

**Sugar Creek Elementary School
Title I Schoolwide Plan 2018-19**

Title I schools implementing Schoolwide programs are required to develop Schoolwide Plans in accordance with Section 1114(b) of the Every Student Succeeds Act (ESSA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public;
- Information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The Every Student Succeeds Act (ESSA) requires ten components to be included in the Schoolwide Plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide Plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

Directions/Resources: Complete each of the ten components by following these steps:

- Access the Title I Schoolwide Plan template on the Title I web site:
<https://www2.ed.gov/admins/lead/account/swp.html> and
<https://docs.google.com/document/d/1I-iXnPq09p2EZ-m8f7NkKVwV0tAbet6uD8IIuyXizY/edit?usp=sharing>
- Provide a narrative response that describes how the school has addressed the requirements for each component.
- Input will be sought from the VASD Title 1 Coordinator, VASD Elementary Curriculum Coordinator, VASD K-5 EL Program Coordinator, Sugar Creek Curriculum and Learning Specialist, and Sugar Creek Continuous Improvement Team (CIT).
- Submit finalized plan each Fall to the VASD Title 1 Coordinator and Director of Bilingual Programs and Instructional Equity.

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Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative: At the start of the year our Continuous Improvement Team (CIT) reviewed the district's Five Pillars and needs determined through our assessment data, behavioral data, and Parent and Staff annual survey data, and established four Implementation Teams (ITs): Math, Literacy, PBIS, and Family Engagement. All certified staff joined a team, while honoring their personal interests and the need to spread grade level and team representation across the four ITs, and teacher leaders for each of the ITs were recruited and supported in their roles.

Each IT reviewed relative data and created a goal and an action plan in September – October. The four goals are:

- **Literacy**

*All K-5 learners will show growth on the opinion/argumentative On Demand Writing Assessment as determined **using the writing progressions/rubric** in the Lucy Calkins Opinion Writing Unit of Study.

Each learner will **improve one performance level in the two target areas** identified through the analysis of Spring 2018 Opinion Writing rubric data. (We will pull data to find where students are lowest and then record, as staff. Data is in pass-on portfolio per student.)

All TWI K-5 learners will show growth from Pre- to Post- on an opinion piece of writing in both Spanish and English based on indicators identified in the Bilingual Unit Framework (BUF).

(TWI doesn't use the progression; rather, they use indicators in the BUF.)

- **Math**

*The number of learners **below the 25th percentile** on the fall Star Math Assessment will be reduced by **25%** on the spring Star Math Assessment.

- Grade 1: reduce by **2** learners
- Grade 2: reduce by **8** learners
- Grade 3: reduce by **5** learners
- Grade 4: reduce by **6** learners
- Grade 5: reduce by **6** learners

AND

*The number of learners **between the 25th and 39th percentile** on the fall Star Math Assessment will be reduced by **50%** on the spring Star Math Assessment.

- Grade 1: reduce by **4** learners

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- Grade 2: reduce by 4 learners
- Grade 3: reduce by 4 learners
- Grade 4: reduce by 5 learners
- Grade 5: reduce by 7 learners
-

- **PBIS**

*PBIS Self-Assessment Survey score at fidelity.

* Office Discipline Referral Risk Ratio below 2 for all groups (i.e. racial/ethnic groups and disability status).

- **Family Engagement**

*The Family Engagement committee will create a Sugar Creek family engagement vision statement that aligns with pillar 1 of the VASD strategic plan. This vision statement will guide the work of this Implementation Team throughout the school year.

Below is an explanation of the Continuous Improvement Cycle that our PLCs work through at their weekly meetings, our school's IT Goals, and the rationale for the four goals:

Continuous Improvement Cycle	4 Essential Learning Questions
	<ul style="list-style-type: none"> ● What do we want our learners to learn? ● How will we know if they learned it? ● How will we respond if they do not learn it? ● How will we respond if they already know it?
IT Goals	Why
<p>Literacy:</p> <p>All K-5 learners will show growth on the opinion/argumentative On Demand Writing Assessment as determined using the writing progressions/rubric in the Lucy Calkins Opinion Writing Unit of Study.</p> <p>Each learner will improve one performance level in two or more areas on the Rubric for Opinion Writing.</p>	<ul style="list-style-type: none"> ● Supports district K-5 writing expectation ● Supports V-Math year two implementation ● Aligns with the continuous improvement cycle ● Provides answers to the Four Essential Learning Questions ● Moves PLCs forward toward deeper conversations about le ● Provides evidence of learning ● Supports the work of high performing teams ● Supports our collective responsibility for student learning ● Aligns with district PD ● Looking at on-demand pre-writing helps teachers choose instructional focus/es

