Fort Bend Independent School District

Sugar Mill Elementary

2023-2024 Campus Improvement Plan

Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

SME Mission: To cultivate the desire within each student to become a lifelong learner and a respectful citizen while empowering them to achieve their highest potential.

Vision

FBISD continuously improves teaching and learning by developing effective staff and building scalable systems.

SME Vision: Together we build better brains and bigger hearts to inspire a brighter future!

Value Statement

1. Core Belief: All students can reach their full potential.
Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved…
A. …through effective teachers that inspire learning.
Commitment: FBISD will recruit, develop and retain effective teachers.

B. …in a supportive climate and safe environment.
Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. …by empowered and effective leaders throughout the system.
Commitment: FBISD will provide and promote leadership development at all levels.

D. …in a well-functioning, high-performing community of learners.
Commitment: FBISD will be a collaborative, efficient and effective learning community.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sugar Mill has a diverse student population and has a variety of learners and staff members from different cultures and backgrounds. Our total student population has increased slightly to 639 from last year when we added PreK and SpEd classes from Barrington Place and Lakeview.

Our average attendance rate from 22-23 was 94%, which is below our district goal. It has trended lower since coming back to school face-to-face after the pandemic. Factors that contributed to this rate being lower last year because of illnesses and in increase in PreK classes on campus. We will continue to work with our parents and students to understand how important student attendance is at school.

As of the start of the 23-24 school year, 39.12% of our students fell into the at-risk category. Our economically disadvantaged population was up from 52.57% last year to 58.69%. This trend has increased year over year for the past 5 years.

Our population of students that qualify as emergent bilinguals is currently 16.43%.

Our current SpEd percentage has increased slightly as a result of having 5 Special Education Self-Contained Units on campus and is currently at 17.68%.

SME School Demographic Information	
Total Enrollment	642
Hispanic	40%
Asian	16%
White	28%
Black	7%
Two or More	8%
Special Populations	
At Risk	39%
Intervention	15%
Econ Dis	59%
Special Education	19%

SME School Demographic Information	
Emergent Bilingual	25%

Our teacher retention in gen ed positions was not a concern this year; however, our positions that needed to be filled were a concern for special education teachers and paraprofessionals.

Our staff is diverse and reflective of the students we serve at Sugar Mill. Although the data was not as critical as last year, our staff absences (not considering those that were out on leave) for both paraprofessionals and teachers was higher than we would like it to be.

Demographics Strengths

Our student population is remarkably diverse, and our staff represents this diversity as well. Multiple cultures and languages are represented in our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our average student rate of attendance is 94%, which is below our district goal.   **Root Cause:** Factors that contributed to this student rate being lower is due to increased absences due to illness as well as having four PreK classes on campus.

Student Learning

Student Learning Summary

Our student achievement data for both math and reading remained relatively consistent; however, our results overall from science dropped as a result of the 2023 STAAR assessment. Sugar Mill students that fell into the DID NOT MEET rate exceeded the district and state averages for 2023.

2023 STAAR Results for 3rd- 5th Grade	
Student Achievement	77 C
Student Growth	79 C
Closing the Gaps	65 D
Overall Letter Rating	**C**

Student Learning Strengths

Our ELA and Math Teachers participated in at instructional model learning cadre throughout the 22-23 school year. The alignment of instruction increased in both ELA as well as math from the BOY to MOY. We feel this instruction had a positive impact instructionally for our students. Our students that were identified for Tiered Interventions improved.

3rd Grade and 5th Grade math had gains this year on STAAR and performed better than the district and the state in the meets and masters levels combined.

Our 3rd Grade ELA passing rates were higher than the state and district for approaches, meets, and masters combined.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our 5th grade students performed at a lower rate on the Science STAAR than in previous years. **Root Cause:** We spent a lot of time and attention on the ELA and Math Instructional Models during the 22-23 school year and science was not a priority.

Problem Statement 2: Students lack phonological and phonemic awareness. **Root Cause:** Phonics has not been emphasized in the curriculum in the past. Our teachers have been unsure on how to deliver phonics instruction.

Problem Statement 3: Some of our students that needed tiered support or 4545 hours in multiple subject areas were not able to receive the needed support. **Root Cause:** Many of our students were already receiving interventions during the designated 45 minute intervention block (dyslexia, social skills, etc). If students needed Tier 3 for both reading and math, we had to choose the one subject area with the greatest need to provide support.

School Processes & Programs

School Processes & Programs Summary

Our Sugar Mill staff is very hard working and wants to see our students experience success. They have done an excellent job identifying students that are in need of additional support and have a high rate of qualification on referrals made to receive special education services. The teachers are on a PLC schedule and meet approximately every 6 days to utilize protocols to help attain collaborative instructional success: Unit Planning, Lesson Planning, Analysis of Student Work, and Designing Assessments.   All of our staff members have been trained in the area of PBIS. Also, our K-5th grade teachers participated in a year long instructional model cadre experience.

We have an active PTA at Sugar Mill made up of about 12 core board members that assist in fundraising for student field trips as well as supporting the initiatives for our school: PBIS student reward items, classroom teacher expense reimbursements, classroom parties. playground equipment, and staff development for teachers. Our community that surrounds our neighborhood school is also very supportive of our school community and student success.

