

FY21 CAMDEN COUNTY SCHOOLS SCHOOL IMPROVEMENT PLAN

PLEASE COMPLETE AND SUBMIT ALONG WITH YOU ACTION PLANS – SUGARMILL ELEMENTARY SCHOOL

| MET | NOT MET | SCHOOLWIDE COMPONENTS | Implementation Strategies |
|--|---------|---|---|
| <p><i>Analyze the school's data and identify evidence of the following school wide components to determine existing trends and patterns that support the identification of instructional needs. Input from the Comprehensive Needs Assessment (CNA) team shall be considered. The CNA team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement.</i></p> | | | |
| <p align="center">1. Comprehensive Needs Assessment: Sec. 1114(b)(6)</p> | | | |
| | | <p>a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;</p> | <ul style="list-style-type: none"> • Through the Outcome Based Continuous Improvement Process (OBCI) an on-going root cause analysis activity was conducted with leading and lagging data throughout the year in common planning and professional learning communities (PLCs). • Grade level teams participated in weekly collaborative planning sessions during which they examined standards, student products, and aligned instruction/assessment to the standards. • There was an examination of the Pacing Map as it relates to teacher lesson plans. • PLCs met regularly to examine gaps in student learning. • Vertical teams also met to discuss vertical alignment of instruction and assessment and to develop strategies to address needs of all subgroups. • Data was examined in RTI review meetings and strategies were developed to meet the needs of at-risk students in all subgroups. • PBIS data was reviewed monthly to identify critical issues in student discipline and strategize on plans to extinguish behaviors. |

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| 2. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii) | | | |
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| | | a. The school will be implementing to address school needs, including a description of how such strategies will: | |
| | | <p align="center">i. provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;</p> | <ul style="list-style-type: none"> • Regular weekly analysis of student data to identify students’ performance on common assessments, formative assessment and teacher generated assignment. • Through the analysis of the data, students are paired with contract service providers for remediation and scaffolding opportunities. • The schedule for remediation is developed for ELA, Math, Science and Social Studies. • Flexible strategy groups in ELA, math, science, and social studies • Direct instruction to develop reading foundational skills, close reading, comprehension, and writing in ELA • MAP Assessment is administered three times a year to measure students’ growth in writing. The data is drilled down to each subgroup to identify needs for remediation through small group opportunities. • Analysis of formative data to drive instruction in ELA, math, science, and social studies • Goal setting and conferencing in ELA and math |
| | | <p align="center">ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;</p> | <ul style="list-style-type: none"> • Schedules developed to include Tier 1 direct instruction, differentiation (strategy) time based on data specific to each subgroup/student need, and time for independent practice in ELA, math, science, and social studies facilitated by the teacher |

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| | | | <ul style="list-style-type: none"> • Flexible strategy groups in ELA, math, science, and social studies • Direct instruction to develop reading foundations, close reading, comprehension, and writing in ELA • Direct instruction using manipulatives and other strategies to develop math skills and concepts • Analysis of formative data to drive instruction in ELA, math, science, and social studies through the use of daily strategy groups • Goal setting and conferencing in ELA and math • Professional learning and implementation of co-teaching strategies within the collaborative classroom • Professional learning and implementation: Learning Focused Rigorous Learning • Professional learning and implementation for special education teachers: Learning Focused Catching Kids Up • Professional learning and beginning implementation: Balanced Literacy • Professional Learning for second grade teachers: Lucy Calkins Units of Study Opinion, Informational, Narrative Writing • Professional learning: Social studies text resources to align instruction and assessment. |
| | | <p>iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> | <ul style="list-style-type: none"> • The following supports are provided: Early Intervention Program (EIP), Response to Intervention (RTI) , Scheduled differentiation strategy time, |

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| | | | <ul style="list-style-type: none"> • Examination of TKES data, GMAS EOG data, GKIDS data, and locally designed formative and summative assessment data • Title I Interventionist and contracted teachers working to provide services, deliver instruction, monitor progress in ELA and math |
| | | a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; | <p>Wrap around services are provided to students by the following staff to ensure we are supporting the whole child:</p> <ul style="list-style-type: none"> • School Counselor • Military Family Life Counselor • School Social Worker • PBIS/RTI Team • Development of a sensory area and cool down for students with disabilities |
| | | b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); | Not applicable |
| | | c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); | <ul style="list-style-type: none"> • RTI Team to support all three Tiers • PBIS Tier I • Military Family Life Counselor-Tier 2 • School Counselor-Tier 3 |

