

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

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:

- Provide a narrative response that describes how the school has addressed the requirements for each component.
- Input will be sought from the VASD's Central Office, and from Sugar Creek's Resource Team, Building Leadership Team, and Continuous Improvement Team (CIT).
- Finalized plan will be submitted to the VASD Central Office, summarized to families in a publicized meeting, and posted on our website.

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including considering 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.

Sugar Creek's attendees at the VASD Leadership Institute work each year to develop and fine tune our Theory of Action, direct out continuous improvement process, and guide and support our PLCs – all constructed around the self-identified needs of our school. Our school's School Based Leadership Team (SBLT) meets about 50 hours a year (so about 5 hours a month).

Here at Sugar Creek, our SBLT that includes voices from all aspects of our school in order to work smarter, not harder and ensure everyone has a seat at the table. Our goal is to create a team that includes the voices of TWI classrooms, monolingual classrooms, Resource, Student Services, Related Arts and Special Education.

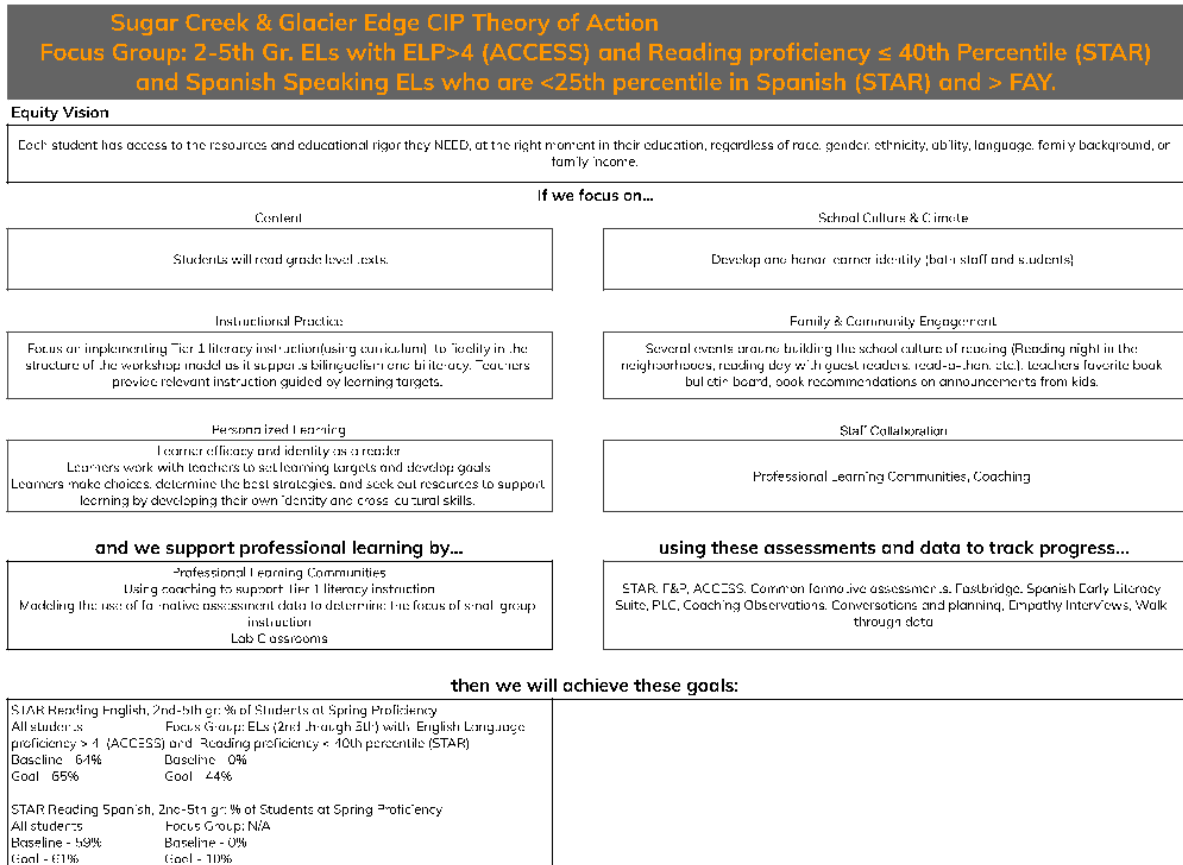
Our SBLT members for the 2023-24 school year are:

