

W. D. Sugg Middle School



2014-15 School Improvement Plan

W. D. Sugg Middle School

3801 59TH ST W, Bradenton, FL 34209

www.manatee.k12.fl.us

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	37

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Building relationships with students began on the first day of school at W.D. Sugg with the completion of student information sheets in every class period. These forms, in addition to providing the usual access to family members' names and phone numbers, also provide the opportunity for students to share a little about themselves: favorite subject, restaurant, food, sport, player, likes and dislikes, etc. These information sheets as well as "getting to know you" activities prescribed for every class period the first two days of school, gave teachers an excellent springboard for discussion in order to start building those key relationships with students.

With regards to students' cultures, coursework in social studies classes, a population of approximately ninety students in the ELL program, and an ELL assistant and paraprofessional all help to enrich students' awareness of cultures other than their own.

Finally, an incredibly visible teaching staff by their doors during bell changes and an extensive duty schedule dictating leadership team/ guidance & office staff placement before school, during lunch, and after school ensures students have relationships with numerous adults on campus above and beyond their classroom teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our comprehensive duty roster creates an environment that ensures student safety while making a variety of adults on campus who serve in any number of capacities available to students, thus providing the opportunity for students to feel known well by at least one if not several adults on campus above and beyond their classroom teachers.

Before school, there is a weekly rotation of four teachers on duty outside with students from 8:40-9:10. In addition, there are fourteen additional leadership team/ front office staff members positioned at key locations on campus (bus loop, parent pick up, etc) for supervision at this time. During school, all members of the leadership team are in the hallways for all class changes, and teachers are expected to be at their doors welcoming students as they enter their rooms.

After school follows a similar format to morning, with fifteen permanent members of the team always at a specific duty location in addition to the weekly rotation of four other faculty members.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

W.D. Sugg Middle School has a schoolwide Positive Behavior Support (PBS) program in place, led by Dean Jason Dudczak. Key tenets of this program include "Be safe," "Be respectful," "Be responsible," "Be here" (ie, students should be present physically & mentally, taking an active role in their education), and "Be polite; stay right." Protocols for disciplinary infractions are in place and provided to students, parents, and teachers via the school planner. Teachers are trained on said protocols during pre-school inservice by Deans Jason Dudczak and Tequela Crenshaw; teachers then review the discipline matrix with the students the first week of school. From there, it is the responsibility of the leadership team and school faculty to reinforce students' behavior when expectations are being met and to counsel and provide consequences as warranted per the discipline matrix when infractions do occur.

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

Students can meet with their guidance counselor to discuss their academics and/ or any other problems that may be going on. Guidance can refer students and families to different community resources if needed. We have an Intervention Specialist/ Counselor that comes to our school to meet with kids on an individual basis if needed. We also have a counselor from Hospice that comes to our school to meet with students that have experienced a death in the family or of a friend. Families and students can be referred to Manatee Glens or Family Resources for family, individual, or group counseling in order to deal with issues of truancy, family and/ or mental health issues. Big Brothers Big Sisters is a mentoring program to which we refer students and families in order to help improve the students academics and/or behavior. Student services conducts a training for staff in order to identify students that may benefit from these services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning indicators to which we will be paying particular attention include:

- attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- one or more suspensions, whether in school or out of school
- course failure in ELA or mathematics
- a Level 1 score on the statewide, standardized assessments in ELA or mathematics
- not FAIR proficient (reading comprehension score < 50)

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	116	145	166	427
One or more suspensions	139	119	101	359
Course failure in ELA or Math	40	70	63	173
Level 1 on statewide assessment	104	132	153	389
Not FAIR proficient	152	174	220	546

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Families and students can be referred to Manatee Glens or Family Resources for family, individual, or group counseling in order to deal with issues of truancy, family and/ or mental health issues. In school suspension has been eliminated, replaced with our Character Development Academy (CDA). This is a four day program, regardless of the specific infraction committed by the student. During CDA, students have an extensive packet to complete in addition to their assigned work from their classroom teachers. The packet allows students to reflect on their behavior; compose their own vision and mission statements; write about reputation and character given prompts that quote famous figures from history, athletics, etc; learn the format of a business letter as they write to the CDA teacher, Mr. Atkins, in order to communicate their understanding of what they did to earn CDA and what other choices they could have made to avoid this circumstance.

