculum NIghts on campus and at off-site locations
- *Conduct learning walks with teachers and provide feedback

Person

Responsible

Mary Speidel (mspeidel@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will have full day planning days for each grade level each 9 weeks. Our focus will be to look at the data ad the lower 25% quartile students in the area of ELA/Math/Science using i-Ready Date and District assessemtns.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Sugar Mill Elementary School builds and sustains partnerships with the local community by holding the following events: * Meet the Teacher- Information from various extended day providers will share information via social media, the school website and weekly communication from administration. * Open House- PTA will virtually promote membership amongst parents, grandparents, business partners and community members. Volunteers and Business Partners will share information via social media, the school website and weekly communication from administration. * Volunteer/Business Partner Appreciation Breakfast-Sugar Mill Elementary offers a breakfast to thank all our parents, grandparents, business partners, and community members who have supported our school throughout the school year if CDC guidelines allow. If necessary, virtual celebrations will be held. * Family/Curriculum Nights held on campus and at off-site locations if CDC guidelines allowVolunteers and Business Partners are invited to share information. If necessary, nights will be held virtually.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
	Total:		