Sugar Mill Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 6/16/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 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	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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 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.

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	Position Title	Job Duties and Responsibilities
Figueroa, Laura	Principal	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Kent, Troy	Assistant 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.
Boggs, Dawn-Marie	Administrative Support	Administrative Teacher on Assignment Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Caligiuri, Tammy	School Counselor	Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Foster, Dawn	Instructional Media	Special Area Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Marconi, Christa	Teacher, K-12	Kindergarten Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Whitson, Lianne	Teacher, K-12	1st Grade Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Cutting, Nicole	Teacher, K-12	2nd Grade Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Ramos, Stephanie	Teacher, K-12	3rd Grade Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Bennett, Audra	Teacher, K-12	4th Grade Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.
Flaherty, Sherry	Teacher, K-12	5th Grade Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.

Name	Position Title	Job Duties and Responsibilities
Hawver, Deborah	Teacher, ESE	ESE Instructional Lead Provide input to School Improvement Plan and assist in monitoring grade level expectations.

Demographic Information

Principal start date

Wednesday 6/16/2021, 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

Total number of students enrolled at the school

612

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	85	93	94	94	98	0	0	0	0	0	0	0	559
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	2	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	6	12	4	7	4	0	0	0	0	0	0	0	36

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Monday 8/23/2021

2020-21 - As Reported

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	
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													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
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													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
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	

2020-21 - Updated

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**	
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													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
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													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	56%	57%	60%	55%	56%
ELA Learning Gains				64%	56%	58%	50%	51%	55%
ELA Lowest 25th Percentile				57%	46%	53%	29%	39%	48%
Math Achievement				61%	59%	63%	66%	60%	62%
Math Learning Gains				67%	56%	62%	57%	54%	59%
Math Lowest 25th Percentile				53%	43%	51%	32%	40%	47%
Science Achievement				56%	57%	53%	69%	58%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	64%	58%	6%	58%	6%
Cohort Comparison						
04	2021					
	2019	62%	54%	8%	58%	4%
Cohort Comparison		-64%				
05	2021					
	2019	54%	54%	0%	56%	-2%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	60%	-3%	62%	-5%
Cohort Comparison						
04	2021					
	2019	71%	59%	12%	64%	7%
Cohort Comparison		-57%				
05	2021					
	2019	54%	54%	0%	60%	-6%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	56%	-1%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 1- Tool- iReady Diagnostic 1, 2, and 3 ELA/Reading
Grade 2- Tool- iReady Diagnostic 1, 2, and 3 ELA/Reading
Grade 3- Tool- iReady Diagnostic 1, 2, and 3 ELA/Reading
Grade 4- Tool- iReady Diagnostic 1, 2, and 3 ELA/Reading
Grade 5- Tool- iReady Diagnostic 1, 2, and 3 ELA/Reading & Science District Assessments

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	88/20.45%	89/30.34%	98/45.92%
	Economically Disadvantaged	63/12.70%	67/25.37%	69/39.13%
	Students With Disabilities	19/15.79%	20/15%	21/28.57%
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	92/9.78%	86/26.74%	92/44.57%
	Economically Disadvantaged	69/7.25%	64/23.44%	65/35.38%
	Students With Disabilities	18/11.11%	18/22.22%	20/30%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	80/27.5%	74/27.5%	88/53.41%
	Economically Disadvantaged	68/27.94%	67/38.81%	75/52%
	Students With Disabilities	6/16.67%	7/28.57%	8/25%
	English Language Learners	1	1	1
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	80/8.75%	80/31.25%	88/57.95%
	Economically Disadvantaged	69/8.70%	68/27.94%	75/56%
	Students With Disabilities	6/0%	7/14.29%	8/50%
	English Language Learners	1	1	1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	99/53.54%	94/62.77%	101/72.28%
	Economically Disadvantaged	77/46.75%	71/57.75%	78/69.23%
	Students With Disabilities	22/40.91%	21/42.86%	23/39.13%
	English Language Learners	2/50	3/66.67	3/66.67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	96/13.54%	99/35.35%	96/59.38%
	Economically Disadvantaged	74/9.46%	77/28.57%	74/52.70%
	Students With Disabilities	22/13.64%	21/33.33%	21/42.96%
	English Language Learners	2/0%	3/33.33%	3/66.67%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83/31.33%	85/40%	91/47.25%
	Economically Disadvantaged	66/22.73%	65/33.85%	69/42.03%
	Students With Disabilities	24/4.17%	24/4.17%	25/16%
	English Language Learners	1/0%	2/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80/27.5%	85/40%	91/47.25%
	Economically Disadvantaged	62/21%	67/32.84%	66/54.55%
	Students With Disabilities	23/13.04%	25/24%	23/17.39%
	English Language Learners	1/0%	2/0%	3/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	82/34.52%	85/44.57%	88/50.91%
	Economically Disadvantaged	67/34.78%	68/41.89%	67/48.84%
	Students With Disabilities	26/7.14%	28/19.35%	25/25.81%
	English Language Learners	4/50%	5/40%	5/44.44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76/26.32%	92/35.87%	97/52.58%
	Economically Disadvantaged	62/24.19%	75/29.33%	74/47.30%
	Students With Disabilities	24/4.17%	31/12.90%	30/20%
	English Language Learners	3/33.33%	6/16.67%	5/60%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	350/48%	307/69%	172/75%
	Economically Disadvantaged	282/44%	246/67%	131/73%
	Students With Disabilities	101/22%	93/64%	48/55%
	English Language Learners	18/50%	17/60%	11/60%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	36	46	25	21	23	29				
BLK	22	55		13	17		20				
HSP	69			65							
WHT	63	61		66	51		63				
FRL	54	51	44	54	47	19	59				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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							