- Todd Brunner, Principal
- Laura Marquardt, Associate Principal
- Alexis Nass, Multilingual Program Coordinator
- Melissa Ruder, Educational Technology Coordinator
- Nicole Real, Multilingual Instructional Coach
- Kirstin Houghan, Curriculum Learning Specialist
- McCaley Laube, Kindergarten teacher
- Kaite Mohr, K2 Language and Literacy Equity Specialist
- Linda Weaver, 2nd Grade Teacher
- Justin Beirowski, 3rd Grade Teacher
- Chris Westberg, 4th Grade Teacher
- Jen Maier, 5th Grade Teacher
- Ellen Hilger, Special Education Teacher
- Jackie Vitela, Librarian

Sugar Creek Elementary School Title I Schoolwide Plan 2023-24

Theory of Action

VASD schools developed and created Theories of Action to guide our focus on academic success for all. A Theory of Action articulates a causal pathway from current state to future state (If/Then) and defines the change drivers required to achieve our building-based goals. Here is our present Theory of Action:



VERONA AREA SCHOOL DISTRICT STRATEGIC FRAMEWORK



The Verona Area School District is collaborating with our community to develop a new Strategic Framework that identifies, prioritizes, and communicates the district's direction for the next five years. It will align with our mission that each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life.

The Journey of a Lifelong Learner is part of the Strategic Framework, representing attributes that our school community has identified as essential for all our students to have to be successful in a diverse global society. These attributes will be present in everything we do and be explained at each grade band and in every school setting.

OUR MISSION

Each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life.

EQUITY FRAMEWORK

In the Verona Area School District, our mission is that each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life. To meet this mission, the Verona Area School District will ensure that every individual has access to the educational, social, and emotional support they need to feel valued and affirmed in their unique identities and experiences. We acknowledge that inequities and power dynamics exist in our system such that some individuals, on the basis of their identities, face barriers to accessing the opportunities they need to experience success. In acknowledgment of such, the Verona Area School District is committed to disrupting these systems of inequity. See bit.ly/VASDEquityFramework for the full VASD Equity Framework.



DISTRICT-WIDE GOAL

Our district-wide goal is to prepare all learners to thrive in a diverse, global society. Students and staff will utilize the power of collaboration to center disciplinary literacy across every learning environment.



JLL LIFE SKILLS

Personal Growth

Empathy

Collaboration

Self-Awareness

Communication

Resourcefulness

PRIORITY AREAS



VALUES



JOY



COMMUNICATION



TRUST



GROWTH



SELF-EXPRESSION



COMPASSION



**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

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—
 0. Strengthen the core academic program in the school;
 1. 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;
 2. Include strategies for meeting the educational needs of historically underserved populations;
 3. 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—
 0. Counseling, pupil services, and mentoring services;
 1. 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
 2. The integration of vocational and technical education programs; and
 3. Address how the school will determine if such needs have been met; and
 4. 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:

At Sugar Creek we have required staff meetings two Tuesdays a month and required Professional Learning Community (PLC) team meetings every Monday morning during our district’s “late-start” staff team time. Our PLCs serve as the bedrock of our school’s commitment to and support of staff serving the academic and Social / Emotional Learning (SEL) needs of our students. PLC logs are reviewed every Tuesday by the Curriculum and Learning Specialist and Principal, and a response or feedback given to the team when necessary. Teams are provided with a template for an agenda, and their minutes are recorded on it in real time. The facilitators have occasional summer professional development time, and a planning meeting with our Curriculum Learning Specialist each Monday occur.

PLCs formally or informally follow the PLC Cycle of Inquiry. The PLCs also work together to develop team/partner Student Learning Outcomes (SLOs), in a typical year, which are a required part of Educator Effectiveness (the public teacher/administrator evaluation system used throughout Wisconsin) and documented in the Frontline system.

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

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.

We have an extensive slate of offerings for our students to extend childcare, enrichment, and academic supports beyond the school day. These include: Camp Wildcat which provides summer enrichment, the Futura Language Program which offers Monday morning Spanish Language classes (fulfilling our efforts to create a bilingual, bicultural school, the YMCA program (we host the largest Y elementary program in Dane County) which offers childcare for our families on site, and Girls on The Run.

Further, Sugar Creek uses EPIC grant money to support our Extended Day program which runs two consecutive two-month sessions, November – March. In 2022-23 we had 119 students (24% students of color) enrolled in the first session and 111 students (27% students of color) enrolled in the second session. Classes offered in this one-day-a-week varies based on instructor availability and this year included: Sketch Club, Musical Theater, Craft Club, Stitching, D&D, Battle of the Books, STEM Academy, Chess Masters, Running Club, and What About Me. All students receive a break and a snack, and are supervised by paid teachers, and – starting back up in 2023-24 – will be provided free transportation.

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. Sugar Creek staff are committed to using this to guide our work to teach and reach all learners.

Our Multi-Level Systems of Support (MLSS) 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.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

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.)

In 2018 our district 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.

In 2019 our district created a new position at each of the Title schools: K-2 Language, Literacy and Equity Specialist. The K-2 Language and Literacy Specialist (LLES) work as a colleague with K-2 classroom teachers to support and accelerate student learning with emphasis on early literacy. This involves ensuring that every child has solid literacy skills by third grade and is developing a strong sense of self-efficacy as a reader and writer. The LLES helps build strong relationships within the Sugar Creek community and brings a culturally responsive lens to help create an environment in which all students and staff thrive.

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

In 2019-20 Bridges Math program was added to the Spanish instruction daily, followed in 2020-21 by our Monolingual classes also adopting Bridges Math, replace the prior in-house V-Math,

Monolingual classroom instructional minutes will typically look like this in a five day week:

Curriculum Component	Kindergarten	1st - 2nd	3rd - 5th
Morning Meeting	20	20	20
Foundational Skills	30 -20 min phonics -10 min phonemic awareness	30 -20 min phonics -10 min phonemic awareness	30
Writing Workshop	45	50	60
Reading Workshop	45	50	60

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

Interactive Read Aloud	2 @ 10-15 minutes per day	20	20
Shared Reading	10-15	10-15	N/A
Interactive Writing	10-15		N/A
Bridges Math	60	60	60
Number Corner	20	20	20
Science/Social Studies	150 min/week	150 min/week	150 min/week

Two Way Immersion classrooms will typically have instruction that looks like this in a five day week:

- **Bridges in English:** ~60 minutes/day
- **Number Corner (Bridges Math) in Spanish:** ~20 minutes/day
- **Phonics K-2 in Spanish and English:** ~20 minutes/day
- **Phonological Awareness (Heggerty) K-2 in Spanish and English:** ~10 minutes/day
- **Literacy/Science/Social Studies in Spanish and English:** ~60 minutes/day following the below BUF progression

Approximations based on a 4 week content-embedded literacy unit in either Spanish or English

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, interventions, supports, and for more intense situations: wrap-around care and active family involvement. We have received frequent recognition from the State of Wisconsin for our academic and behavioral successes.

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.

Through our multi-level system of supports (MLSS), 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.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

Our experienced Student Support Services team includes two counselors, a social worker, a psychologist, and an associate principal.

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

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

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 in its entirety a letter sent to our families and staff recently:

“Hello Sugar Creek Parents and Guardians,

“Spring is the hiring season for school districts. One of my key responsibilities is with the hiring and evaluation process for many of our 90 full-time, part-time, and itinerant staff members. Through my years at Sugar Creek I have read thousands of job applications, participated in many hundreds of interviews, hired many dozens of candidates for school and district positions, and have performed hundreds of evaluations. Our students mean the world to us, and my ultimate goal is to hire - and retain - the absolute best to work with you children!

“There is much in the news about a **national teacher shortage**. (Actually, there's a shortage of ANYONE to work in schools - bus drivers, lunchroom workers, specialists, etc.) The traditional way to address teacher shortages is to focus on the recruiting of *new* staff. While this is certainly important, a key and often-overlooked strategy is the retention of *present* staff. I'd like to share with you some of the strategies we practice at Sugar Creek that help to address retention:

“***Classroom budgets:** each year, all teachers and staff have access to school and PTO funds to support their needs and hopes (like Ms. Middleton, pictured above with her new standing desk!)

***Mentoring:** all new teachers are given a mentor paid to assist them with the transition to our school. VASD is recreating its mentor system in order to create two full-time mentors to serve its new staff.

***Coaching:** VASD has focussed significant resources this year (2021-22) to developing a highly trained team of coaches who are beginning now to work with teachers. Coaching involves goal-setting and one-on-one professional development, and occurs in the classroom over a period of weeks or more.

***Academic training and support:** we give training on curriculum, instruction, and assessments, and our Curriculum and Learning Coordinator and resource team partner with teachers to model what are called “best practices” in education.

***Behavioral training and support:** All new staff, student teachers, bus drivers, etc. receive annual training on behavioral strategies and receive on-going support from our Student Support Services team.

***New teacher shadowing days:** we encourage new teachers and their mentors to visit successful classrooms elsewhere in our district, discuss what they saw, and consider ways to implement key features.

***Assessments support:** we give teachers extra assistance so they can do student assessments.

***Empowerment:** each year our own teachers and staff make the school's master schedule and swim schedules, and our educational assistants create the lunch and recess schedules.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

***Open Communications:** we have developed an internal system of ways to keep all staff informed of both immediate and long-term topics.

***Principal presence:** I am outside at the start and conclusion of almost every school day, lead the school-wide announcements every morning, frequently visit classes and learning spaces during the day, and often relocate my office to the halls so that I can be readily present.

***Safe work environment:** We all work together to help our school feel like a safe place to be.

***Clear organizational structure:** We have a clear, published organizational flowchart.

***Leadership opportunities:** we offer many leadership opportunities for staff in virtually all aspects of education.

***Listening Sessions:** I hold periodic open listening sessions for staff and communicate out the notes from these sessions with our entire staff.

***Professional development:** Teachers are professionals, and both VASD and Sugar Creek work hard to give our teachers the professional development they need to better do their jobs.

***Behavioral management system:** national teacher attrition reports mention that one reason that teachers leave the profession is because of poor behavioral management. To this end, for years Sugar Creek has won state awards for our incredible work with PBIS.

***Salary:** VASD values how important it is to give our staff a fair wage.

***Systems of collaboration:** teaching is not a one-person job, and we at Sugar Creek have been leaders of fostering a team approach by developing our professional learning communities (PLCs). All teachers meet on a PLC team each Monday morning for an hour, reviewing lesson plans and discussing ways to use our data to help *all* students learn and grow.

***Work/home life balance:** when family or personal needs arise, Sugar Creek makes it a focus to provide staff members the support they need. This has been particularly important during the years of the pandemic, when staff needed to miss work for their own health needs or those of a family member.

***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 (we have a Sunshine Committee and we have an incredibly thoughtful PTO) 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 remind ourselves that we are doing important work for our community, and for our nation's future.

***Nimble and responsive:** at times, schools may seem to be stagnant entities. At Sugar Creek we have nimbly responded to changes and needs in such ways as: successfully relocating (at the height of the pandemic) to a new building and welcoming in 135 new students and 18 new staff, guiding our school community through the many stages of the pandemic, instituting a Two Way Immersion program, and being the first school in VASD to implement: Positive Behavior Interventions and Supports, the Recess Before Lunch approach, a Biking Unit, and free daily breakfast for all (the first school in Dane County to have one).

***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. This does not occur, ever, at Sugar Creek.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

***Opportunities for growth:** we routinely offer our staff the opportunity to try a new position within our school, either for a day or for a year or more. 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.

***Improved hiring practices:** Sugar Creek has a unique hiring process which focuses heavily on creating a diverse, equitable, inclusive work environment. As a result, *since 2006 our percentage of staff of color has grown from 3% to 27%, and our percentage of male staff has grown from 6% to 21%.*

***School-university partnerships:** Sugar Creek has developed partnerships with Edgewood and UW-Madison to help place their best practicum students and student teachers in our school. We learn from these young professionals, while providing them with top-notch field experience.

***Meet our teachers' needs:** many of us remember the words of Ed, our former custodian: "We are here to serve the teachers so they can serve the kids."

***Acknowledgements:** this includes giving time at staff meetings to share appreciation for each other, providing incentives for staff who give of their time to attend school night events, celebration of life milestones at our annual end-of-the-year staff gathering, and through congratulatory cards and letters.

***High expectations:** we hold others and ourselves to high expectations. Teaching is an intense, challenging, and incredibly *rewarding* profession. We assume the best of intentions in each other and share, professionally, ways to help each other grow.

No school or district has "solved" the teacher shortage issue, but at Sugar Creek we are trying our best. This has helped to make our school a "destination school" for both new candidates, and new families, in our community.

Thank you,

Mr. Todd Brunner, Principal"

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.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

Narrative:

VASD provides a wealth of annual professional development (PD) on topics such as PBIS, behavior, technology, equity, assessment literacy, Continuous Improvement and math and literacy instruction. Elementary K-5 staff meetings and other paid curriculum planning opportunities are occurring this year for Bridges and Soudy. TWI teachers receive paid time to plan together, learn instructional strategies such as GLAD training, and to meet with national experts in language acquisition.

Sugar Creek staff meetings are dedicated to our professional development and most every staff meeting features our own staff members presenting to colleagues to address and support real-time needs. Recent topics addressed PBIS, equity in our school and our instruction, Reading instruction, and Mathematics instruction.

Our school's SBLT has conducted Empathy Interviews and built a floor of common understanding across our staff for what they are and how we can use the voices of our students to improve.

Also, monthly Educational Assistant (EA) and Special Education Assistant (SEA) meetings are held at Sugar Creek to provide necessary behavioral and academic professional development to these key staff.

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.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

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 makeup 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 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

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

*From 2006-07 to 2023-24 our percentage of male staff grew from 6% to 23%.

*From 2006-07 to 2023-24 our percentage of staff of color grew from 3% to 30%.

It's important to note that research shows that a diverse teacher work force results in:

*INCREASED student/family satisfaction

*INCREASED culturally competent instruction

*IMPROVED access for students of color to educational systems

*INCREASED number of role models for all

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.

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

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. Many such partnerships had to be put on hold during the Pandemic. To encourage greater family engagement in the school, Sugar Creek formed a Family Engagement team 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 (BPNN) to support families in need
- VAFFY (Verona Area First Five Years), which is housed in our school
- Early Childhood Zone provides access to community supports
- Joining Forces for Families

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

- YMCA
- Futura Language Program
- Our PTO, which connects community sponsors with our school
- Wisconsin Reading Corps, which places two full-time volunteers in our school
- VAHS teachers
- VASD school librarians' Summer Library Program
- Edgewood College: over 80 practicum students and student teachers since 2016
- Madison Reading Project
- Bridging Brighter Smiles dental clinics, providing students with free dental care
- Verona Area Public Library
- Local businesses, fire station, police, city hall, etc., support field trips for curricular connections
- Weekend Food Program, created in partnership with Second Harvest Foodbank of Wisconsin, BPNN, and local churches
- Camp Wildcat
- Retired and Senior Volunteer Program (RSVP) of Dane County, to tutor students

Sugar Creek has received grants in the last few years from the following organizations to support our work.

- AAA Wisconsin – funds for Safety Patrol
- Madison4Kids – funds for our Fifth Grade Basketball club
- Meemic Foundation – funds for classroom supplies
- Walmart – funds for school supplies
- Rockweiler Insulation – funds for our Biking Unit
- Dairy Farmers of America – funds and activities for our Healthy School work
- Epic – fund for our Extended Day program

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

- Tri 4 Schools – funds for our Physical Education program
- Target – funds for field trips
- Verona Area Educational Foundation – funds for Voice Pods
- American Legion Post 67 – funds for our Roller-Skating Unit
- Ironman Foundation – funds for our Biking Unit
- Verona Vision Care – 100 helmets for our Biking Unit

In addition, Sugar Creek has a strong and active Parent Teacher Organization which takes the lead in providing many positive things in our school, such as:

- Enrichment events
- Staff appreciation meals and celebrations
- Teacher Appreciation Week events
- Imagination Fair to inspire and celebrate science and writing
- Movie Night for the entire school community
- Helping Hands funds to support the work of our school social worker
- 5th Grade Party
- Junior Great Books
- Kids Choice Book Group
- Continental Math League
- Great Book Exchange
- WordMasters
- Maker Space
- Extended Day program
- Books 4 Kids
- An annual all-school fundraiser in October called the Fun Run, which in 2021-22 provided \$6,000 towards staff grants, \$75 to each classroom teacher for supplies and materials, and \$7,500 towards new playground equipment.

The family-school relationship begins each year when Sugar Creek staff participate in our Family Contact time, 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 Welcome Back Night, New Family Night, and Open House. At these events families and students are invited in to meet staff, see the school, have food, enjoy activities, and are provided information about Title I Family Engagement, and school policies, procedures, and expectations. In addition, each year we have multiple formal opportunities for incoming Kindergarten families to visit school, in both January and in May.

School-Family-Student Compacts are provided at the start of each school year. The Compact outlines the duties and responsibilities of the teacher, the caregiver, and the student. Our Family Engagement Policy is found in the Sugar Creek Family Handbook.

Sugar Creek understands the importance of open communication between the school and home in fostering family engagement. All teachers are required to have regular communications with their families. Many teachers use Seesaw 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

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

II/III instructional support. 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.

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.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

Narrative: VASD has an extensive tuition-free, community-based 4K program, called the Verona Area First Five Years (VAFFY). 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. Further, Sugar Creek is the district home for the VAFFY program.

Every winter, Sugar Creek participates in the VASD Kindergarten Information Night. In summer, our Resource Team mails every incoming Kindergartener a welcome letter, writing utensil, book and more, to engage and excite our newest learners.

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.

Sugar Creek partners with its Parent Teacher Organization to support the transition of children into Kindergarten in such ways as:

- *January of each year: Staffing a table at the VASD Kindergarten Information Night
- *January: assisting with School Tours for prospective families.
- *May of each year: Coordinating Kindergarten Family Tour events at Sugar Creek
- *August of each year: Sponsoring meet-and greet Kindergarten Play Dates at school
- *September of each year: Hosting a “Tissue and Tea” get-to-know-you event for Kindergarten families

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

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

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 PLCs composed of all certified staff at Sugar Creek, teachers are ensured a method to have their voices heard during the development of our school's goals, processes, structures, assessments, and communications.

Teachers are expected to maintain observational information and formative data to improve their own practice, inform instructional decisions, and provide specific feedback to learners. Professional development 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.

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.

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

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 under-performing. 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 having trouble 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 within and at times across the classrooms. 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.

A teacher can request a “Partner Meeting” if 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-Level Systems of Support (MLSS) methodology for possibly identifying the student for tiered instruction based on mastery of various assessments. An MLSS 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 Tier 1 PBIS Coach, a Tier 2 team, and a Tier 3 Wraparound Facilitator, all supported by our school’s strong universal PBIS systems which encourage, support, and promote positive academic, social, and personal development for all students, allowing for a strong culture for learning.

Sugar Creek offers numerous remediation opportunities, including:

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

- Title I-funded Reading and Math interventions both during and after school
- Instructional staff, including paraprofessionals delivering small group instruction to flexible group,
- Summer School remediation and enrichment
- Extended Day math support and enrichment programs (on hiatus during the pandemic)
- MTSS interventions
- Literacy Volunteers
- An extensive Leveled Library
- Wisconsin Reading Corps tutor support
- 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.
- Informal and formal observations to determine professional learning needs in math, reading, and behavior supports for classroom teachers
- Coaching cycles with trained coaches, to better able to ascertain the strengths of our staff and ways to build upon these to support the effective small group instruction model.

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.

**Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24**

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.

Families in Transitions (FIT) social worker: employed by VASD, specializing in homelessness and the McKinney Vento Homelessness Assistance Act. This person provides annual PD to Sugar Creek staff on supporting students and families who may be experiencing homelessness and collaborates with our school social worker to remove barriers for students and families who may be experiencing homelessness, housing, or financial crises.

The Sugar Creek principal and the School Based Leadership Team (SBLT) provide time, expertise, and feedback on the Title I Schoolwide Plan. 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, lies with our SBLT, which is the oversight body for the school, with the final authority for producing and carrying out the plan.

The SBLT will guide the process to annually evaluate the effectiveness of the Schoolwide Plan. The SBLT 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

Sugar Creek Elementary School
Title I Schoolwide Plan 2023-24

throughout the school year. Reports on progress or any changes will be made available to stakeholders along with opportunities for input. Each year the SBLT 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 is an evolving, changing, growing roadmap 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.

It is well to end with the point that Sugar Creek's successful work in recent years around creating effective behavioral systems and also creating a school committed to improving the health and wellness of our students have received state and national recognition:

- **2013 School of Merit Award** from the Wisconsin RtI Center
- **2016 School of Distinction Award** from the Wisconsin RtI Center
- **2017 Silver Award for Behavior** from the Wisconsin RtI Center
- **2018 Bronze Award** from the Alliance for a Healthier Generation's Healthy Schools Program
- **2018 Silver Award** from the Healthier US School Challenge, United States Department of Agriculture
- **2019 Bronze Award** for Behavior from the Wisconsin RtI Center
- **2019 Silver Award** for the Wisconsin School Health/Whole School, Whole Community, Whole Child
- **2021 Gold Distinction "Bright Spot" award** from the Healthy Kids Healthy School
- **2021 Gold Award for Behavior** from the Wisconsin RtI Center
- **2021 Gold Award for Mathematics** from the Wisconsin RtI Center
- **2021 Bronze Award for Reading** from the Wisconsin RtI Center
- **2022 Silver Award for Reading** from the Wisconsin RtI Center
- **2022 Silver Award for Mathematics** from the Wisconsin RtI Center
- **2022 Silver Award for Behavior** from the Wisconsin RtI Center
- **2023 Platinum Award for Reading** from the Wisconsin RtI Center
- **2023 Platinum Award for Mathematics** from the Wisconsin RtI Center
- **2023 Platinum Award for Behavior** from the Wisconsin RtI Center

Each year the Sugar Creek Title I Schoolwide Plan will be revised or rewritten as appropriate and posted on our public website and the Plan also will be shared at our Title I Annual Parent Meeting. The principal, along with the Schoolwide Team, will oversee collecting data on the goals and action plans. The SBLT will conduct a thorough analysis of data and goal attainment 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.