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| | | d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; | <ul style="list-style-type: none"> The following Professional Learning is provided to staff: Learning Focused Catching Kids Up, Balanced Literacy, Learning Focused Rigorous Learning, Lucy Calkins Units of Study Opinion, Informational, Narrative Writing, Subject Area and Vertically Team Collaboration, PBIS, Applied Behavior Analysis (ABA) The data from student outcomes are used to align instruction and assessment |
| | | e. strategies for assisting preschool children in the transition from early childhood education. | <ul style="list-style-type: none"> PK students participate in activities with the kindergarten class to assist in the transition for the following school year. Based on the opportunity to participate, the PK students will be acclimated to the procedures, practices and expectations. They participate in Breakfast and Lunch at the school. Local day cares/pre-schools/Head Start Programs are offered invitations to come into the school for breakfast/lunch and attend recess. |

| MET | NOT MET | SCHOOLWIDE COMPONENTS | Evidence |
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| 3. Schoolwide Plan Development: Sec. 1114(b)(1-5) | | | |
| | | a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section; | <ul style="list-style-type: none"> The schoolwide plan/School Improvement plan is developed through the OCBI process. Beginning with the Root Cause Analysis there are Performance Reviews that occur three times a year to measure success towards objectives. Collaborative team meetings and vertical professional learning communities. |

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| | | | <ul style="list-style-type: none"> • Ice cream Party is offered to all parents/students in the community who have pre-registered for the fall. Teachers are available to lead a tour of the school and allow parents to see the classrooms. Free centers are open for students to visit. |
| | | <p>b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;</p> | <ul style="list-style-type: none"> • OBCI steps are implemented involving the analysis of leading and lagging data throughout the year with faculty and staff in common planning and PLCs. • School Council meetings are held at which planning takes place. • At the Annual Title I Meeting information is shared with families regarding the operation of the Title I program. • School level Family Engagement Plans are developed and shared with families. Input is provided by the external stakeholders. • To build parent capacity, regular Camden County Collaborative Conference (C4) meetings are conducted. • School-parent compacts are also shared with parents at meetings. • The Title I program is measured through the Title I and School Climate surveys • Parents are invited to provide input on the Family Engagement Plan and the School-Parent Compact. Suggestions are considered and plans are updated as appropriate. |

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| | | <p>c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;</p> | <ul style="list-style-type: none"> • Monitoring and revision of the plan occurs monthly in collaborative meetings and professional learning communities after data review. • Monitoring and revision occurs in Title 1 Stakeholder meetings. • Monitoring of the plan occurs three times a year during “critical issues” meetings with the superintendent and program directors. |
| | | <p>d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> | <ul style="list-style-type: none"> • Stakeholders have access to plans on the school’s website . A hard copy version is made available upon request in the language understandable to the parents. |
| 4. ESSA Requirements to Include in your Schoolwide Plan | | | |
| | | <p>a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)</p> | <ul style="list-style-type: none"> • Each strategy funded with federal funds is researched and the strength of evidence identified (Strong, Moderate, Promising or Logic Model). • The program/intervention/strategy is listed on the system repository and updated as more current studies are made available. • Progress monitoring of strategies on the SIP is completed quarterly and submitted to the Federal Programs Director. |
| | | <p>b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.</p> | <ul style="list-style-type: none"> • Camden County Collaborative Conferences (parent teacher conferences) are held three times each year to review data and offer strategies and resources to parents. • Individual conferences to review data and offer strategies and resources to parents held on an as needed basis. • Title 1 Stakeholder meetings to involve parents in the school’s plan. |

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| | | | <ul style="list-style-type: none"> Implement effective communications with families and the community on Facebook, webpage, newsletters, SchoolMessenger and emails. |
| | | <p>c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—</p> | n/a |
| | | <p>i. through coordination with institutions of higher education, employers, and other local partners; and</p> | <ul style="list-style-type: none"> Business owners and community members offer experiences in their related fields (i.e. School Resource Officers and Naval Officers). |
| | | <p>ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)</p> | <p>School Counselors implement a Career Awareness and Exploration lessons to students.</p> |

Comments: