W. D. Sugg Middle School

2022-23 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: 7/9/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: B (56%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](http://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)	**2021-22 Title I School**	**2021-22 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	85%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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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 to their communities and active participants in the democratic process.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
McDonald, Ann	Principal	1. Support implementation of strategic and targeted standards-reviews throughout the school year for the 8th grade team 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. Oversee 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. Oversee implementation of and training for Restorative Practices. 7. Communicate consistent expectations and procedures for behavior on campus. 8. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 9. Oversee implementation of behavior-tracking forms utilized prior to writing a referral. 10. Oversee staff development of how to differentiate major and minor disciplinary infractions.
Starkweather, Lorie	Assistant Principal	1. Support implementation of strategic and targeted standards-reviews throughout the school year for Science and the 6th grade team 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. Support implementation of Restorative Practices. 7. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 8. Implement behavior-tracking forms utilized prior to writing a referral. 9. Develop staff understanding of how to differentiate major and minor disciplinary infractions.

Name	Position Title	Job Duties and Responsibilities
		10. Develop and support continued use of common planning schedule to support collaboative planning.
Boyd, Daniel	Assistant Principal	1. Support implementation of strategic and targeted standards-reviews throughout the school year for Language Arts and the 7th grade team 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. Provide 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. Support implementation of Restorative Practices. 7. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 8. Implement behavior-tracking forms utilized prior to writing a referral. 9. Develop staff understanding of how to differentiate major and minor disciplinary infractions. 10. Improved relationships with community and parents will result in an increase and student academic achievement.
Foster, Duane	Other	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. Facilitate meetings for and implementation of multi-tiered systems of support (MTSS) using targeted data and strategies to increase student success. 3. Communicate consistent expectations and procedures for behavior on campus. 4. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 5. Implement Restorative Practices processes and utilize the 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. 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

Name	Position Title	Job Duties and Responsibilities
		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.
Thompson, Rodney	Instructional Coach	1. Provide facilitated and collaborative standards-based lesson planning that include research-based strategies for all teachers. 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.
Hill-Lovering, Melinda	Other	1. Provide facilitated and collaborative standards-based lesson planning that include research-based strategies for all teachers. 2. Infuse collaborative structures, visual supports for vocabulary, and grade level, text-based writing into all contents and grades 3. Support strategic and targeted standards-reviews throughout the school year for Science. 4. Review of evidence of initiatives by observing exemplar student work, visuals, and posted lesson plans in the halls and classrooms during informal 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. 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 Restorative

Name	Position Title	Job Duties and Responsibilities
		Practices and 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.
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. Provide discipline support for 8th grade. 3. Communicate consistent expectations and procedures for behavior on campus. 4. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 5. Implement Restorative Practices processes and utilize the behavior-tracking forms utilized prior to writing a referral. 6. Develop staff understanding of how to differentiate major and minor disciplinary infractions.
Miller, Ahmad	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. Provide discipline support for 6th grade. 3. Communicate consistent expectations and procedures for behavior on campus. 4. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 5. Implement Restorative Practices processes and utilize the behavior-tracking forms utilized prior to writing a referral. 6. Develop staff understanding of how to differentiate major and minor disciplinary infractions.
Ieraci, Danielle	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. Provide discipline support for 7th grade. 3. Communicate consistent expectations and procedures for behavior on campus. 4. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity. 5. Implement Restorative Practices processes and utilize the behavior-tracking forms utilized prior to writing a referral. 6. Develop staff understanding of how to differentiate major and minor disciplinary infractions.

Demographic Information

Principal start date
Thursday 7/9/2015, Lorie Starkweather

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,000

Identify the number of instructional staff who left the school during the 2021-22 school year.

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	334	326	340	0	0	0	0	1000
Attendance below 90 percent	0	0	0	0	0	0	23	36	23	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	97	71	54	0	0	0	0	222
Course failure in ELA	0	0	0	0	0	0	0	13	18	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	0	11	14	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	147	138	153	0	0	0	0	438
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	129	147	144	0	0	0	0	420
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	39	14	0	0	0	0	91

Using the table above, complete the table below with the number of students by current grade level who have 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	95	111	120	0	0	0	0	326

Using current year data, complete the table below with the number of students identified as being "retained.":

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	

Date this data was collected or last updated

Monday 8/29/2022

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	
Number of students enrolled	0	0	0	0	0	0	365	321	348	0	0	0	0	1034
Attendance below 90 percent	0	0	0	0	0	0	150	183	203	0	0	0	0	536
One or more suspensions	0	0	0	0	0	0	58	94	46	0	0	0	0	198
Course failure in ELA	0	0	0	0	0	0	0	10	16	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	0	11	13	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	83	144	160	0	0	0	0	387
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	81	136	152	0	0	0	0	369
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	56	62	0	0	0	0	191

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	106	168	157	0	0	0	0	431

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	

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	
Number of students enrolled	0	0	0	0	0	0	365	321	348	0	0	0	0	1034
Attendance below 90 percent	0	0	0	0	0	0	150	183	203	0	0	0	0	536
One or more suspensions	0	0	0	0	0	0	58	94	46	0	0	0	0	198
Course failure in ELA	0	0	0	0	0	0	0	10	16	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	0	11	13	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	83	144	160	0	0	0	0	387
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	81	136	152	0	0	0	0	369
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	56	62	0	0	0	0	191

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	106	168	157	0	0	0	0	431

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	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	49%	50%				35%	52%	54%
ELA Learning Gains	43%						57%	56%	54%
ELA Lowest 25th Percentile	44%						61%	51%	47%
Math Achievement	39%	35%	36%				49%	59%	58%
Math Learning Gains	52%						64%	61%	57%
Math Lowest 25th Percentile	48%						56%	54%	51%
Science Achievement	26%	57%	53%				24%	47%	51%
Social Studies Achievement	59%	54%	58%				74%	77%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	32%	52%	-20%	54%	-22%
Cohort Comparison						
07	2022					
	2019	26%	48%	-22%	52%	-26%
Cohort Comparison		-32%				
08	2022					
	2019	38%	54%	-16%	56%	-18%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	45%	57%	-12%	55%	-10%
Cohort Comparison						
07	2022					
	2019	40%	57%	-17%	54%	-14%
Cohort Comparison		-45%				
08	2022					
	2019	28%	41%	-13%	46%	-18%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	21%	45%	-24%	48%	-27%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	77%	-10%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	65%	26%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	34	38	19	45	41	15	37	67		
ELL	16	39	40	28	47	46	12	44	68		
BLK	22	38	48	27	45	42	10	54	77		
HSP	23	43	41	35	51	48	19	53	75		
MUL	42	47		56	68			64			
WHT	53	51	59	60	62	60	52	78	95		
FRL	29	43	46	41	52	52	27	65	83		
2021 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 2019-20	C & C Accel 2019-20
SWD	13	36	44	21	47	46	15	29			
ELL	14	36	38	23	40	48	12	33	45		
BLK	25	45	45	25	43	56	25	56	50		

2021 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 2019-20	C & C Accel 2019-20
HSP	25	43	41	32	43	48	21	51	57		
MUL	38	45		36	50		36	82			
WHT	44	51	39	55	54	73	52	70	71		
FRL	29	45	43	36	43	46	26	58	57		

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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. The overall performance of our English language learners also dipped last year compared to previous years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The drops in ELA (-6%) and Civics (-15%) achievement from 2019 to 2022 indicate these areas have the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The change in Civics achievement resulted from 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. Actions to address these will include ongoing and increased focus on cross content area literacy efforts (e.g., text structure initiative) and Tier 3 vocabulary building in content areas and focus on vocabulary in context in core language arts classes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Acceleration component, which includes our Algebra I and Geometry students' scores, showed the most inprovement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Targeted, spiral review of assessed standards was reviewed continually throughout the year. Using student assessment data and teacher recommendation, individual students were also pulled for small group and 1:1 tutoring with our math coach during the school day and for Saturday sessions with larger groups.

What strategies will need to be implemented in order to accelerate learning?

1. Facilitated, collaborative, and standards-based lesson planning using appropriate differentiation, such as scaffolding for striving students and enrichment opportunities to accelerate learning in all content areas
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, structured reviews in mathematics and science, and targeted tutoring across all content areas

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Returning teachers and those new the to building will continue to receive training in Learning Focused based on their individual level of implementation.
All teachers will begin receiving training in Restorative Practices.
Content specific training (e.g., math, science, ELA, AVID, etc.) will be provided accordingly.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Targeted tutoring and test prep bootcamps will be provided to students based on their class enrollment, classroom grades, and FSA/District benchmark assessment scores.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student achievement on state assessments will improve in all content areas as measured on FAST Reading (May 2-5), FAST Mathematics (May 16-19), the Statewide Science Assessment (May 10), the Civics EOC (May 9-12), Algebra EOC (May 16-19), and Geometry EOC (May 16-19) given at the end of the 2023 school year. Intended school grade targets are as follows: ELA - 34 Math - 45 Science - 32 Civics - 72 Acceleration (Alg I and Geometry) – 85
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA and Math categories will be monitored through pretests given in core and intensive classes, regular progress montioring using Lexia, DreamBox, Progress Learning, and district benchmark assessments. Civics, Science, and Acceleration (Algebra I/Geometry) will be monitored through pretests, chapter tests, and iXL assignments given in class as well as district benchmark assessments. All pretest and progress monitoring data is reviewed weekly by instructional coaches and presented to the leadership team. District benchmark assessment data is review with leadership and then with teachers to develop review plans to target areas for improvement.
Person responsible for monitoring outcome:	Ann McDonald (mcdonala@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Collaborative and standards-based lesson planning using appropriate differentiation, such as scaffolding for striving students and enrichment opportunities to accelerate learning in all content areas 2. Cross-content, grade level writing in accordance with grade level expectations of the BEST 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 57%+ 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.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide collaborative standards-based lesson planning that include research-based strategies for all teachers. For planning support and lesson review, Mr. Thompson works with Math & 8th Grade Science, Dr. Gordon with ELA and Reading, Mrs. Hill-Lovering with Social Studies, Electives, and 6th/7th Science.

Person Responsible Ann McDonald (mcdonala@manateeschools.net)

2. Infuse collaborative structures, visual supports for vocabulary, and grade level, text-based writing into all contents and grades.

Person Responsible Bernadette Gordon (gordonb@manateeschools.net)

3. Schedule strategic and targeted standards-reviews throughout the school year for Science and Math.

Person Responsible Rodney Thompson (thompson2r@manateeschools.net)

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
5. Provide frequent and specific feedback to teachers during collaborative planning sessions for differentiation for enrichment and differentiation for ESE and ELL students with need.
(Gordon, Hill-Lovering, and Thompson)

Person Responsible Melinda Hill-Lovering (hill-loveringm@manateeschools.net)

6. Provide school-wide professional learning for teachers to access and maneuver through PEER and understand students' accommodations and how to provide them correctly.

Person Responsible Daniel Boyd (boydd@manateeschools.net)

7. Leadership will meet weekly to review new progress monitoring data and then, Thompson, Gordon, and Hill- Lovering will work with teachers to address needs of ESE and ELLstudents in core classes and in after school tutoring program to continue to accelerate student learning for all, but specifically targeting ESE and ELL students.

Person Responsible Melinda Hill-Lovering (hill-loveringm@manateeschools.net)

#2. Positive Culture and Environment specifically relating to Discipline and Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we continue to establish, communicate, and monitor clearly defined expectations for all stakeholders, then attendance and discipline will improve. Increased student attendance and decreased behavioral incidents allow all students more time to engage in instructional strategies and content within the classroom learning environment. Increased time in the classroom with peers and teachers enhances student ability to reach academic goals with grade level content and measures.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student attendance will improve and incidents of student discipline concerns will decrease schoolwide. Intended targets to be attained by the end of the 2022-2023 school year are as follows: Students with 1+ referrals - 23% Students missing 10+ day of the school year due to absences - 25%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Referral numbers for defiance and disrespect will be reviewed at leadership team meetings monthly.
Person responsible for monitoring outcome:	Daniel Boyd (boydd@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Implement strategies using Restorative Practices and CHAMPs 2. School-wide expectations will be shared in Day 1 lesson plans as developed by faculty and staff during preschool planning days. 3. Regular assemblies and announcements will reinforce the same expectations for all grade levels. 4. Grade level meetings will occur monthly to monitor success and suggest changes as needed. 5. 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: Explain the rationale for selecting this specific strategy. Describe the	Implementation of Restorative Practices will allow students to build strong relationships with staff and will support the development of a solid community here at WD Sugg Middle School. Research regarding Restorative Practices can be found at https://www.iirp.edu/restorative-practices/what-is-restorative-practices. Establishing clear expectations for all people involved in a school is a well-known best practice. CHAMPs is a specific strategy that clarifies expectations for behavior and task expectations that has been adopted by the School District of Manatee County. An

| resources/ criteria used for selecting this strategy. | 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 Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train all staff in CHAMPs and new staff members in Restorative Practices and conferencing.

| Person Responsible | Daniel Boyd (boydd@manateeschools.net) |

Restorative Practice Committee will establish homeroom proactive circle routines. Committee will provide ongoing support to staff.

| Person Responsible | Duane Foster (fosterd@manateeschools.net) |

Review discipline practices and adjust conferencing with offenders, teachers, and students who have been harmed by inappropriate behavior.

| Person Responsible | Danielle Ieraci (ieracid@manateeschools.net) |

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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 teach 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 involve all our parents to positively impact our students.

Prior to students entering sixth grade, guidance and administrative staff contact and sent videos and other presentations to 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 to small groups of students in classes 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 Day" 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. This will be modified this year and will like be virtual. 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. We are hoping to receive videos and presentations from our high schools to provide to our students this school year.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The members of the Happiness & Sunshine Committee and the Parent/Community Involvement Committee will are work collaboratively this year to promote a positive culture and environment here at Sugg Middle.

The members of the Happiness & Sunshine Committee are A. Cothron, B. Fabry, D. Frederick, T. Gaines, C. Goodyear, K. Meinberg, K. Post, L. Starkweather, and B. Stephens.

The members of the Parent/Community Involvement Committee are D. Boyd, T. Brady, D. Hirst, K. Lough, C. Merz, B. Montoya, S. Rumph, R. Smith, and R. Zion.