Students who are failing to achieve the required benchmarks assessed on our monthly focus calendar assessments, quarterly benchmark assessments, or bi-monthly formal writing pieces are invited to after school tutoring held on Mondays and Wednesdays that is specifically designed to address those benchmarks. Additionally, there is tutoring every day with Mr. Sams from 7:00-8:45 and Wednesday and Friday from 3:45-4:15, also with Mr. Sams. After school homework help is provided Tuesday and Thursday hosted by volunteers from the community (members of Kirkwood Presbyterian Church).

All students who earn Level 1 or 2 on statewide assessments in reading or math are placed in an intensive reading or math class in addition to the regular language arts and/or math class in which they receive on grade level instruction.

At progress report and report card time, data is compiled about all our "at risk" students exhibiting one or more of the early warning signs listed above. The spreadsheet includes students' names, ESE/ELL status, SuccessMaker data, proficiency data from a variety of in house and district/state mandated assessments, attendance and discipline information, as well as the students' GPAs. This information is then reviewed collectively by the guidance and administrative leadership team so that interventions reviewed and others may be put in place & the Rtl process may begin if it is deemed necessary.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

As a school we try to involve our parents in activities that will affect the students at school and at home. We are fortunate to be able to have specialty guest speakers come into our school to teach parents of things that they can utilize at home such as disciplinary concepts, how to avoid gang violence, strategies to overcome difficult concepts, and additional resources that are catered to improving student achievement through the content areas. We also encourage our students of other languages and their family members to join our ESOL program, which is intended to enable the adult members of our Spanish speaking population to get their GED's by enrolling in the Adult ESOL program that we offer. We try to incorporate many means in which we involve all of our parents to positively affect our students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through a district-based electronic platform, businesses are able to connect with schools and build partnerships. For Sugg Middle, these partnerships have resulted in volunteers donating time to tutor our students in reading and math, community organizations providing supplies (pens, pencils, binders, notebooks, etc.) to teachers on a quarterly basis to assist students in need, and the cooperative facilitation of reward-based activities to celebrate student successes via our PBS (Positive Behavioral Support) program.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Proue, Darlene	Principal
Cooper, Kimone	Assistant Principal
Baietto, Brad	Assistant Principal
Dudczak, Jason	Dean
Mills, Dana	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal Darlene Proue's responsibilities include but are not limited to helping the district achieve its mission, related goals, and objectives; serving as instructional leader of our school; and creating a school climate that fosters professionalism among the staff and learning as a life-long process for our students.

Assistant Principal Kimone Cooper supervises curriculum, master schedule, guidance, and Title I.

Assistant Principal Brad Baietto's primary responsibilities lie in discipline, instruction, textbooks, and personnel.

Deans Jason Dudczak and Tequela Crenshaw ensure students abide by the student code of conduct and provide consequences in accordance with our discipline matrix as needed.

Instructional Coach Dana Mills' primary roles include mentoring new teachers, supervising the SuccessMaker program, providing professional development, modeling key instructional strategies for teachers, and assisting in preparing new curriculum with faculty.

All members of this leadership team have a voice; shared decision making takes place informally throughout each day and formally at leadership team meetings on Monday (Proue, Baietto, Cooper, Dudczak, Mills, Routhier) and admin meetings on Thursday (Proue, Baietto, Cooper, Mills).

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

Title I, Part A

Annual Title I Parent Meeting

- Hold Title I informational meeting for parents summarizing school performance, providing explanation of Title I involvement, and detailing additional services provided as part of Title I funding.

Monthly SAC Meetings

- Provide Title I reporting and available services updates as part of SAC meeting agendas.

Monthly Parent Newsletters

- Summarize Title I offerings and availability in monthly parent newsletters.

School Website

- Summarize Title I offerings and availability on school website.

Communication of Student Progress

- 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.

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

- Offer ELL Nights for students and parents. Activities offered would include access to ELL resources and teachers, translation services, reading resources, and technology access/ training for parents.

Translation of Parent Communication

- Increase the availability of district and school publications/ notices in languages represented in school population.

Extended School Day Opportunities/ Supplemental Academic Instruction (SAI)

- Provide opportunities both before and after school, through SES, for students to extend learning including access to media center, computer labs, homework help, and tutoring.