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	65	66	66	66	71	66	64				
FRL	55	59	51	55	59	45	47				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
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	
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
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
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component showed that Math LQ (18%) and ESSA subgroups performed lower than 41%. The contributing factor to that was the lack of differentiated small group instruction based on data from iReady and District Assessments,

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest data decline was from prior year was lowest 25% in Math. The year prior was 53% and this year was 18%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement was lack of small group instruction and transient students from online to brick and mortar and vice versa. Overall gaps and lack of structured in person instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science overall achievement showed the most inprovement. 56%- 61%

What were the contributing factors to this improvement? What new actions did your school take in this area?

STEM classes added in Special Area in grades 3-5. Data driven instruction based off of District Assessment. Progress monitoring of all 5th grade students.

What strategies will need to be implemented in order to accelerate learning?

Small group/Invention instruction, attendance iniatives, and progress monitoring of lowest quartile students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1:1 teacher data chats with administrators, PLCs with a focus on data driven instruction, and professional learning on teacher clarity and interpreting data.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District learning walks, PLCs, Grade level meetings, implementation of intervention and small group instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Data from 2020-21 school year reflected a significant decrease in lowest quartile percentage. The deficit was 35 percentage points. Learning gains percentage= 46% and Profiency was 61%.
Measurable Outcome:	The measurable outcome will be that Sugar Mill Elementary plans to increase Math LQ Achievment from 18% to 40-50%, learing gains from 46% to 50-55%, and overall math profiency stay at 61% or increases.
Monitoring:	Area of focus will be monitored by administration ,district specialists, and instructional coach through classroom observations, small group/intervention instruction, professional development, and PLCs focusing on support during the planning process.
Person responsible for monitoring outcome:	Laura Figueroa (lfiguero@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence- based strategy being inplemented at SME for the Area of Focus will be small group instruction/intervention.
Rationale for Evidence-based Strategy:	Small group instruction has a .47 effective size according to John Hattie. Teacher will use data to form small groups aligned to identified student needs and ensuring that the resources and tasks are aligned to the specific needs of the small group.

Action Steps to Implement

Intervention/Small Group Instruction- Teacher will use data to form small groups aligned to identified student needs and ensuring that the resources and tasks are aligned to the specific needs of the small group.

Person Responsible	Laura Figueroa (lfiguero@volusia.k12.fl.us)

Use of Math Manipulatives- tactile learners will be able to solve problems in different ways. The use of manipulatives daily can help students connect ideas and integrate their knowledge so that they gain a deep understanding of mathematical concepts.

Person Responsible	Traci Snodgrass (tmsnodgr@volusia.k12.fl.us)

Professional Learning Days- PDs on how to implement data driven instruction in small groups and interpretation of class specific data. Learning walks with the district and school personnel using a guiding tool to address specific needs and provide immediate feedback for immediate implementation. Teachers will also have 1 grade level planning day per quarter to review data to hone in on specific lessons and interventions.