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<p>Math:</p> <p>All K-5 learners will participate in two common formative tasks/assessments selected from the VASD V-Math curriculum.</p> <p>Grades K-5 will decrease the number of learners being assessed on out of grade level MUS (fall to spring) by set % in the 17-18.</p>		
<p>Family Engagement:</p> <p>The Family Engagement Goal is to build relationships with Latino families and increase their engagement in school and/or classroom activities as measured by pre and post parent and teacher surveys.</p>	<ul style="list-style-type: none"> • Grows and sustains parent/school relationships • Opens the pathways to on-going, two-way, meaningful communication with parents • Addresses the challenges inherent with our attendance boundaries, whereby the majority of our Latino families live five miles from Sugar Creek 	
<p>PBIS:</p> <p>Learners:</p> <ol style="list-style-type: none"> 1. Increase the proportion of learners that <u>know the 4 school-wide expectations.</u> 2. Decrease disproportionality in office referrals: <ul style="list-style-type: none"> ▪ <u>Risk Ratio below 2</u> for all groups including race/ethnicity and disability status. ▪ Decreased <u>discrepancy between male and female office referrals.</u> ▪ Decrease in the number of office referrals for <u>physical aggression.</u> <p>Family: Increase the proportion of respondents in Spanish responding “yes” when asked if they know what PBIS is and they are if they are getting enough information about.</p> <p>Staff: Increase the proportion of staff that indicate “fully in place” in regard to the school having 1) <u>consistent</u> consequences in classroom settings and 2) <u>clearly-defined</u> consequences in school-wide settings.</p>	<ul style="list-style-type: none"> • Goals created in light of 2016-17 data revealing areas for growth • In alignment with school board policy to use behavioral framework to support school goals • Aligns with the continuous improvement cycle • Supports our collective responsibility for student learning 	

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Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
 - a. Strengthen the core academic program in the school;
 - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - c. Include strategies for meeting the educational needs of historically underserved populations;
 - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - i. Counseling, pupil services, and mentoring services;
 - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - iii. The integration of vocational and technical education programs; and
 - e. Address how the school will determine if such needs have been met; and
 - f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

- a. Monday mornings our school has a two-hour Late Start. Teachers are given one hour of personal planning time and one hour of team time, which for years at our school we have directed in a systematic manner. This year we divided our classroom teachers into five Professional Learning Communities, using feedback from responses to our annual PLC survey to guide this. Each team has Special Education and Resource representation, and is led by a trained staff facilitator. The facilitators have compensated summer professional development time, and a one hour a week planning meeting with our Curriculum Learning Specialist. The PLCs follow the PLC Cycle of Inquiry. The PLCs also work together to develop team/partner Student Learning Outcomes (SLOs), which are a required part of Educator Effectiveness, which is the public teacher/administrator evaluation system used throughout Wisconsin.

The principal, CLS, Elementary Special Education Supervisor, and Elementary K-5 ELL Program Coordinator reviewed all classroom teacher schedules to ensure that all minutes of required instruction are being met, and we reviewed all Resource Staff and SPED schedules to ensure that they are meeting the district’s expected parameters for face-to-face minutes, while honoring Sugar Creek’s focus on inclusionary practices.

- b. Sugar Creek uses EPIC grant money and Title 1 moneys (when available) to support an extensive Extended Day Program which runs November – March each year. We have over 100 students involved in this two-day-a-week program, in programs as varied as Math, Basketball, Poetry,

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African Drumming, Girls on the Run, Yoga, STEM, and more. Students in the Grades 2-3 Math program are chosen based on Star data and parents are notified and sign their children up. All students receive a break and a snack, and are supervised by paid teachers, and provided free transportation.

c. and d.

* Our district has implemented and supported a strong K-5 Two Way Immersion (TWI) program in two hub elementary schools, one of which is Sugar Creek. This program provides many of our native Spanish speakers with high-quality instruction in their native language as well as in English. The program enrolls a relatively equal number of native Spanish speakers and speakers of English and other languages. Students who are not native Spanish speakers enroll into this as a choice, enrichment program.

* Our district's commitment to serving ALL students is reflected in the primacy of our Equity Framework (p. 24.) Sugar Creek staff are committed to using this to guide our work to teach and reach all learners.

*Our Multi-Tiered Systems of Support (MTSS) process considers language as a factor in weighing learner strengths and next steps.

* Our TWI assessment principles are:

1. Teaching & learning are influenced by the interaction among learning goals, learning standards, and learning benchmarks, and their alignment with assessment measures.

2. Decision-making is based on multiple measures that include information from formative and summative assessment across levels of implementation to yield a rich array of quantitative, qualitative, and combined types of evidence.

3. Assessment at the state and district levels complements strongly supported assessment at the program and classroom levels.

4. Students' language proficiency, as demonstrated by their growth in language development, is distinct from their academic achievement, their attainment of conceptual skills and knowledge. The assessment of language proficiency and academic achievement is unique, with each measure specifically crafted to fulfill a specific purpose.

5. Well-articulated learning goals that stem from a program's vision and mission are formulated, shared, and supported by all constituents, including students, parents, teachers, administrators, and boards of education. (These principles are from Gottlieb, M. & Nguyen (2007). Assessment and Accountability in Language Education Programs. Philadelphia, PA: Caslon Publishing.)

* Our district has created an additional position, based primarily at our school: a Bilingual Instructional Coach, to improve the abilities of all teachers to meet the needs of ELs.

* Our many native Spanish speaking parents receive report cards, conferences, frequent school messages, and office contacts in their native language.

* Monolingual students receive 75 minutes of math daily, TWI students receive 60 minutes of math daily, with adjustments made for late start Mondays.

* Monolingual student receive 50 minutes of writing, 60 minutes of reading daily, 20 minutes of word study, and 10 minutes of handwriting; and TWI students receive 60 minutes of English Literacy and 60 minutes of Spanish literacy daily, with adjustments given for late start Mondays.

* Sugar Creek has a strong, culturally responsive PBIS system in place that helps teach and support students with behaviors. Supports include age-appropriate and bilingual lessons, surveys,

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interventions, supports, and for more intense situations: wrap-around care and active family involvement. We have won the following State of Wisconsin recognitions for PBIS: School of Recognition 2012, School of Distinction 2016, and also the Silver Award for Culturally Responsive Systems of Support 2017.

* VASD is a one-to-one school, with all students provided iPads to support their academic achievement in math and literacy.

* Sugar Creek has joined the Healthy Schools Learning Collaborative to support. Healthy students make better learners and future citizens of our nation. *Sugar Creek has recently won state and national recognition for its efforts to address the needs of the whole child*, including: Healthy Schools Program (Alliance for a Healthier Generation) – Bronze Award , HealthierUS School Challenge (USDA) – Silver Award, and Wisconsin School Health Award (WI DPI) – Gold Award.

* Interventions for students in need are timely, responsive to their needs, and provided during the school day in an inclusive, push-in model from an equity-approach that keeps students in the classroom and strengthens the sense of belonging, while also supporting other students as peer models and modeling for the classroom teachers.

*Our experienced Student Support Services team includes (full and part time): two counselors, a social worker, a psychologist, and an Elementary Special Education Supervisor.

* Fifth Grade Career Week provides students with experiences meeting and learning from a host of community members from a variety of professions.

e. and f.

Our four ITs will review end of the year data relative to their goals and report the results to our CIT. The CIT will review, and publicize the results to our school, community, and school board in summer.

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Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

Narrative: Retention of highly qualified staff is of great importance at Sugar Creek. Regular, optional listening sessions with the principal are held and all questions and replies are provided to all; and staff surveys are held to garner input into decisions. School Perceptions staff survey results regularly show Sugar Creek staff are highly satisfied across all areas measured, and have among the very highest satisfaction survey results in the district.

Lastly, the retention strategies that Sugar Creek employs are best illuminated by reprinting here the points shared with our parents and staff in January 2017:

- ***Fair student assignments:** As hard as it may be to believe, national reports of teacher attrition show many new teachers are given the most challenging classes. At Sugar Creek, we absolutely never do this.
- ***Opportunities for growth:** We routinely offer our staff the opportunity to try a new position within our school. Many have pursued this as a way to grow professionally!
- ***Advancement from within:** VASD's Grow Your Own program began a few years ago and helps to develop non-certified staff who are interested in becoming teachers in critical-need fields.
- ***Visit days:** We schedule new teachers and their mentors time off to visit successful classrooms elsewhere in our district, discuss what they saw, and consider ways to implement key features.
- ***Assessments:** VASD has made changes in our required assessments and now use the beneficial (and easy-to-administer) Star assessment.
- ***Leadership opportunities:** We offer nearly 50 various leadership opportunities for staff in virtually all aspects of education. This list is published here at the start of the year, along with the names of staff that are taking these opportunities to learn, grow, and support our school and its students.
- ***Salary:** No one becomes a teacher for the money. However, teaching should allow a person to support his or her family. VASD has focused on offering our staff competitive salaries, and we presently have the highest new teacher starting pay in Dane County.
- ***Classroom budgets:** All teachers and staff have access to school and PTO funds to support their needs and hopes.
- ***Acknowledgements:** This includes giving time at staff meetings to share appreciations for each other, providing incentives for staff who give of their time to attend school night events, and holding weekly gift certificate drawings to encourage staff involvement in PBIS.
- ***High expectations:** We hold others and ourselves to high expectations. Teaching is a serious, challenging, incredibly rewarding profession. We assume the best of intentions in each other and share, professionally, ways to help each other grow
- ***Mentoring:** We provide new teachers with a paid mentor to assist them with the transition to our school. Mentoring is frequently, with observation cycles and high leverage tools.
- ***Coaching:** We invite all teachers to participate in a coaching-client relationship. Our present model follows transformational coaching (from The Art of Coaching, by Elena Aguilar.)
- ***Academic trainings and support:** We give trainings on curriculum, instruction, and assessments, and our Curriculum and Learning Specialist and resource team partner with new teachers to model what are called "best practices" in education.
- ***Behavioral trainings and support:** We give trainings on behavioral strategies, and provide on-going support from our Student Support Services team.

