Sugar Mill Elementary School

2014-15 School Improvement Plan

Sugar Mill Elementary School

1101 CHARLES ST, Port Orange, FL 32129

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	72%

Alternative/ESE Center	Charter School	Minority
No	No	27%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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.
Our stakeholders will be reviewing and updating our mission statement this year.

Provide the school's vision 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.
Our stakeholders will be reviewing and updating our vision statement this year.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers communicate with parents through events such as parent/teacher conferences, open house, meet the teacher, and curriculum nights to learn about student's cultures and build relationships with families. Teachers respond to the unique cultures of students by providing learning opportunities in the classroom.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers are assigned to a designated area for supervision before and after school. Breakfast is provided for all students with proper supervision. Students are taught to report any concerns to an adult on campus or if they want to remain anonymous, they can submit a concern in writing to a box in a central location on campus. An after-school care program is available to all students with trained group leaders. Visitors all sign in/out through the main office and are required to wear an ID badge while on campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The faculty reviews the school and district code of conduct with every student at the beginning of the year. Periodic grade level assemblies provide ongoing reinforcement of behavior expectations. Classroom guidance lessons provided by the school counselor also reinforce positive behaviors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School Counselor uses the Second Step curriculum for guidance lessons. The counselor is available to meet with parents and students as needed. Anti-bullying lessons and suicide prevention lessons are conducted at grade levels as appropriate. Community mentors are available for and assigned to targeted students. The school nurse assists with services such as vision and dental care for students in need. Community partnerships provide school supplies, shoes, clothing, meals, etc. to families identified with a particular need.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/188636.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The business partnership coordinator and leadership team contact local businesses for the purpose of forming partnerships with the school to support student achievement. Throughout the year, business partners are invited to various school events to witness their impact on student achievement. We have received grants from Lowe's and Target which help support our programs for students.

Effective Leadership

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

School Leadership Team

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

Name	Title
Garzia, Janet	Principal
Jackson, Jerry	Assistant Principal
Halcomb, Martha	Instructional Coach
Scaccia, Kimberly	Teacher, K-12
Lisi, Diane	Teacher, K-12
Spencer, Michelle	Teacher, K-12
Woell, Jordan	Teacher, K-12
Weeks, Linda	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal, Assistant Principal, Academic Coach, PST Chairperson, School Psychologist, School Counselor, and Academic Leadership Team members 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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The 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.
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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ellen Burns Kidwell	Parent
Matthew Shaw	Parent
Jenifer Linton	Teacher
Jeanne Walker	Parent
Bridget Orey	Parent
Kimberly Scaccia	Teacher
Anne Marshall	Teacher
Christie Trope	Parent
Janet Garzia	Principal
Sharon Delamater	Business/Community
Lynn Tomlinson	Education Support Employee
Dawn Foster	Teacher
Amy Haas	Parent
Jerry Jackson	Principal
Kathleen Gonzalez	Parent
Lisa Magni-Wellman	Parent
Lori Piper	Parent
Pete Spallone	Parent
Linda Schultz	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council will evaluate last year's school improvement plan and compare the plan to data collected from the 2014 state assessments.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

A budget committee comprised of faculty and staff from all departments will determine the budget plan based on state and district funds. Committee members solicit feedback from all stakeholders before voting on the budget plan for the 2014-2015 school year.

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

The SAC reviews and approves mini-grant applications for the students and staff that support the goals of the SIP.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Garzia, Janet	Principal
Jackson, Jerry	Assistant Principal
Halcomb, Martha	Instructional Coach
Scaccia, Kimberly	Teacher, K-12
Snodgrass, Traci	Teacher, PreK
Lisi, Diane	Teacher, K-12
Spencer, Michelle	Teacher, K-12
Weeks, Linda	Teacher, ESE
Woell, Jordan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT monitors and provides support for planning and implementation of the Florida State Standards. Parent evenings and activities to increase parental awareness and support of the reading curriculum are held. The LLT provides teacher support to implement reading intervention strategies, activities for lower performing students and reading acceleration strategies and activities for higher performing students. Professional development and coaching facilitate literacy and writing across all curricular areas.

Public and Collaborative Teaching

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

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

Common planning time is provided for all grade level/departments within the master schedule. One day each week grade levels/departments have an extended special area time to meet in a Professional Learning Community. Professional Learning Community provide teachers time for additional planning and data analysis. Also full inclusion teachers meet for monthly collaboration meetings between ESE and general education teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Principal and Assistant Principal network with Community and Business Partners. Administrators serve on the advisory board of the local universities. The Administrative team provides professional development for the staff for best practices in teaching.
Teachers new to Sugar Mill and beginning teachers are partnered with an existing teacher to provide a

"buddy" teacher. Beginning teachers are provided time to observe peer who demonstrate best practice in teaching. The Administrative team encourages teacher leaders with leadership opportunities. Administrators and teacher leaders attend the Job Fair to recruit highly qualified teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school partners 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The academic leadership team and the teachers collaborate during instructional planning and PLC meetings on the most effective ways to use the curriculum maps provided by the county to guide their instruction. In addition to county adopted text books, the curriculum maps provide teachers with a variety of researched-based resources and materials that are aligned with the Florida's standards. Teachers are encouraged to use CPALMS and the Florida DOE test item specification and assessment documents.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our faculty uses data to provide and differentiate instruction for all students in various ways. The faculty and leadership team were trained in the Kagan Structure style of cooperative learning. They utilize the gradual release model and move students through the process in a way that supports movement into the proficient or advanced level on state assessments. Teachers incorporate close reading lessons into their engaging, rigorous, and relevant literacy block. Sugar Mill has incorporated the full-inclusion model for our ESE students. Students who were previously placed in self-contained ESE classrooms are now placed into general education classrooms with support facilitation. Finally, after reviewing the data from state assessments, we expanded our blended learning curriculum to include six classrooms in grades 3-5. SIPPS is used for differentiated instruction in phonics in grades K-2. Math intervention is provided for students in grades 3-5 who need additional support to close their gaps. All teachers progress monitor students on a regular basis.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,800

Utilizing research-based software (I-Ready), targeted students will receive tutoring through the STAR program. Students are selected based on need and receive direct support from a certified teacher tutor in a 2:1 ratio. Students spend 30 minutes on the computer program, completing prescribed activities and 30 minutes in an individualized tutoring session with the teacher tutor.

Strategy Rationale

To close learning gaps in either reading or math

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Halcomb, Martha, mshalcom@volusia.k12.fl.us

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

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

Strategy: Summer Program

Minutes added to school year: 480

Summer Media Program

Strategy Rationale

To improve reading skills and involve parents in the reading process

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garzia, Janet, jmgarzia@volusia.k12.fl.us

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

Sign in sheets from the weekly media summer program and review of students' reading scores throughout the year and determine if there is a positive correlation between the two.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These Include:

* Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

* Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Sugar Mill Elementary will increase the effectiveness with which all teachers differentiate standards-based reading instruction on a daily basis.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Sugar Mill Elementary will increase the effectiveness with which all teachers differentiate standards-based reading instruction on a daily basis. 1a

🔑 G040212

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Gains	62.0
FSA - Mathematics - Proficiency Rate	76.0
FCAT 2.0 Science Proficiency	71.0

Resources Available to Support the Goal 2

- After school tutoring program
- Professional Development
- PAR teachers mentoring beginning teachers
- Access to a variety of materials
- School Based Teachers
- Master Instructional Strategies (Kagan, Gradual Release Model)
- 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
- Math Intervention Teacher
- Academic Coach
- Blended Virtual Learning
- Visual and Performing Arts instruction

Targeted Barriers to Achieving the Goal 3

- Insufficient time for collaboration between general education teachers and ESE support facilitation teachers to increase the knowledge of ESE student needs and accommodations; Lack of familiarity with grade level appropriate response-to-text writing strategies.
- Parental knowledge of grade level expectations.

Plan to Monitor Progress Toward G1. 8

Data Analysis

Person Responsible
Janet Garzia

Schedule
Weekly, from 8/29/2014 to 5/29/2015

Evidence of Completion
District, state and teacher created assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Sugar Mill Elementary will increase the effectiveness with which all teachers differentiate standards-based reading instruction on a daily basis. 1

🔑 G040212

G1.B1 Insufficient time for collaboration between general education teachers and ESE support facilitation teachers to increase the knowledge of ESE student needs and accommodations; Lack of familiarity with grade level appropriate response-to-text writing strategies. 2

🔑 B097206

G1.B1.S1 Schedule monthly meetings for the purpose of collaboration between general education teachers and ESE support facilitation teachers and provide professional development for all teachers in grade level appropriate response-to-text writing strategies. 4

🔑 S109068

Strategy Rationale

Opportunities for structured and non-structured communication between general education teachers and ESE support facilitation teachers will maximize effective teaching strategies and student achievement. Professional development in the area of response-to-text strategies will increase teacher knowledge of this new writing assessment and provide research-based techniques for student practice.

Action Step 1 5

Scheduled collaboration and training for general education teachers and support facilitation teachers.

Person Responsible

Jerry Jackson

Schedule

Monthly, from 8/13/2014 to 5/6/2015

Evidence of Completion

Attendance sheets and minutes at each meeting

Action Step 2 5

Provide professional development for all teachers on grade-level appropriate response-to-text writing strategies.

Person Responsible

Martha Halcomb

Schedule

Semiannually, from 9/3/2014 to 4/29/2015

Evidence of Completion

Leadership Team will see evidence of researched-based strategies used in classrooms during walk-through and formal evaluations.

Action Step 3 5

Visual and Performing Arts department will collaborate and participate in responsive communication with classroom teachers as means to better accommodate the needs of all students.

Person Responsible

Janet Garzia

Schedule

Quarterly, from 9/8/2014 to 5/4/2015

Evidence of Completion

Leadership will see evidence of collaboration between general education, ESE, and arts teachers during walk-through and formal evaluations.

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

Classroom observations

Person Responsible

Janet Garzia

Schedule

Quarterly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Lesson plans; Formal and informal observations

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

Analyze Data

Person Responsible

Janet Garzia

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Data from district, state, and teacher created assessments.