Person Responsible	Laura Figueroa (lfiguero@volusia.k12.fl.us)

Use of curriculum maps and pacing guides for implementation of lessons daily. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Monitored through learning walk feedback and PLCs.

Person Responsible	Laura Figueroa (lfiguero@volusia.k12.fl.us)

Teacher/Administration Data Chats to review class specific data and create a plan for intervention and/or instruction. Teachers will meet individually with administration meet to discuss class data and create next steps for implementation of interventions and teaching strategies.

Person Responsible   Laura Figueroa (lfiguero@volusia.k12.fl.us)

PD on Teacher Clarity and follow up in classrooms- making sure teachers understand school wide and district wide academic goals and improvement plans to guide their instruction. Monitoring will be through learning walk feedback and PLCs on planning/implementing small group instruction. Learning targets and success critieria posted and utilized by students throuhout the lesson in classrooms demonstrating undertanding of content.

Person Responsible   Laura Figueroa (lfiguero@volusia.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	During the 2020-21 school year, Sugar Mill Elementary had 93 students that had 25 or more absences which= 17%.
Measurable Outcome:	Distinguish quarantines from unexcused absences. Minimize student and teacher absences and tardies by 5%. There will be a monthly school wide attendance initiative for students. We will provide incentives for quarterly teacher attendance as well.
Monitoring:	Monthly attendance intiatives, teacher monitoring and parent contact made by administration and teachers. Implementation of League of Mentors with at risk students. The guidance counselor will monitor iniatives and track data for student attendance.
Person responsible for monitoring outcome:	Tammy Caligiuri (tlcaligi@volusia.k12.fl.us)
Evidence-based Strategy:	School attendance plays an integral role in student achievement. SME will implement a mentoring program to target specific students with excessive tardies/absences. There wil also be an attendance initiative with student recogition monthly and teacher recognition quarterly.
Rationale for Evidence-based Strategy:	Attendance was specified as an area of focus due to high percentages of unexcused absences and tardies during the 2020-21 school year.

Action Steps to Implement

PST Process- monitoring the students attendance if it is an area of concern.

Person Responsible	Tammy Caligiuri (tlcaligi@volusia.k12.fl.us)

Parent Teacher Conferences- After 10 absences, teacher makes contact with parent to address concern.

Person Responsible	Troy Kent (takent@volusia.k12.fl.us)

League of Mentors Initiative- Teachers and administration complete a district training and mentor identifed students on campus for a minimum of 20 minutes per week.

Person Responsible	Tammy Caligiuri (tlcaligi@volusia.k12.fl.us)

Attendance Initiative- school-based attnedance initiative facilitated by guidance counselor and social worker. All stakeholders will recieve PD prior to implementation of initiative.
Each grade level will recieve a monthly prize for best attendance.
Students incentives monthly, i.e- pencils, certificates and stickers

Person Responsible	Tammy Caligiuri (tlcaligi@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Both ESSA subgroups- SWD and AA scored less than a 41% on the ESSA report card. ESE- LQ= 23%, LG=21%, ACH=27% AA- LQ= 14%, LG= 17%, ACH= 13% All data was pulled from the 2020-21 ESSA report card
Measurable Outcome:	The specific measurable outcome for this area of focus is scoring a 41% or above in each subgroup.
Monitoring:	Learning walks, data chats, progress monitoring by intervention and classroom teachers. PLCs wil also be used to identify students and areas of focus within thier instruction.
Person responsible for monitoring outcome:	Laura Figueroa (lfiguero@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence based strategy implemented will be small group/intervention instruction based on targeted student need through data analysis and data chats, PLCs, and grade level planning.
Rationale for Evidence-based Strategy:	Teacher will use data to form small groups aligned to identified student needs and ensuring that the resources and tasks are aligned to the specific needs of the small group. Teachers will use the Benchmark reading series as well as iReady and formative assessment data.

Action Steps to Implement	

Intervention/Small Group Instruction- Teacher will use data to form small groups aligned to identified student needs and ensuring that the resources and tasks are aligned to the specific needs of the small group.