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- *Professional development:** Our district offers a wide array of paid professional development during the year and in the summer. Topics include: math instruction, language acquisition, behavioral supports, personalized learning, and more.
- *Behavioral management system:** National teacher attrition reports mention that a primary reason teachers leave schools is when they are unsafe places with poor behavioral management. To this end, Sugar Creek has won several state awards over the last five years for our strong behavioral systems which reflect our progress with Positive Behavior Interventions and Supports (PBIS).
- *Culture of openness:** Our teachers make the school's annual master schedule and our recess supervisors create the lunch and recess schedules.
- *Principal presence:** I frequently visit classes and often relocate my office to the halls so that I can be readily present.
- *Cultivate collaboration:** Teaching is no longer a lonesome occupation and we at Sugar Creek have been leaders of developing professional learning communities (PLCs). All teachers meet on a team each Monday morning for an hour and other times throughout the week, reviewing lesson plans and discussing ways to use our data, as a team, to help *all* students learn and grow. We also train and work in an ongoing way with PLC facilitators, so that PLCs continue to improve.
- *Work/home life balance:** When family or personal needs arise, Sugar Creek makes it a focus to provide staff members the support they need.
- *Focus on healthy living:** Our district has a health and wellness program called V-Fitt which helps keep the focus on healthy living. Many Sugar Creek staff members are involved and even help lead this for the district.
- *Social life:** We socialize together, formally (Sugar Creek has a Sunshine Committee and we have an incredibly thoughtful PTO which both organize staff recognitions) and informally, as staff. We like each other!
- *Politics in perspective:** It's easy for public employees to read the news and feel demoralized. We try our best to approach the news with an open mind, and also remind ourselves that we are doing important work for our community and for our nation's future.
- *Nimble and responsive:** There is a reputation for schools to be stagnant entities. At Sugar Creek, we have nimbly responded to changes and needs in such ways as remaking our hiring practices, instituting a Two-Way Immersion program, and being the first school in VASD to implement: PBIS, all-school iPads, Recess Before Lunch, and Free Breakfast for All.
- *School-university partnerships:** Sugar Creek has developed one with Edgewood to help ensure their education students are well prepared for the needs of K-12 public schools.
- *Responsiveness:** Many of us remember the words of Ed, our former custodian: "We are here to serve the teachers so they can serve the kids."

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Component 4 – §1114(b)(1)(D): In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Narrative:

VASD provides a wealth of annual professional development (PD) on topics such as Personalized Learning, PBIS, behavior, technology, equity, Universal Design for Learning, assessment literacy, Continuous Improvement and math and literacy instruction. Many are held as part of the Wisconsin Education Innovations (WEI) Academy held each summer at our high school, and a full professional development day is held during the school year. Elementary K-5 All-Staff meetings and other paid curriculum planning opportunities are occurring this year for V-Math (our local math curriculum.) TWI teachers receive release time to plan together and to meet with national experts in language acquisition.

At the site level, the four improvement Teams (ITs) provide suggestions and presenters for PD at staff meetings. Sugar Creek added a second staff meeting a month in 2016-17 to allow more time for PD, and most every staff meeting features our own staff members presenting to colleagues to address and support real-time needs. Recent topics addressed writing instruction, PBIS, technology, Family Engagement strategies for Spanish speaking families, and Personalized Learning.

Our school’s Continuous Improvement Team (CIT) has studied Classroom Walkthroughs and is building a floor of common understanding across our staff for what they are and why we would use them. A key “why” is that these can inform our school on PD needs. In addition, Plenty of PD is embedded into the PLC process. Recent examples of this include Words Their Way training and pre-on-demand norming meetings.

In 2018-19 all Sugar Creek teachers will participate in two half day team sessions this year with Math Coaches in order to continue to develop their ability to teach Math. Further, teachers will spend three extended sessions on deepening their understanding of assessment literacy (knowing how, when, and why to assess student learning), in order to help all students, learn and grow. Also, our English Learner teachers are providing direct instruction and co-teaching in subjects such as Science and Social Studies. In addition, there are two required PD days and four required after-school PD sessions

Monthly Educational Assistant (EA) and Special Education Assistant (SEA) meetings are held at Sugar Creek to provide necessary behavioral and academic PD to these key staff.

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Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

Narrative: In Spring, 2014 Sugar Creek created and trained a new **Sugar Creek Hiring Committee**, with a shared vision to improve our school's equity and diversity. Site council recommended changes to the team make up and hiring processes. Staff surveys took place to inform the work of this group, including rating our school's strengths and areas of focus. Those results are actually summarized with all candidates in the interview process. Our school board adopted new policies in recent years that allow principals to quickly identify strong candidates in hard to fill fields and hire them early, before they are swept up by other districts. Our Hiring Committee resembles the ethnic/employment makeup of our school: *½ male, ½ female; ½ White, ½ Persons of Color; parent, non-certified, certified, principal*. This committee is trained in:

1. Our beliefs, expertise, and processes
2. The VASD Hiring Domains (see below)
3. Trainings in effective hiring techniques, including these hiring biases:
 - Stereotyping – generalized opinions-based demographic.
 - Recency effect – most influenced by the first/last candidate they assess.
 - First impression error – snap judgments.
 - Negative emphasis – rejection based on a small amount of negative information.
 - Halo/horn – when one strong point is perceived positivity (halo) or negatively (horn).
 - Cultural noise – Applicant may say what the interview team wants to hear rather than what they really want to say.
 - Nonverbal bias – hair length, dress, distracting mannerisms, etc.
 - Contrast effect – strong candidates who interview after weak ones may appear even more qualified.
 - Similar to me – focus on applicant's characteristics that are shared by the rater rather than job-related criteria.
4. Developed Surveys and created Hiring Process, Questions, and Assessment Matrix
5. Readings in the value of diversity in our teaching corps (the importance of having staff whose beliefs about equity, students' abilities to achieve, and understand and address the needs of our students.) This includes: **“Educating Black and Latino Males Striving for Educational Excellence and Equity.”** Some points from it:
 - *“Establish and support school organizing systems and activities that build authentic, caring relationships between teachers and students beyond the formal classroom.”*
 - *“Black and Latino boys often bring to their schooling experience an energy that does not fit with a traditional “cemetery-style” approach to education in which teachers put students in rows and demand that they remain silent, ”*
 - *“...many arrive at school lacking academic role models, are unfamiliar with academic home routines, experience a vocabulary gap that grows exponentially with each successive year of schooling, and have led a comparatively print-free life. Schools must address this...”*
 - *Hiring implications: “Males of color, on the other hand, find almost no mirrors of themselves in the “house of curriculum” ... “It’s hard to aspire to something you have never seen.”*
 - *“Smart is not something you are. Smart is something you become.”*

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* Our hiring processes have evolved to honor and reflect the growing diversity of our student body:

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Total*	64	61	57	77	78	77	80	74	74	74	72	72	76
Male Staff	4	4	4	5	6	8	10	10	12	9	10	11	15
	6%	7%	7%	6%	8%	10%	13%	14%	16%	12%	14%	15%	20%
Staff of Color	2	2	2	8	10	8	11	12	15	17	18	20	22
	3%	3%	4%	10%	13%	10%	14%	16%	20%	23%	25%	28%	29%
Students	314	318	333	458	494	483	505	523	499	464	493	524	517

VASD Teacher Hiring Domains

In addition to possessing sufficient educational, theoretical and technical skills, the Verona Area School District is seeking teachers with the following interpersonal skills:

1. *Flexibility and Adaptability*
2. *Commitment to Student Growth*
3. *Addresses the Impacts of White Privilege on Educational Equity*
4. *Clear Beliefs About Educational Best Practice*

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Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative: Sugar Creek Elementary believes that family engagement is a vital aspect to a child's academic and social well-being. The school provides ongoing opportunities for families and community members to develop, contribute, participate in, and evaluate school-sponsored family activities. To encourage greater family engagement in the school, Sugar Creek formed a Family Engagement IT with a goal to go beyond the typical activities a parent might attend and instead deepen in a measurable way the involvement of families in our mission to partner with them.