School Processes & Programs Strengths

- Consistent PLCs for each grade level to analyze data, planning and professional learning.
- TTESS system is effectively implemented at the campus and promotes teacher and student growth
- Resources are purchased with specific focus on instructional improvement and increasing student achievement.
- Structures and procedures are in place to assure instruction is planned, extended, and time allotted for interventions on a regular basis -(WIN Time expectations, SPED Master Schedule, year-long planning calendar, leadership team meetings, instructional team meetings, etc.)
- Teachers and paras hired are from diverse backgrounds and include campus leaders on the interview committee

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Behaviors of some special populations of students are severe.   **Root Cause:** We have a high number of special education units that draw from neighboring campuses to service the severe behavior needs of students.

Problem Statement 2: Our PLC focus has primarily focused on lesson and unit planning instead of instructional practices.   **Root Cause:** Our PLC teams have strengths in unit and lesson planning so they tend to fall back on what they are most familiar with.

Perceptions

Perceptions Summary

Our campus engages in opportunities to identify areas of strengths and weaknesses throughout the school year with parents, students, and staff. The data is reviewed as it comes in to help make tweaks to our planning to help meet the identified needs during the school year. Our plan is to continue to engage our stakeholders in order to help improve our school on a continual basis.

Safety and Behavior was our largest area of concern from our parent data. 22% of our parents felt discipline was not enforced fairly and 29% of our parents were aware of safety and security procedures.

Perceptions Strengths

- Engaging parents, students, and staff in periodic opportunities to provide feedback throughout the school year.

- We will engage in quarterly Coffee with the Principal during the year to help ensure that questions are answered and conversations are tailored to ensure student growth and success at Sugar Mill.

- Our staff feels that administrators are responsive and available to assist with student issues that occur.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent survey responses indicate a need to be made aware of safety and security protocols at SME.   **Root Cause:** We have many protocols in place, but we haven't communicated that information to parents.

Problem Statement 2: Parent survey responses indicate a need to enforce discipline fairly.   **Root Cause:** Parents are not made aware of discipline assigned to other children's consequences.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024, Sugar Mill will improve the effectiveness of literacy instruction through job- embedded professional development and professional learning community cycles to strengthen the implementation of aligned curriculum as evidenced through targeted indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

- REN 360 Growth Measure (SGP= 35)

By February 2024, we will increase the percentage of students showing growth in literacy on REN 360 from BOY to MOY from 67% to 71%.

- BAS

By February 2024, we will increase the percentage of kinder through second grade students demonstrating at least one year's growth on BAS reading levels from 49% to 52%.

-GT
By October 2023, 100% of GT teachers will have received professional learning on creating individualized plans that meet the needs of GT identified students.

-GT
By December 2023, 100% of identified GT students will have an academic, co**-**constructed SMART goal in their GT Learning Plan.

GT**-**
By February 2024, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Summative:

- REN 360 Growth Measure (SGP= 35)

By June 2024, we will increase the percentage of students showing growth in literacy on REN 360 from BOY to EOY from 67% to 76%.

- BAS

By June 2024, the percentage of students reading on or above grade level by the end of the year will increase from 54% to 70%.

By June 2024, we will increase the percentage of kinder through second grade students demonstrating at least one year's growth on BAS reading levels from 49% to 55%.

-GT
By June 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: - Facilitate quarterly student data analysis meetings **Strategy's Expected Result/Impact:** Instructional adjustments being made to individualize tiered instruction in order to help students show growth **Staff Responsible for Monitoring:** LIT, Dyslexia Specialist, Admin, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Dec**	**Feb**	**June**
	35%	50%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Utilize the EAA Protocol to analyze student work in PLC twice per nine weeks **Strategy's Expected Result/Impact:** Adjustments will be made to the remaining unit lesson plans as well as based on evidence of student learning. **Staff Responsible for Monitoring:** LIT, Dyslexia Specialist, Admin, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Dec**	**Feb**	**June**
	15%	40%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Professional learning provided once per month to strengthen phonics instruction and instructional model alignment **Strategy's Expected Result/Impact:** Utilizing the phonics word study alignment tool we will see 70% alignment in the fall and 85% alignment in the spring. Students' decoding, encoding skills and reading levels will improve. **Staff Responsible for Monitoring:** LIT, Dyslexia Specialist, Admin, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Dec**	**Feb**	**June**
	35%	50%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: Facilitate job embedded professional learning during PLC to build phonics/word study instructional practices. **Strategy's Expected Result/Impact:** Teacher implementation will be solidified resulting in students' decoding, encoding skills and reading level improvement. **Staff Responsible for Monitoring:** LIT, Dyslexia Specialist, Admin, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	20%	50%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5: Targeted tiered intervention will focus on identifying gaps in learning based on data analysis of student work in PLCs to provide effective interventions. **Strategy's Expected Result/Impact:** Students receiving tiered intervention will show progress and more will be released from tiered instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	20%	35%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2024, Sugar Mill will improve the effectiveness of math instruction through job-embedded professional development and professional learning community cycles as evidenced through targeted indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:
- REN360
By February 2024, BOY to MOY data on REN Math will show 70% of students making growth.