Person Responsible	Laura Figueroa (lfiguero@volusia.k12.fl.us)

Professional Learning Days- PDs on how to implement data driven instruction in small groups and interpretation of class specific data. Learning walks with the district and school personnel using a guiding tool to address specific needs and provide immediate feedback for immediate implementation. Teachers will also have 1 grade level planning day per quarter to review data to hone in on specific lessons and interventions. Professional Learning Days- PDs on how to implement data driven instruction in small groups and interpretation of class specific data.

Person Responsible	Laura Figueroa (lfiguero@volusia.k12.fl.us)

PD on Teacher Clarity and follow up in classrooms- making sure teachers understand school wide and district wide academic goals and improvement plans to guide their instruction. Monitoring will be through learning walk feedback and PLCs on planning/implementing small group instruction. Learning targets and success critieria posted and utilized by students throuhout the lesson in classrooms demonstrating undertanding of content.

Person Responsible	Laura Figueroa (lfiguero@volusia.k12.fl.us)

Teacher/Administration Data Chats to review class specific data and create a plan for intervention and/or instruction. Teachers will meet individually with administration meet to discuss class data and create next steps for implementation of interventions and teaching strategies .

Person Responsible	Laura Figueroa (lfiguero@volusia.k12.fl.us)

Use of curriculum maps and pacing guides for implementation of lessons daily. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level.

Person Responsible	Traci Snodgrass (tmsnodgr@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We had a total of 74 referrals out of 455 students. Many of these referrals were repeated numerous times by the same student with the same display of behavior. Since the number exceeds the state percentage of 10%, the area of concern is one student receiving over 20 referrals which makes up 27% of school wide referrals. We use these referrals as documentation for students that are going through PST and outside agencies. Although this process is a benefit for parents, the PST process and outside agencies when identifiying and areas of concern with behavior of a student, it can also raise the number of referrals school wide. This can be inaccurate discipline data when looking at this number and percentage in EWS system as whole school data. We can reduce the amount of referrals by using the other ways of documentation for certain students with excessive referrals. Also, supporting teachers with PBIS strategies and interventions to use in their classrooms. The school community also uses a school wide PBIS program to set clear expectations for behavior on campus.

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.

Sugar Mill Elementary works diligently to build a culture conducive to a productive learning environment and positive relationships. Our school sponsors meetings such as PTA and SAC, allow our parents the opportunity to help with the decision-making of the school's operations. At the start of the school year, families were invited to meet the teacher virtually due to Covid restrictions. PTA was available to

provide parents information regarding parent involvement opportunities and membership. They provide many family involvment activities throughout the year such as Trunk or Treating and the Color Run. The school also provides a Parent Handbook regarding procedures and policies. Sugar Mill's events such as Open House, Literacy Night, Math Night, and Science Night, are developed to provide our parents knowledge and support throughout the school year. For example, Open House allows parents to meet teachers, learn about curriculum, and classroom
expectations for each teacher. Our Literacy, Math, and Science Nights help provide the parent knowledge and support to assist their child at home with academics. Sugar Mill utilizes many forms of communication with the parents. To help provide parents information concerning the school-wide events and student activities, the school communicates via Connect Ed messages, in-school conferences, student planners, school marquee, school newsletters, parent flyers, Facebook, Twitter, and the school website. These various ways are how Sugar Mill Elementary ensures our parents are included in building a positive environment and culture for the school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school has a coordinator to help establish and maintain community partnerships. The school builds and sustains partnerships with the local community through actively participating in community events. The principal and administration along with the School Improvement Team has established a partnership with local businesses to share information about school programs and accomplishments. Our local elected officials and police officers participate in school and community events.
Throughout the year, students are engaged in various school and commnity activities. Students are provided the
opportunity and encouraged to implement their new learning experiences in their daily routines.
Sugar Mill Elementary School builds and sustains partnerships with the local community by holding the following events: Meet the Teacher- info from various extended day providers will share information via social media, school website, and weekly communication from administration. Open House-PTA will promote membership among parents, grandparents, business partners and community members.Business Partners will share information via social media, the school website, and weekly communication from administration. Volunteer/Business Partner Appreciation Breakfast- SME offers a breakfast to thank all business partners, and community members who support our school throughout the year if CDC guidelines allow. Family Curriculum Nights and other PTA school wide events occur and business partners are invited to share information as well. These events are attended by all stakeholders in the school community including the administration, staff, and their families.