G1.B2 Parental knowledge of grade level expectations. `2`

🔑 B097207

G1.B2.S1 Family Curriculum Nights; Parent/teacher conferences `4`

🔑 S108416

Strategy Rationale

Parents experience and gain knowledge of grade level resources, strategies and expectations.

Action Step 1 `5`

Grade Level Curriculum Nights

Person Responsible

Martha Halcomb

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets

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

Curriculum Night; Parent/teacher conferences

Person Responsible

Janet Garzia

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Curriculum Night lesson plans and parent conference forms/logs.

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

Family participation in Curriculum NIghts and parent/teacher conferences

Person Responsible

Janet Garzia

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Sign in Sheets/Walk-Throughs; Parent/teacher conference forms/logs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Grade Level Curriculum Nights	Halcomb, Martha	9/16/2014	Sign-in sheets	5/29/2015 quarterly
G1.B1.S1.A1	Scheduled collaboration and training for general education teachers and support facilitation teachers.	Jackson, Jerry	8/13/2014	Attendance sheets and minutes at each meeting	5/6/2015 monthly
G1.B1.S1.A2	Provide professional development for all teachers on grade-level appropriate response-to-text writing strategies.	Halcomb, Martha	9/3/2014	Leadership Team will see evidence of researched-based strategies used in classrooms during walk-through and formal evaluations.	4/29/2015 semiannually
G1.B1.S1.A3	Visual and Performing Arts department will collaborate and participate in responsive communication with classroom teachers as means to better accommodate the needs of all students.	Garzia, Janet	9/8/2014	Leadership will see evidence of collaboration between general education, ESE, and arts teachers during walk-through and formal evaluations.	5/4/2015 quarterly
G1.MA1	Data Analysis	Garzia, Janet	8/29/2014	District, state and teacher created assessments.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Family participation in Curriculum NIghts and parent/teacher conferences	Garzia, Janet	9/16/2014	Sign in Sheets/Walk-Throughs; Parent/ teacher conference forms/logs.	5/29/2015 quarterly
G1.B2.S1.MA1	Curriculum Night; Parent/teacher conferences	Garzia, Janet	9/16/2014	Curriculum Night lesson plans and parent conference forms/logs.	5/29/2015 quarterly
G1.B1.S1.MA1	Analyze Data	Garzia, Janet	9/19/2014	Data from district, state, and teacher created assessments.	5/29/2015 weekly
G1.B1.S1.MA1	Classroom observations	Garzia, Janet	8/26/2014	Lesson plans; Formal and informal observations	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Sugar Mill Elementary will increase the effectiveness with which all teachers differentiate standards-based reading instruction on a daily basis.

G1.B1 Insufficient time for collaboration between general education teachers and ESE support facilitation teachers to increase the knowledge of ESE student needs and accommodations; Lack of familiarity with grade level appropriate response-to-text writing strategies.

G1.B1.S1 Schedule monthly meetings for the purpose of collaboration between general education teachers and ESE support facilitation teachers and provide professional development for all teachers in grade level appropriate response-to-text writing strategies.

PD Opportunity 1

Provide professional development for all teachers on grade-level appropriate response-to-text writing strategies.

Facilitator

District Writing Coaches

Participants

All teachers

Schedule

Semiannually, from 9/3/2014 to 4/29/2015

Technical Assistance Items

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

G1. Sugar Mill Elementary will increase the effectiveness with which all teachers differentiate standards-based reading instruction on a daily basis.

G1.B1 Insufficient time for collaboration between general education teachers and ESE support facilitation teachers to increase the knowledge of ESE student needs and accommodations; Lack of familiarity with grade level appropriate response-to-text writing strategies.

G1.B1.S1 Schedule monthly meetings for the purpose of collaboration between general education teachers and ESE support facilitation teachers and provide professional development for all teachers in grade level appropriate response-to-text writing strategies.

PD Opportunity 1

Scheduled collaboration and training for general education teachers and support facilitation teachers.

Facilitator

Jerry Jackson

Participants

Full Inclusion Model Teachers

Schedule

Monthly, from 8/13/2014 to 5/6/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Sugar Mill Elementary will increase the effectiveness with which all teachers differentiate standards-based reading instruction on a daily basis.	126,317
Grand Total	**126,317**

Goal 1: Sugar Mill Elementary will increase the effectiveness with which all teachers differentiate standards-based reading instruction on a daily basis.		
Description	**Source**	**Total**
B1.S1.A1 - Math Intervention teacher	Title I Part A	44,562
B1.S1.A1 - Kagan training	Title I Part A	7,998
B1.S1.A1 - Kagan materials	Title I Part A	1,700
B1.S1.A1 - Technology and site licenses for student programs	Title I Part A	8,000
B1.S1.A2 - Academic Coach	Title I Part A	57,675
B1.S1.A2 - Thinking Maps Response to Literature training	Title I Part A	450
B1.S1.A2 - Response to Literature training materials	Title I Part A	2,332
B1.S1.A2 - Substitutes for teachers to attend Response to Literature workshop	Title I Part A	3,600
B1.S1.A2		0
Total Goal 1		**126,317**