Title I, Part D

Character Development Academy (CDA)

- A four day program that serves as an alternative to in school suspensions & offers smaller class sizes and additional instructional and behavioral support for at-risk students, both academically and behaviorally. Increase frequency of communication to parents of at-risk students.

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

- All students will be provided with breakfast before the school day and lunch at midday at no cost.

Extended School Day Opportunities

- Provide opportunities before and after school for students to extend learning including access to media center, computer labs, homework help, and tutoring. Students will also receive an after school snack.

Mentor Program

- A mentoring program for students exhibiting at risk behaviors will be offered. Students will be assigned an adult mentor to provide support before and after school. Behavior and grades will be monitored daily and weekly, with results communicated to parents.

Mediation Program

- Students who are at risk and struggling with their peer interactions will be offered mediation services. Students will meet with an adult to discuss their conflicts, formulate conflict resolution plans, and receive assistance and support following through on the plan.

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, led by Deb Bailey, 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 who together sponsor our school's Technology Student Association.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Darlene Proue	Principal
Barbara Prete	Business/Community
Kristin Lamphron	Parent
Renee Sheehan	Parent
Tequela Crenshaw	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the August 2103 meeting, SAC members reviewed the SIP and provided feedback. This helped the school adjust its plans and goals for the year.

Development of this school improvement plan

The School Advisory Council will be presented with the current draft of the SIP plan at their September meeting. At this time parent, student, and community member input will be welcomed as we continue to refine our plan.

Preparation of the school's annual budget and plan

The 2014-2015 school budget was reviewed at the SAC meeting held Monday, September 8, 2014.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Sugg SAC Expenditures from 2013-2014

Item Budgeted

Writing Fair Supplies (Wilson)

a. Printing - Basic K-12 \$212

b. 2 Pocket Folders \$350

Local Travel (UDL Training - Barnes, Wilson, Hyer, Sams)

Training Svc \$765.25

Math Remediation

Magnetic Power Rainbow Set \$250

Subs for ATD Leaves \$1822.98

(2) - SuccessMaker Training

(1) - Gifted Training

(2) - PCM Recertification

(1) - ESE Audit

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

SIP/ SAC is an option on the pull down menu in the "About Us" section of the Sugg Middle School website. This is a place to display publicly attendance rosters, contact information for officers, calendar dates, and meeting minutes.

Connect Ed is utilized to inform parents of upcoming opportunities to lead on campus, including participation in SAC meetings & sponsored activities.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mills, Dana	Instructional Coach
Cooper, Kimone	Assistant Principal
Baietto, Brad	Assistant Principal
Proue, Darlene	Principal

Duties

Describe how the LLT promotes literacy within the school

The mission of the W.D. Sugg Literacy Leadership Team is to create a community of confident, passionate readers and writers who communicate effectively in formal, academic settings; use writing as a creative outlet; and recognize their literacy skills as a means to problem solve in their community and ultimately achieve their dreams.

To this end, the literacy leadership team will focus on building capacity among the faculty through quality professional development, collecting and reviewing both hard and soft data to identify one or two critical areas of literacy on which to focus, and developing a literacy plan of action.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Although shared planning time during the school day is not always available for teachers of the same subject/ grade level, these teachers are the beneficiaries of classrooms located in close proximity (often in adjoining rooms). This arrangement allows for easy and substantial time for collaboration in the hour before school begins and after school as well. Furthermore, keeping our mandatory meetings to a minimum (faculty - biweekly; FIM - biweekly; data team - monthly or as data indicates) lends itself to a school culture where teachers are given the time to engage in the collaboration necessary for their profession.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

W.D. Sugg Middle strives to recruit effective teachers through extensive vetting within the hiring process. Time is given to crafting specific questions designed to reveal applicants' potential as well as readiness for a given position. In addition, leadership opportunities are delineated for those who aspire larger leadership capacity within. Along with their teaching position, applicants desirous of future management are exposed to school-based processes such as vision/mission statements, SIP building, SAC opportunities, and data-driven decision-making.

Retention of such teachers is reinforced via mentoring relationships designed to assist in and increase effectiveness of said teachers by aiding their assimilation into school climate and culture; providing a sounding board to voice ideas, opinions, and concerns; and serving as a buoy during difficult times to maintain engagement. Along with leadership opportunities, burgeoning teachers are rewarded for their efforts through ceremonies, tributes, and announcements; all serving to foster a teacher-centric environment where achievement is recognized and encouraged.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The ten new teachers on campus have all been paired with a mentor teacher based on subject area and years of experience in their disciplines.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

New textbooks for language arts and reading classes, from Houghton Mifflin Harcourt, were selected in part because of the quality of the alignment to the Florida Standards. All curriculum maps and unit overviews for content areas provided by the district were aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data from formative and summative assessments guide instruction. Pre-tests allow teachers to truncate units based on advanced skill sets and move on to more rigorous standards. By the same token, the pre-tests also identify skills that may be in need of remediation for whole class periods or a subset of students in any given class. Thus, such assessments aid in the assignment of students to small groups for both acceleration and remediation as necessary.

Bi-weekly writing assessments focusing on LA, science, and social studies content inform teachers about students' needs regarding further writing instruction & provide opportunities to revise pieces in their language arts classes.

Focus Calendar Assessments given monthly allow teachers to ascertain the effectiveness of instruction prior to administration of district benchmarks at the conclusion of each quarter.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 18,900

Mr. Sams holds tutoring before school daily from 7:00-8:45. This is OPTIONAL for students, but has the potential to extend the school year by an additional 315 hours of instructional time, often in small groups or one on one for those who elect to participate.

Strategy Rationale

More than 80% of our students have not demonstrated proficiency on state assessments; therefore, it is necessary to offer as many additional instructional options outside of the school day as possible.

Hosting tutoring that begins over two hours before the school day begins allows for more students to participate given that 90% of our students get to and from school via school bus. Allowing parents to drop off students on their way to work at 7 AM is more likely to foster wide-spread participation rather than after school tutoring when student pick up by parents is more challenging as they are often still at work.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baietto, Brad, baiettob@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets are utilized in tutoring sessions so that staff may analyze data (focus calendar assessments, FAIR, formal writing assessments, benchmark assessments, SuccessMaker data) to gauge the effectiveness of the program for individual students and make adjustments as necessary.

Strategy: Extended School Day

Minutes added to school year: 2,160

Four times per month there will be specific after school tutoring sessions based on data collected from our monthly focus calendar assessments and bi-monthly formal writing pieces. Students who are weak in the benchmarks being tested will be invited to attend these special after school sessions for some re-teaching and re-testing (formative assessment, not additional FCAs, etc).

Strategy Rationale

Given our extensive assessment calendar and the data that comes from some very thorough assessments created in house, it is important to put that good data to use as immediately as possible with those students who will most benefit from additional remediation in given skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cooper, Kimone, cooper2k@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets are utilized in tutoring sessions so that staff may analyze data (focus calendar assessments, FAIR, formal writing assessments, benchmark assessments, SuccessMaker data) to gauge the effectiveness of the program for individual students and make adjustments as necessary.

Strategy: Extended School Day

Minutes added to school year: 3,120

Community volunteers from Kirkwood Presbyterian Church hold homework help sessions after school two days a week from 3:45-4:45. This is OPTIONAL for students, but has the potential to extend the school year by an additional 52 hours of instructional time, often in small groups or one on one for those who elect to participate.

Strategy Rationale

More than 80% of our students have not demonstrated proficiency on state assessments; therefore, it is necessary to offer as many additional instructional options outside of the school day as possible.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cooper, Kimone, cooper2k@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets are utilized in tutoring sessions so that staff may analyze data (focus calendar assessments, FAIR, formal writing assessments, benchmark assessments, SuccessMaker data) to gauge the effectiveness of the program for individual students and make adjustments as necessary.

Since this tutoring is specifically for homework help and not necessarily standards based instruction, in addition to the above data, we will be monitoring students' grades in core classes, particularly language arts and math, since these are part of our early warning system indicators.

Strategy: Extended School Day

Minutes added to school year: 1,560

Mr. Sams holds tutoring after school two days a week from 3:45-4:15. This is OPTIONAL for students, but has the potential to extend the school year by an additional 26 hours of instructional time, often in small groups or one on one for those who elect to participate.

Strategy Rationale

More than 80% of our students have not demonstrated proficiency on state assessments; therefore, it is necessary to offer as many additional instructional options outside of the school day as possible.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baietto, Brad, baiettob@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets are utilized in tutoring sessions so that staff may analyze data (focus calendar assessments, FAIR, formal writing assessments, benchmark assessments, SuccessMaker data) to gauge the effectiveness of the program for individual students and make adjustments as necessary.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

College and Career Readiness

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 are frequent visitors 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 such as Superintendent Mills. These opportunities to cater an event serve to advance career awareness for culinary students.

Both Mr. Routhier, who teaches computers/ technology, and Mr. Ruggiero, in engineering, foster college and career awareness through their coursework and sponsorship of the Technology Student Association.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

CAKES

Culinary Careers and Culinary I Syllabus

The Culinary Program at W.D. Sugg Middle School will prepare students interested in Culinary Arts and Sciences, Hospitality, and Tourism and transition into existing high school academies and possible careers in those industries. Students will participate in all phases of culinary arts including: planning, nutrition, preparation, presentation and related soft business skills. Real-world connections will be made via the exploration of related industries and careers. Our program is three-years in length.

Culinary courses have been designed to allow students to use a variety of hands-on activities to connect academic-based learning with real life skills. Students will be able to learn and work in cooperative groupings that will provide opportunities for students to take control of their own learning. Students will survey food through taste, research projects, demonstrations, and science based experimentation.

The following topics and activities will be included during the course of the program:

- Ø Leadership and teamwork skills
- Ø Time management and meal planning
- Ø Careers in the culinary and tourism field
 - o Guest Chefs
 - o Guest Speakers
 - o Field Trips
- Ø Safe working habits including personal hygiene and sanitation, fire safety, first aid and food sanitation
- Ø Tools and equipment usage, maintenance, and operation including common kitchen tools and equipment
- Ø Measurements and equivalents as well as abbreviations associated with the food industry
- Ø General knowledge of nutrition, the food plate, and accommodations
- Ø Greenhouse management
- Ø Preparation of fresh foods

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Administration at Sugg Middle school encourages collaboration between elective classes such as culinary, computers/ technology, and engineering and core subjects. In this way students are able to get the same information presented and practiced in different ways.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

A big concern nationwide and in our own state and district are the high numbers of students who receive high school diplomas, are admitted to colleges, and then must begin their post-secondary

career taking remedial coursework in reading, writing, and/ or math for no college credit. In 2012, 83.3% of our district's students needed remedial reading/writing upon entering college; the same was true of 67.4% of students in math. This situation then lends itself to another area of concern: students who do not graduate from college within four years.

With these two areas of need on which to focus, Sugg Middle School tries to ensure that students who enter our school lacking in the pre-requisite skills needed for middle school coursework are remediated and leave middle school on or exceeding grade level. To that end, we have nine remedial classes on our master schedule, five in reading and four in math. Additionally, there is a comprehensive assessment calendar which we use to determine which students are not mastering which standards in their courses. These students may then receive additional support in their remedial classes and/ or in after school tutoring offered according to which Florida Standard is the focus of the day's lesson.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Unify all stakeholders around our vision and mission in order to provide an environment where students and teachers feel safe, supported, empowered, and accountable.

- G2.** Student achievement will increase when teachers provide rigorous instruction based on standards and differentiate teaching utilizing data analysis.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Unify all stakeholders around our vision and mission in order to provide an environment where students and teachers feel safe, supported, empowered, and accountable. 1a

G036329

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	48.0
One or More Suspensions	39.0
Level 1 - All Grades	43.0

Resources Available to Support the Goal 2

- Administration-initiate laser-like focus on vision and mission and provide encouragement to sustain it
- Deans-protect the campus and ensure student safety
- Guidance Counselors-provide for the emotional security of stakeholders
- Instructional Coach-provide resources, professional development, and modeling)
- Staff-the experts are among us
- Students-positive peer pressure
- Parents/ Community at Large-work as team members with school staff

Targeted Barriers to Achieving the Goal 3

- history of discipline issues (tardies, fights, arrests)

Plan to Monitor Progress Toward G1. 8

More teachers will be utilizing Cyclone Bucks to recognize those displaying the Cyclone Specifics as the year progresses.

Person Responsible

Jason Dudczak

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

teacher records of Cyclone Bucks distributed and/or redeemed in the classroom; receipt logs of Cyclone Bucks used to attend events, enter drawings, etc

G2. Student achievement will increase when teachers provide rigorous instruction based on standards and differentiate teaching utilizing data analysis. 1a

G036330

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0
AMO Reading - All Students	60.0

Resources Available to Support the Goal 2

- many long-time Sugg teachers and new faculty members with high standards; infectious, positive attitudes; and collaborative spirit
- new leadership; engaged, supportive, proactive administrative team
- Instructional Leadership Team members

Targeted Barriers to Achieving the Goal 3

- need for clarity regarding rigorous instruction, how to scaffold vs. "dumbing down," etc.

Plan to Monitor Progress Toward G2. 8

Progress Monitoring

Person Responsible

Dana Mills

Schedule

Biweekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

SuccessMaker Data pulled by instructional coach and SuccessMaker classroom teachers, FAIR data, Focus Calendar Assessment results, quarterly benchmark assessment results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Unify all stakeholders around our vision and mission in order to provide an environment where students and teachers feel safe, supported, empowered, and accountable. **1**

 G036329

G1.B1 history of discipline issues (tardies, fights, arrests) **2**

 B086962

G1.B1.S1 Expand impact of and buy in among all stakeholders for current Positive Behavior Support program **4**

 S097688

Strategy Rationale

recognition for positive behavior is a key component of any middle school behavior plan

Action Step 1 **5**

Conduct PBS committee meetings.

Person Responsible

Jason Dudczak

Schedule

Biweekly, from 8/28/2014 to 5/29/2015

Evidence of Completion

agendas, minutes

Action Step 2 5

Host PBS celebrations to recognize students' commitment to the Cyclone Specifics.

Person Responsible

Jason Dudczak

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher records of Cyclone Bucks distributed and/or redeemed in the classroom; receipt logs of Cyclone Bucks used to attend events, enter drawings, etc.

Action Step 3 5

In order to increase buy in, research which schools in our district have a strong, comprehensive PBS program in place & send members of our committee to their site to see it in action, discuss with their faculty, etc; utilize tools such as Connect Ed and the newsletter "The Watch" to inform parents of the Cyclone Specifics, PBS reward activities, and the like.

Person Responsible

Jason Dudczak

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Visitor logs at other school sites, minutes from meetings post-visit; online records of Connect Ed phone calls' and emails' content; online editions of "The Watch"

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Maintaining detailed records of all PBS committee activities and outreach

Person Responsible

Jason Dudczak

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Meeting minutes and agendas; teacher records of Cyclone Bucks distributed and/or redeemed in the classroom; receipt logs of Cyclone Bucks used to attend events, enter drawings, etc; visitor logs at other school sites, minutes from meetings post-visit; online records of Connect Ed phone calls' and emails' content; online editions of "The Watch"

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Stakeholder feedback

Person Responsible

Jason Dudczak

Schedule

Quarterly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Feedback through surveys, interviews, and other anecdotal means will be garnered to ascertain enthusiasm for PBS events, teacher buy-in, level of teacher and student participation in the program, etc. Early warning systems data such as percentage of students with attendance levels below 90%, percentage of students with one or more assignment to CDA (character development academy) or out of school suspension, and percentage of students scoring below proficiency on the test of Florida Standards will be utilized to ascertain the impact of PBS on students behaviors and academic performance.

G2. Student achievement will increase when teachers provide rigorous instruction based on standards and differentiate teaching utilizing data analysis. 1

G036330

G2.B1 need for clarity regarding rigorous instruction, how to scaffold vs. "dumbing down," etc. 2

B086963

G2.B1.S2 PD on making rigorous instruction accessible to all 4

S115878

Strategy Rationale

building capacity ultimately mitigates deficit thinking

Action Step 1 5

Faculty and staff will participate in a book study of *The Fundamental Five: The Formula for Quality Instruction* by Sean Cain and Mark Laird.

Person Responsible

Darlene Proue

Schedule

Biweekly, from 9/10/2014 to 10/31/2014

Evidence of Completion

walkthrough data, classroom observations (specifically looking for evidence of framing the lesson; frequent, small group, purposeful talk; working in the power zone; recognition and reinforcement; and writing critically)

Action Step 2 5

Faculty and staff will participate in a professional development series based on the text *Close Reading and Writing from Sources* by Douglas Fisher and Nancy Frey.