Sugar Creek regularly partners with a host of local organizations to serve PARENTS, such as:

- Building Bridges to support families with child behavioral challenges
- Badger Prairie Needs Network to support families in need
- Schoolwide monthly Community Gatherings
- Intercambio Spanish/English classes for parents in recent years
- Kids Place for Birth - 5-year olds and families
- Early Childhood Zone provides access to community supports
- Correr la Voz
- Lilada Gee meetings for African American parents

Sugar Creek regularly partners with a host of local organizations to serve STUDENTS, such as:

- Resources shared with YMCA to support our students
- Partner with Girls on The Run, Futura Language Program, STEM, yoga and other groups to provide enrichment
- Imagination Fair and Fun Run have many community sponsors
- Fifth Grade Career Week brings in numerous community speakers
- Teachers partner with a variety of VAHS classes
- Mentor program between VAHS and SC students
- Edgewood partnership
- Ironman Foundation
- Madison Reading Project
- UW Health
- Dairy Farmers of America
- Epic
- Tri 4 Schools
- Dental Clinic
- Partner with the Verona Area Public Library for their summer programming
- Local businesses, fire station, police, city hall, etc., support field trips for curricular connections
- Ice Age Trail, UW science departments, etc., for special events

In addition, Sugar Creek has a strong and active Parent Teacher Organization which includes teacher involvement which provides: a host of family activities; student enrichment opportunities around health,

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academics, and the arts; and funding to equalize the learning experiences and opportunities for all (such as our annual free Books 4 Kids Day.) Calendars are provided to families in Spanish and English that lists key events and contact information for the school year.

The family-school relationship begins each year when Sugar Creek staff participate in our Family Contact day, which the district began in 2015 to assist teachers with building relationships with students and their families. In the first month of school Sugar Creek holds its annual Supply Drop Off Night, New Family Night, and Open House, where families and students are invited in to meet staff, tour the school, and are provided information about Title I Family Engagement, and school policies, procedures, and expectations. In addition, Sugar Creek hosts annual Title I meetings. These meetings provide families an opportunity to learn about the Title I services offered to their children and various components of the Title I program. Further, staff review assessment information, family engagement activities and processes, and the School-Family-Student Compact that parents were provided at the start of the school year. The Compact outlines the duties and responsibilities of the teacher, parent, and student. Parents review and give input and suggestions into the Family Engagement Policy found in the Sugar Creek Family Handbook each year. In addition, each year we have multiple formal opportunities for incoming Kindergarten families to visit school, in both January and in May.

Sugar Creek understands the importance of open communication between the school and home in fostering family engagement. All teachers are required to have regular newsletters to parents, with the general guideline being: K-2 teachers weekly, and Grades 3-5 teachers, monthly. Many teachers use Class Dojo and other electronic tools to engage in frequent two-way communication. We also host Fall and Spring conferences. Teachers are required to contact parents to discuss strategies and interventions for students identified as needing Tier II/III instructional support. The school provides to all our monthly Home School newsletter, which we subscribe to. Frequent school electronic communications address a wide variety of topics in a brief, targeted manner such as Math instruction, Writing instruction, behavioral supports, good news at school, special events, tips for ways to support students, and much more.

Sugar Creek strives to continually foster and support family engagement in the school. All stakeholders have a voice in family engagement activities and procedures. Parents are continually informed about family engagement opportunities through such ways as letters from the school.

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Component 7 - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative: VASD has an extensive tuition-free, community-based 4K program, called the Verona Area Pre-K. The program has a strong focus on family-school communication with regular family outreach workshops, activities, and conferences. The Pre-K Director organizes an annual fall Kids Expo which is specifically created to assist VASD parents with transition to schools and to promote childcare and enrichment options within the community. Each year Sugar Creek is well-represented at Kids Expo (this year 3 teachers and the principal were in attendance!)

VASD also employs a process to locate, identify, and evaluate children with disabilities known as “child find.” Each year, child development days are conducted to allow families the opportunity to talk with qualified professionals about the progress their child is making or to discuss any concerns they may have.

Further, Sugar Creek was selected by the Dane County Executive’s office and the United Way as eligible for additional services, and the Verona Early Childhood Zone was created to meet these needs. The VECZ is a group of Dane County service providers committed to helping Sugar Creek families in the first years of their children’s lives. Partners of the Early Childhood Zone provide a range of free services including family stability case management, physical and mental health support, child development info, and school readiness assistance. All Verona Early Childhood Zone participants also have access to employment and education support.

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Component 8 - §1114(b)(1)(H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Narrative: Sugar Creek acknowledges the importance of teacher participation in decisions regarding assessment data. Teachers play a major role in decisions concerning high quality instruction in response to data. At the building level, our Curriculum Learning Specialist (CLS) is a full-time staff member who guides all teachers in their implementation of curriculum, their use of effective instructional techniques, and their administration of and use of formative and summative local and state assessments. The CLS oversees our PLCs, which provide an opportunity for instructional staff in all grades to collaborate and share best practices. PLCs work together to design common formative assessments, administer these assessments, rubrics that define success on a task, and determine teaching points from them.

Our school and district often survey staff to seek their input on curriculum and assessments.

By having the four ITs comprised of *all* certified staff at Sugar Creek, teachers are ensured a method to have their voices heard in the course of the development of our school's goals, processes, structures, assessments, and communications. The ITs design goals based on state and local assessment data.

Teachers are expected to maintain observational information and formative data to improve their own practice, inform instructional decisions, and provide specific feedback to learners. PD is provided to support teachers with formative assessments. Further, in the evaluation process teachers complete a self-evaluation, and are also rated by their principal on being a reflective practitioner.

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Component 9 - §1114(b)(1)(I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

Narrative: Sugar Creek recognizes the urgency in responding to students who are struggling learners. Our school vision at Sugar Creek is "All staff for all students." This means we are ALL in this together, serving all children in a collaborative learning environment.

Student progress is monitored on an ongoing basis so that instruction can be adjusted as needed. Recognizing and providing additional assistance in a timely manner enables students to meet learn and grow. A variety of assessments are utilized to determine student progress and identify students in need of additional support who are experiencing difficulty mastering proficient or advanced levels such as: F&P (Fountas and Pinnell) benchmark assessments, Star assessments, ACCESS for ELs, and formative assessments. Data from these assessments are disaggregated and analyzed at meetings of the Resource team, whose representatives sit on and lead each of the school's PLC (Professional Learning Communities) teams, and at the PLC teams themselves, to ensure teachers are planning effective flexible groups. Sugar Creek disaggregates data to determine the areas of instructional need and to identify struggling students. Using the data, Resource staff collaborates with instructional staff to develop intervention strategies for targeted students and plan for monitoring progress. Professional learning for instructional staff is also determined from this assessment information.

Teachers will continuously monitor student achievement using universal assessments to create ongoing learning plans for students not meeting mastery of any given learning objective. Flexible groups are created across the classrooms within a PLC during the common intervention period called What I Need (WIN) time. This flexible grouping allows for timely remediation and enrichment. Teachers are expected to incorporate differentiated learning strategies and UDL (Universal Design for Learning) in their daily lesson plans to meet the needs of all students. Further, our district's Mission Statement is "EVERY student MUST be successful!" and by the end of 2018-19 expects that every child will have a personalized learning plan.

A teacher can request a "Partner Meeting" he or she is in need of additional help with students who are experiencing academic and/or behavioral difficulties. This team meeting (the teacher and either an academic or behavioral specialist) reviews the strategies the teacher has already implemented and offers additional strategies to help the child achieve success. If these strategies are not effective, the teacher and partner will utilize Multi-Tiered Systems of Support (MTSS) methodology for possibly identifying the student for tiered instruction based on mastery of various assessments. An MTSS meeting is scheduled and a committee composed of the student's parent(s), classroom teacher, psychologist, guidance counselor and other school staff as appropriate (i.e., diagnostician, social worker, resource staff member, etc.) will meet and provide instructional recommendations and/or services.

Sugar Creek has a PBIS Coach and strong universal PBIS systems in place which encourage, support, and promote positive academic, social, and personal development for all students, allowing for a strong

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culture for learning.

Sugar Creek offers numerous remediation opportunities within and beyond the instructional day, including:

- Title I-funded Reading and Math interventions both during and after school
- Instructional staff including paraprofessionals delivering small group instruction to flexible groups
- Summer School
- Extended Day math support
- MTSS interventions
- Literacy Volunteers, which is a VASD-wide program
- Math, Literacy, Special Education, and English Learner certified staff push-in the regular classrooms for universal instruction as well as Tier 2 and Tier 3 interventions.
- The Principal uses informal and formal observations to determine professional learning needs in math, reading, and behavior supports for classroom teachers

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Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under the Every Student Succeeds Act (ESSA), violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

Narrative: Sugar Creek uses a composite of resources to support the Schoolwide Plan including federal Title funds, Wisconsin’s Achievement Gap Reduction (AGR) funds and local funding. The Schoolwide Plan will allow for greater integration of the federal, state, and local services and programs to improve the education of all students served at Sugar Creek. Revenue from all sources is used to employ personnel, fund various programs, and facilitate purchases and expenditures for academic and behavioral achievement.

Federal, State and Local Educational funds supporting Sugar Creek include:

Title I: Supports the instruction of reading and mathematics.

Title II: Supports professional learning for all staff members.

Title III: Supports Limited English Proficient (LEP) students and immigrant youth.

AGR: Supports class size reduction in Grades K-3.

National School Lunch Program: Provides nutritionally balanced low cost or free lunches and breakfasts to students.

IDEA Special Education: Provides for teachers and paraprofessionals for co-teaching, inclusion, resource, and self-contained services to students who have exceptional learning needs. Special education staff at Sugar Creek is committed to collaborative practices in the general education classrooms. The speech pathologist works with classroom teachers to provide speech and language services. The school psychologist works closely with the Special Education Coordinator and school administration to discuss next steps and progress monitoring procedures for those students who do not make progress. The use of Multi-Tier Systems of Support (MTSS), coordinated by the psychologist, helps teachers diagnose and prescribe interventions for students who are struggling.

Local Funds: Supports the general operations of Sugar Creek. Sources include the local tax levy, State General aid, and State categorical aid.

The Sugar Creek principal, Continuous Improvement Team, and the VASD Title I Coordinator provide time, expertise, and feedback on the Title I Schoolwide Plan. Additionally, the principal actively seeks other school and district staff ideas, suggestions, and information. The Title I Schoolwide Plan aligns with district goals, which center on improving student achievement and increasing family engagement. The “ownership” of the Title I Schoolwide Plan, which reflects the school’s continuous improvement goals, lays with the school’s CIT, which is the governing body for the school, with the final authority for producing and carrying out the plan residing with the principal. The CIT will guide the process to annually evaluate the effectiveness of the Schoolwide Plan. The CIT will help keep the plan and goals visible and a pervasive part of decisions to affect student learning. Data on the goals and action plans will also be collected and analyzed throughout the school year. Reports on progress or any changes will be made available to

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stakeholders along with opportunities for input. Each year the CIT will review the plan for effectiveness based on collected data, goal attainment, feedback from school staff, parents and community and ideas or suggestions. The Schoolwide Plan will be an evolving, changing, growing map that uses the specific contextual data to make the most of resources we have to serve students. Student progress and other data will be evaluated extensively.

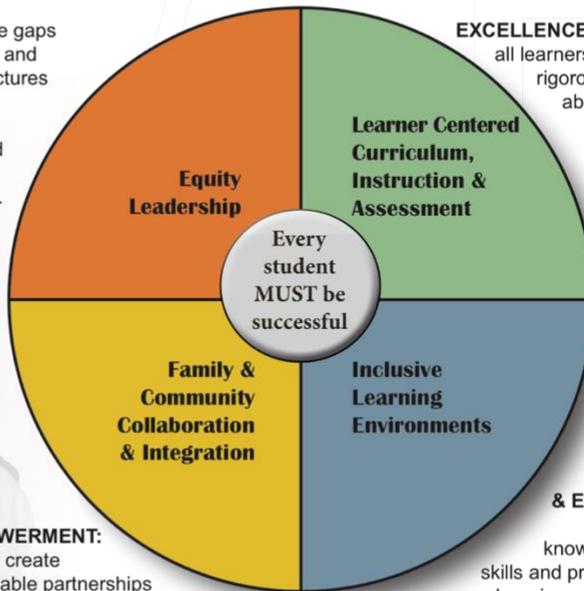
Each fall the Sugar Creek Title I Schoolwide Plan will be revised or rewritten as appropriate. Revised copies of the plan will be housed at the Sugar Creek front office and at the VASD Central Office. The Schoolwide Plan will be presented yearly, in the fall, to the Title I Coordinator to receive feedback. The Plan also will be shared at the mid-year Sugar Creek Title I Annual Parent Meeting. The principal, along with the Schoolwide Team, will be in charge of collecting data on the goals and action plans. The CIT will conduct a thorough analysis of data and goal attainment in order to annually review and update the plan, as needed, after gathering comments and responses from staff, parents, district and community. The Principal will be responsible for designating a person to update and make changes to the Schoolwide Plan. Updates to the Schoolwide Plan will be communicated and made available to the district, school staff, parents and the community.



Equity Framework

EQUITY: We will act to eliminate gaps and barriers between our vision and the policies, practices, and structures that may perpetuate systemic inequities and seek to remove the predictability of success and failure that currently correlates with any social or cultural factor.

EXCELLENCE: We will ensure all learners have access to rigorous content at, or above, grade level.



EMPOWERMENT: We will create sustainable partnerships in supporting academic achievement for all learners.

ENGAGEMENT & EXPECTATIONS: We will develop knowledge, attitudes, skills and practices to create learning environments and opportunities that expect and support high achievement for all learners.

EVERY student MUST be successful