- TX-KEA
By February 2024, we will increase the percentage of students rating on track on the EOY TX-KEA math assessment from 66% to 78%.

- GT
By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

- GT
By December 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

- GT
By February 2024, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric

Summative Evaluations:

- REN 360 Growth Measure (SGP= 35)

By June 2024, we will increase the percentage of students showing growth in math on REN 360 from BOY to EOY from 64% to 75%.

- TX-KEA

By June 2024, we will increase the percentage of students rating on track on the EOY TX-KEA math assessment from 66% to 85%.

- GT
By May 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate quarterly student data analysis meetings	Formative			Summative
Strategy's Expected Result/Impact: Instructional adjustments being made to individualize tiered instruction in order to help students show growth **Staff Responsible for Monitoring:** LIT, Dyslexia Specialist, Admin, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	Dec	Feb	June
	35%	50%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Utilize the EAA Protocol to analyze student work in PLC twice per nine weeks	Formative			Summative
Strategy's Expected Result/Impact: Adjustments will be made to the remaining unit lesson plans as well as based on evidence of student learning. **Staff Responsible for Monitoring:** Math specialist, Admin, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Oct	Dec	Feb	June
	15%	40%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Professional learning provided once per month to strengthen math instructional model alignment	Formative			Summative
Strategy's Expected Result/Impact: Effective use of instructional time to impact student learning **Staff Responsible for Monitoring:** Math Specialist, Admin, Teacher Leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Oct	Dec	Feb	June
	35%	50%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: Facilitate job embedded professional learning during PLC to build math instructional practices. **Strategy's Expected Result/Impact:** Teacher implementation will be solidified resulting in students' problem solving, fact fluency and understanding. **Staff Responsible for Monitoring:** Admin, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	10%	50%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5: Targeted tiered intervention will focus on identifying gaps in learning based on data analysis of student work in PLCs to provide effective interventions. **Strategy's Expected Result/Impact:** Students receiving tiered intervention will show progress and more will be released from tiered instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	20%	40%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2024, Sugar Mill will improve the campus community, culture, and climate through ongoing professional learning to strengthen the implementation of positive behavior intervention support systems on campus as evidenced through targeted indicators of success.

Indicators of Success: Formative:
By January 2024, we will decrease the percentage of Skyward referrals occurring in the classrooms to 25%.

Summative:
By June 2024, we will decrease the percentage of Skyward referrals occurring in classrooms from 51% to 45%.

Summative:
By June 2024, we will observe 95% implementation of positive behavior intervention strategies in classrooms measured with the SEL Learning Walk Tool.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Utilizing Bully Blockers curriculum to educate students of the negative impact of bullying and effective ways to respond to bully situations. **Strategy's Expected Result/Impact:** Students will be informed on what bullying is, how to respond to it, and how to report it to keep our campus bully-free. **Staff Responsible for Monitoring:** Admin, Counselor, Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	20%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Ongoing professional learning opportunities will be delivered to campus staff to build capacity in establishing positive classroom culture and addressing student concerns. **Strategy's Expected Result/Impact:** Our staff will be well equipped to handle classroom situations before the behavior escalates to office referral level. **Staff Responsible for Monitoring:** Admin, Counselor **ESF Levers:** Lever 3: Positive School Culture	15%	25%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: 100% of students with level 2 office referrals will engage in a reflective activity to learn from their mistakes and identify appropriate alternate activities. **Strategy's Expected Result/Impact:** Encourage students to think through classroom behaviors before it escalates to an office referral in the future. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture	Oct	Dec	Feb	June
	25%	40%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 100% of students will participate in weekly SEL check ins to improve mental health and add positive value to their classroom community. **Strategy's Expected Result/Impact:** Students will learn strategies to help become better problem solvers as well as connect with classmates. **Staff Responsible for Monitoring:** Classroom Homeroom Teachers **ESF Levers:** Lever 3: Positive School Culture	Oct	Dec	Feb	June
	25%	50%	90%	

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2024, Sugar Mill will increase attendance for students through the implementation of positive recognition on campus as evidenced through targeted indicators of success.

Indicators of Success: Summative:
By June 2024, our student attendance rate will be at or above 96%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Students will be celebrated and recognized monthly for having perfect attendance for the month. **Strategy's Expected Result/Impact:** Bring awareness to the importance of being at school every day. **Staff Responsible for Monitoring:** Attendance Committee **ESF Levers:** Lever 3: Positive School Culture	30%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Families with students that had high absenteeism rates during the 2022-23 school year will be assigned a campus leader to receive monthly updated each month regarding their child's current absences for the 2023-2024 school year. **Strategy's Expected Result/Impact:** Our absenteeism rates will improve over last year's rate. **Staff Responsible for Monitoring:** Attendance Committee **ESF Levers:** Lever 3: Positive School Culture	15%	30%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: By May 2024, our PTA will increase total membership by 10% over the 250 participants we had last year. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Administrators and PTA Board Members **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement