Manatee County Public Schools

W. D. Sugg Middle School

2019-20 Schoolwide Improvement Plan

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W. D. Sugg Middle School

5602 38TH AVENUE WEST, Bradenton, FL 34209

https://www.manateeschools.net/sugg

Demographics

Principal: Lorie Starkweather

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: C (47%) 2016-17: D (40%) 2015-16: D (37%) 2014-15: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	D	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of W. D. Sugg Middle School is to consistently demonstrate commitment to student success through compassion, validation, and inspiration; to provide a school that is student-centered and believes "all students can," an environment that fosters empowerment and self-worth among the students as they grow in life and learn what they can contribute to their society.

Provide the school's vision statement.

The vision of W. D. Sugg Middle School is for all stakeholders to work together to develop self-reliant, life-long learners who are contributing members of their communities and active participants in the democratic process.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
McDonald, Ann	Principal	1. Oversee facilitated and collaborative standards-based lesson planning with collaborative structures, visual supports for vocabulary, and grade level, text-based writing into all contents and grades 2. Oversee implementation of strategic and targeted standards-reviews throughout the school year for Science and Math 3. Provide feedback to instructional staff regarding exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal/formal observations and instructional reviews 4. Provide school-wide professional learning for teachers to access and maneuver through PEER and understand students' accommodations and how to provide them correctly. 5. Oversee creation and maintenance of targeted data board will be created and added to throughout the year for all students with disabilities in the leadership conference room. Leadership will meet weekly to review new progress monitoring data from district benchmarks. 6. Communicate consistent expectations and procedures for behavior on campus. 7. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 8. Oversee implementation of behavior-tracking forms utilized prior to writing a referral. 9. Oversee staff development of how to differentiate major and minor disciplinary infractions.
Boyd, Daniel	Assistant Principal	1. Support implementation of strategic and targeted standards-reviews throughout the school year for Science and Math 2. Provide feedback to instructional staff regarding exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal/formal observations and instructional reviews 3. Support school-wide professional learning for teachers to access and maneuver through PEER and understand students' accommodations and how to provide them correctly. 4. Support creation and maintenance of targeted data board will be created and added to throughout the year for all students with disabilities in the leadership conference room. Leadership will meet weekly to review new progress monitoring data from district benchmarks. 5. Communicate consistent expectations and procedures for behavior on campus. 6. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 7. Implement behavior-tracking forms utilized prior to writing a referral. 8. Develop staff understanding of how to differentiate major and minor disciplinary infractions. 9. Improved relationships with community and parents will result in an increase and student academic achievement.
Starkweather, Lorie	Assistant Principal	1. Support implementation of strategic and targeted standards-reviews throughout the school year for Science and Math 2. Provide feedback to instructional staff regarding exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal/formal observations and instructional reviews

Name	Title	Job Duties and Responsibilities
		3. Support school-wide professional learning for teachers to access and maneuver through PEER and understand students' accommodations and how to provide them correctly. 4. Support creation and maintenance of targeted data board will be created and added to throughout the year for all students with disabilities in the leadership conference room. Leadership will meet weekly to review new progress monitoring data from district benchmarks. 5. Communicate consistent expectations and procedures for behavior on campus. 6. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 7. Implement behavior-tracking forms utilized prior to writing a referral. 8. Develop staff understanding of how to differentiate major and minor disciplinary infractions. 9. Develop and support continued use of common planning schedule to support collaboative planning.
Crenshaw, Tequela	Dean	1. Support school-wide professional learning for teachers to access and maneuver through PEER and understand students' accommodations and how to provide them correctly. 2. Support creation and maintenance of targeted data board will be created and added to throughout the year for all students with disabilities in the leadership conference room. Leadership will meet weekly to review new progress monitoring data from district benchmarks. 3. Communicate consistent expectations and procedures for behavior on campus. 4. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 5. Implement behavior-tracking forms utilized prior to writing a referral. 6. Develop staff understanding of how to differentiate major and minor disciplinary infractions.
Gordon, Bernadette	Instructional Coach	1. Provide facilitated and collaborative standards-based lesson planning that include research-based strategies for all teachers for at least 2 hours per month (except for August and December) as evidenced by the coaching calendar developed during the first 3 weeks of school with Social Studies and Reading. 2. Infuse collaborative structures, visual supports for vocabulary, and grade level, text-based writing into all contents and grades 3. Review of evidence of initiatives by observing exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal/formal observations and instructional reviews 4. Provide frequent and specific feedback to teachers during collaborative planning sessions for differentiation for enrichment and differentiation for ESE and other students with need. 5. Gordon will work with teachers to address needs of ESE students in core classes and in after school tutoring program to continue to accelerate student learning for all, but specifically targeting ESE students. 6. Communicate consistent expectations and procedures for behavior on campus. 7. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity.

Name	Title	Job Duties and Responsibilities
Thompson, Rodney	Instructional Coach	1. Provide facilitated and collaborative standards-based lesson planning that include research-based strategies for all teachers for at least 2 hours per month (except for August and December) as evidenced by the coaching calendar developed during the first 3 weeks of school. For planning facilitation and lesson review with math. 2. Infuse collaborative structures, visual supports for vocabulary, and grade level, text-based writing into all contents and grades 3. Schedule strategic and targeted standards-reviews throughout the school year for Math (Thompson) 4. Review of evidence of initiatives by observing exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal/formal observations and instructional reviews 5. Provide frequent and specific feedback to teachers during collaborative planning sessions for differentiation for enrichment and differentiation for ESE and other students with need. 6. Thompson will work with teachers to address needs of ESE students in core classes and in after school tutoring program to continue to accelerate student learning for all, but specifically targeting ESE students. 7. Communicate consistent expectations and procedures for behavior on campus. 8. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 9. Implement behavior-tracking forms utilized prior to writing a referral.
Rodgers, Jeffrey	Dean	1. Support school-wide professional learning for teachers to access and maneuver through PEER and understand students' accommodations and how to provide them correctly. 2. Support creation and maintenance of targeted data board will be created and added to throughout the year for all students with disabilities in the leadership conference room. Leadership will meet weekly to review new progress monitoring data from district benchmarks. 3. Communicate consistent expectations and procedures for behavior on campus. 4. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 5. Implement behavior-tracking forms utilized prior to writing a referral. 6. Develop staff understanding of how to differentiate major and minor disciplinary infractions.
Hill-Lovering, Melinda	Other	1. Provide facilitated and collaborative standards-based lesson planning that include research-based strategies for all teachers for at least 2 hours per month (except for August and December) as evidenced by the coaching calendar developed during the first 3 weeks of school with Language Arts, Science, and Electives. 2. Infuse collaborative structures, visual supports for vocabulary, and grade level, text-based writing into all contents and grades 3. Schedule strategic and targeted standards-reviews throughout the school year for Science (Hill-Lovering). 4. Review of evidence of initiatives by observing exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal/formal observations and instructional reviews

Name	Title	Job Duties and Responsibilities
		5. Provide frequent and specific feedback to teachers during collaborative planning sessions for differentiation for enrichment and differentiation for ESE and other students with need. 6. Hill-Lovering will work with teachers to address needs of ESE students in core classes and in after school tutoring program to continue to accelerate student learning for all, but specifically targeting ESE students. 7. Provide ongoing professional development to support SIG4 initiatives. 8. Communicate consistent expectations and procedures for behavior on campus. 9. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 10. Implement behavior-tracking forms utilized prior to writing a referral.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	380	332	282	0	0	0	0	994
Attendance below 90 percent	0	0	0	0	0	0	86	74	61	0	0	0	0	221
One or more suspensions	0	0	0	0	0	0	26	36	21	0	0	0	0	83
Course failure in ELA or Math	0	0	0	0	0	0	0	2	6	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	175	125	142	0	0	0	0	442

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	65	68	57	0	0	0	0	190

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

60

Date this data was collected or last updated

Tuesday 8/13/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	82	81	89	0	0	0	0	252
One or more suspensions	0	0	0	0	0	0	64	61	56	0	0	0	0	181
Course failure in ELA or Math	0	0	0	0	0	0	14	12	7	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	132	136	118	0	0	0	0	386

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	70	84	0	0	0	0	234

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	82	81	89	0	0	0	0	252
One or more suspensions	0	0	0	0	0	0	64	61	56	0	0	0	0	181
Course failure in ELA or Math	0	0	0	0	0	0	14	12	7	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	132	136	118	0	0	0	0	386

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	70	84	0	0	0	0	234

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	52%	54%	27%	47%	52%
ELA Learning Gains	57%	56%	54%	50%	52%	54%
ELA Lowest 25th Percentile	61%	51%	47%	53%	44%	44%
Math Achievement	49%	59%	58%	37%	54%	56%
Math Learning Gains	64%	61%	57%	48%	58%	57%
Math Lowest 25th Percentile	56%	54%	51%	37%	50%	50%
Science Achievement	24%	47%	51%	18%	39%	50%
Social Studies Achievement	74%	77%	72%	53%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	380 (0)	332 (0)	282 (0)	994 (0)
Attendance below 90 percent	86 (82)	74 (81)	61 (89)	221 (252)
One or more suspensions	26 (64)	36 (61)	21 (56)	83 (181)
Course failure in ELA or Math	0 (14)	2 (12)	6 (7)	8 (33)
Level 1 on statewide assessment	175 (132)	125 (136)	142 (118)	442 (386)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	52%	-20%	54%	-22%
	2018	22%	47%	-25%	52%	-30%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	26%	48%	-22%	52%	-26%
	2018	20%	48%	-28%	51%	-31%
Same Grade Comparison		6%				
Cohort Comparison		4%				
08	2019	38%	54%	-16%	56%	-18%
	2018	34%	55%	-21%	58%	-24%
Same Grade Comparison		4%				
Cohort Comparison		18%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	45%	57%	-12%	55%	-10%
	2018	36%	52%	-16%	52%	-16%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	40%	57%	-17%	54%	-14%
	2018	32%	54%	-22%	54%	-22%
Same Grade Comparison		8%				
Cohort Comparison		4%				
08	2019	28%	41%	-13%	46%	-18%
	2018	19%	41%	-22%	45%	-26%
Same Grade Comparison		9%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	21%	45%	-24%	48%	-27%
	2018	26%	45%	-19%	50%	-24%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	67%	77%	-10%	71%	-4%
2018	88%	78%	10%	71%	17%
Compare		-21%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	91%	65%	26%	61%	30%
2018	72%	65%	7%	62%	10%
Compare		19%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	61%	-61%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	53	61	22	52	52	9	47			
ELL	22	60	60	40	63	61	10	66	89		
BLK	33	55	67	42	61	55	16	68	93		
HSP	29	57	58	44	63	57	13	69	75		
MUL	33	48		70	73						
WHT	50	61	62	61	66	48	45	84	79		
FRL	33	58	64	47	62	57	21	74	79		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	38	37	16	44	39	9				
ELL	9	36	36	24	52	47	4				
BLK	22	41	39	32	46	56	20		36		
HSP	21	39	34	33	52	49	20	85	40		
MUL	40	60		50	90						
WHT	44	49	50	54	59	46	52	100	56		
FRL	26	41	38	37	53	52	26	89	56		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	36	38	11	41	34		7			
ELL	4	43	54	16	42	38		21			
BLK	18	44	49	26	42	39	5	47	22		
HSP	17	45	53	25	43	35	7	44	21		
MUL	47	65		53	65						
WHT	43	59	60	54	56	44	34	67	38		
FRL	24	49	51	33	46	35	17	45	30		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest area of performance was student achievement on the 8th grade science assessment. We contribute this to both 8th grade science teachers being to new to the grade level and content last school year. Student success on the cumulative 8th grade science assessment has been low at Sugg Middle, but in the last 2 years we have implemented the use of science notebooks that follow our students from 6th and 7th grade to 8th grade. It is our hope that these notebooks, coupled with frequent and consistent cumulative (6th-8th) and strategic review in 8th grade will improve our students' achievement on the 8th grade SSA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Civics saw the largest loss in percentage points from 88% in 2018 down to 74% in 2019. This is a result of an increase in the percentage of students in the 2019 cohort that performed lower on the ELA assessments in 2018. Despite this, our Civics teachers were able to help our more striving students attain achievement on the literacy-heavy Civics assessment despite the students' struggles with literacy skills as assessed on the ELA portion of the FSA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science achievement at Sugg Middle is 27% lower than the state average. We contribute this to both 8th grade science teachers being to new to the grade level and content last school year. Student success on the cumulative 8th grade science assessment has been low at Sugg Middle, but in the last 2 years we have implemented the use of science notebooks that follow our students from 6th and 7th grade to 8th grade. It is our hope that these notebooks, coupled with frequent and consistent

cumulative (6th-8th) and strategic review in 8th grade will improve our students' achievement on the 8th grade SSA.

Which data component showed the most improvement? What new actions did your school take in this area?

The area of greatest improvement was our L25 gains in ELA. Our ELA and reading teachers streamlined instruction so that students received a double-dose of the same strategies and scaffolds during the day to meet the expectations of the ELA standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In 2018-19, the subgroup that lagged behind is Students with Disabilities (SWD), even though every grade level improved its achievement level percentages between 4 and 10% across the board in ELA and Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase student achievement in science
2. Increase overall achievement for students with disabilities (SWD)
3. Increase the rigor for higher performing students in advanced courses
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Student Achievement
Rationale	If instructional faculty implements standards-based instruction and specific high-yield strategies using the Learning-Focused instructional framework for planning and classroom management for all students, then student achievement will improve.
State the measurable outcome the school plans to achieve	Student achievement on state assessments will improve in all content areas. Intended school grade targets are as follows: ELA - 40 ELA Gains - 62 ELA L25 Gains - 66 Math - 54 Math Gains - 69 Math L25 Gains - 61 Science - 32 Civics - 79 Aceleration (Alg I and Geometry) - 86
Person responsible for monitoring outcome	Ann McDonald (mcdonala@manateeschools.net)
Evidence-based Strategy	1. Facilitated, collaborative, and standards-based lesson planning using scaffolded, differentiated (1s, 2s, SWD) and enriched (3s, 4,s, 5s, SWD) learning strategies for all content areas with an emphasis on support for 8th science 2. Cross-content, grade-level writing in accordance with grade-level expectations of the Florida Standards posted by all teachers 3. Continue to implement the research-based strategies including, but not limited to numbered heads/collaborative pairs, analysis test questions through text structure and error analysis (includes targeted, after school and Saturday tutoring), structured reviews starting as soon as able in mathematics and science, and targeted tutoring across contents 4. Visual supports for students including but not limited to anchor charts, conceptually organized word walls, & exemplary work with rubrics 5. AVID will provide double-dose of ELA strategies using nonfiction/occasional fiction ELA materials to support that 62%+ of AVID students make gains or maintain proficiency on the ELA portion of the FSA.
Rationale for Evidence-based Strategy	All strategies align with and are adapted from the Learning-Focused Framework and the work of Dr. Max Thompson in accordance with the SIG-4 grant.
Action Step	
Description	1. Provide facilitated and collaborative standards-based lesson planning that include research-based strategies for all teachers for at least 2 hours per month (except for August and December) as evidenced by the coaching calendar developed during the first 3 weeks of school. For planning facilitation and lesson review, Mr. Thompson works with math, Dr. Gordon with Social Studies and Reading, Mrs. Hill-Lovering with Language Arts, Science, and Electives. 2. Infuse collaborative structures, visual supports for vocabulary, and grade level, text-based writing into all contents and grades

	3. Schedule strategic and targeted standards-reviews throughout the school year for Science (Hill-Lovering) and Math (Thompson) 4. Review of evidence of initiatives by observing exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal/formal observations and instructional reviews 5. Provide frequent and specific feedback to teachers during collaborative planning sessions for differentiation for enrichment and differentiation for ESE and other students with need. 6. Provide school-wide professional learning for teachers to access and maneuver through PEER and understand students' accommodations and how to provide them correctly. 7.Targeted data board will be created and added to throughout the year for all students with disabilities in the leadership conference room. Leadership will meet weekly to review new progress monitoring data from district benchmarks and then, Thompson, Gordon, and Hill-Lovering will work with teachers to address needs of ESE students in core classes and in after school tutoring program to continue to accelerate student learning for all, but specifically targeting ESE students.
Person Responsible	Melinda Hill-Lovering (hill-loveringm@manateeschools.net)

#2	
Title	Improve Attendance and Discipline
Rationale	If we continue to establish, communicate, and monitor clearly defined expectations for all stakeholders, then attendance and discipline will improve.
State the measurable outcome the school plans to achieve	Student attendance will improve and incidents of student discipline concerns will decrease schoolwide. Inteded targets are as follows: Students with 2+ referrals - 20% Students missing 10%+ of the school year due to absences - 25%
Person responsible for monitoring outcome	Lorie Starkweather (starkwel@manateeschools.net)
Evidence-based Strategy	1. School-wide expectations will be shared in Day 1 lesson plans as developed by faculty and staff during preschool planning days. 2. Regular assemblies and announcements will reinforce the same expectations for all grade levels. 3. Grade level meetings will occur monthly to monitor succcess and suggest changes as needed. 4. School will schedule quarterly parent meetings to involve parents in decision- making and to build parent capacity to support their children's learning.
Rationale for Evidence-based Strategy	Establishing clear expectations for all people involved in a school is a well-known best practice. An example of this in the case of students is included in Boynton and Boynton's 2005 Educator's Guide to Preventing and Solving Discipline Problems (chapter 2 found here http://www.ascd.org/publications/books/105124/chapters/Establishing-Clearly-Defined-Parameters-of-Acceptable-Classroom-Behaviors.aspx)
Action Step	
Description	1. Communicate consistent expectations and procedures for behavior on campus. In addition to our APs, Ms. Starkweather and Mr. Boyd, our school support specialists - Tequela Crenshaw, Jeff Rodgers, and Duane Foster - will support continued dissemination of clear and consistent expectations and procedures. 2. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. In addition to our AP, Ms. Starkweather, our school support specialists - Tequela Crenshaw, Jeff Rodgers, and Duane Foster - will support continued implementation of PBIS. 3. Implement behavior-tracking forms utilized prior to writing a referral. 4. Develop staff understanding of how to differentiate major and minor disciplinary infractions. 5. Improved relationships with community and parents will result in an increase and student academic achievement.
Person Responsible	Lorie Starkweather (starkwel@manateeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We were able to move school to a B so we will continue with our current focus area from last year.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

As a school, we try to involve our parents and community in activities that will impact our students while on campus and at home. We are fortunate to be able to have specialty guest speakers come into our school to teacher parents skills they can utilize at home (such as disciplinary concepts) and provide additional resources that are catered to improving student achievement through the content areas. We also encourage our students of other languages and their families to join our ESOL program, which is intended to enable the adult members of our Spanish speaking population to get their GEDs by enrolling in the Adult ESOL program offered by the District. We try to incorporate many means to involved all our parents to positively impact our students.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Prior to students entering sixth grade, guidance and administrative staff visit our feeder elementary schools to present information about what it means to be a Sugg Cyclone and what to expect as they transition to middle school. Beginning with the first day of school, we orient the new sixth graders as to the Cyclone Specifics. This starts at our first hour assembly. The Cyclone Specifics are be safe; be respectful; be responsible; be present (physically & mentally); and to be polite, stay right. Throughout the first week, sixth graders continue to become acclimated to middle school in general and Sugg specifically as teachers review the discipline matrix, student code of conduct, and school mission and vision statements with them.

As students in eighth grade prepare for high school, teams of guidance counselors come to Sugg to make presentations about their course offerings and to assist with high school registration procedures. In some years (usually dependent upon funding and testing calendar), there is also a "High School Information Night" held for parents and students to meet with representatives from our local high schools in order to have questions answered and to learn more about special programs the schools offer. Finally (again, dependent on funding/ testing calendar), students in some years have taken field trips to their zoned high schools in order to get a feel for the campus and the high school experience prior to promotion from middle school.

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

TitleI Part A

Communication of Student Progress and with Parents
- Provide parents with online access, through FOCUS, to student grades.

- Student progress reports and report cards will be sent home with students at prescribed times throughout the school year; phone calls will be made prior to distribution via Connect Ed system.
- SuccessMaker cumulative progress reports will be sent home monthly.
Monthly SAC meetings, Parent newsletters, annual title I parent meeting and school website.

Title I, Part C- Migrant
Home Language Survey/ Continuation of Services
- Monitor enrollment and exit of students to ensure knowledge of home language and continuity of necessary ELL services. ELL nights for students and parents, Translation os written materials, Extended School day opportunities(SAI) and enrichment and acceleration opportunities.

Title I, Part D
Positive Behavioral Support (PBS)
- Continue implementation of PBS program to encourage and reward positive behavior in school. A mentoring program for at-risk behavioral students will be offered. Free Breakfast/ lunch for all students, Mentoring program, mediation program and Extended school opportunities before and after school.

Title III
Sugg has a dedicated ELL paraprofessional, teacher assistant, and district ELL specialist who coordinate services for our ELL population.

Title X- Homeless
Our district has Project Heart, as well as a school social worker who works to provide services for our homeless population.

Career and Technical Education
Sugg employs a full time culinary arts teacher who also sponsors a chapter of Family, Career, and Community Leaders of America as well as a full time technology teacher and full time instructor of Engineering program that sponsors a technology student association.

School Improvement Grant- (currently have applied for)- The grant extends the school year by three weeks to enhance and continue student learning and gains.

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

School leadership examines students' needs based on state assessment data, ELL data, quarterly grades, and teacher experience, expertise, and professional learning histories. These data points are analyzed along with informal observation points to determine school needs based on current staff and student population.

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

Guest chefs and other guest speakers may visit to our culinary academy. Furthermore, for special events, culinary students cook and serve guests on campus whether those are parents, community members, or district personnel. These opportunities to cater an event serve to advance career awareness for culinary students.

Both Ms. Wallen, who teaches business and yearbook, and Mr. Smith, who teaches Robotics, Engineering, and TSA, forster college and career awareness through their coursework and sponsorship of extra curricular activities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Increase Student Achievement**	**$0.00**
2	**III.A.**	**Areas of Focus: Improve Attendance and Discipline**	**$0.00**
		Total:	**$0.00**