Person Responsible

Dana Mills

Schedule

Biweekly, from 1/12/2015 to 3/9/2015

Evidence of Completion

lesson plans, walkthrough data, classroom observations, student work (rubric of "look fors" includes indices regarding quality of student note-taking; engaging, student-led discussion; and sophisticated writing samples scoring 3 or 4 on the FSA Informative and Argument Writing Rubrics)

Action Step 3 5

After attending district sponsored CIS training, science teachers Distelhurst, Fulghum, and Basso, along with Heather Rivera from the district office, will train the rest of the faculty on the Comprehension Instructional Sequence.

Person Responsible

Brad Baietto

Schedule

Monthly, from 9/16/2014 to 12/12/2014

Evidence of Completion

lesson plans, walkthrough data, classroom observations (looking for evidence of reading to build deep comprehension, re-reading and generating deep questions to deepen text understanding, and reading to use text evidence to validate responses)

Action Step 4 5

Faculty will participate in a professional development series which reviews and extends upon our content from 2013-2014's PLWs on writing rigorous tasks.

Person Responsible

Dana Mills

Schedule

Monthly, from 11/10/2014 to 2/13/2015

Evidence of Completion

Review of lesson plans, walkthrough data, classroom observations, student work should see the following trajectory: teacher develops a rigorous task, students perform the task, and based on data, the teacher refines and revises the aforementioned task and subsequent rigorous tasks.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor lesson plans

Person Responsible

Dana Mills

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Monitoring lesson plans will serve as a point of departure for discussions with individual faculty members about areas of strengths and weakness where rigorous instruction is concerned. This will be our first place to look to see if teachers are attempting to integrate aspects of our various professional development opportunities into their classroom instruction and therefore will help set our "look fors" when the admin team does classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom Walkthroughs

Person Responsible

Darlene Proue

Schedule

Daily, from 9/12/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough data collected by all members of the Administrative Leadership Team (Danielson)

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Formal Classroom Observations

Person Responsible

Darlene Proue

Schedule

Semiannually, from 9/12/2014 to 5/29/2015

Evidence of Completion

Principal's and Assistant Principals' formal observation data (Danielson)

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Student Work Samples

Person Responsible

Dana Mills

Schedule

Biweekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Quality of student work samples will indicate teachers' fidelity of implementation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Examination of rigorous tasks

Person Responsible

Dana Mills

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Through data team meetings and/or other small group settings, teachers, in collaboration with the instructional coach, will examine others' rigorous tasks - looking at lesson plans, the format in which the task was presented to the student, all means of scaffolding/ differentiation, and students' final products.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conduct PBS committee meetings.	Dudczak, Jason	8/28/2014	agendas, minutes	5/29/2015 biweekly
G2.B1.S2.A1	Faculty and staff will participate in a book study of <i>The Fundamental Five: The Formula for Quality Instruction</i> by Sean Cain and Mark Laird.	Proue, Darlene	9/10/2014	walkthrough data, classroom observations (specifically looking for evidence of framing the lesson; frequent, small group, purposeful talk; working in the power zone; recognition and reinforcement; and writing critically)	10/31/2014 biweekly
G1.B1.S1.A2	Host PBS celebrations to recognize students' commitment to the Cyclone Specifics.	Dudczak, Jason	8/18/2014	Teacher records of Cyclone Bucks distributed and/or redeemed in the classroom; receipt logs of Cyclone Bucks used to attend events, enter drawings, etc.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A2	Faculty and staff will participate in a professional development series based on the text Close Reading and Writing from Sources by Douglas Fisher and Nancy Frey.	Mills, Dana	1/12/2015	lesson plans, walkthrough data, classroom observations, student work (rubric of "look fors" includes indices regarding quality of student note-taking; engaging, student-led discussion; and sophisticated writing samples scoring 3 or 4 on the FSA Informative and Argument Writing Rubrics)	3/9/2015 biweekly
G1.B1.S1.A3	In order to increase buy in, research which schools in our district have a strong, comprehensive PBS program in place & send members of our committee to their site to see it in action, discuss with their faculty, etc; utilize tools such as Connect Ed and the newsletter "The Watch" to inform parents of the Cyclone Specifics, PBS reward activities, and the like.	Dudczak, Jason	9/5/2014	Visitor logs at other school sites, minutes from meetings post-visit; online records of Connect Ed phone calls' and emails' content; online editions of "The Watch"	5/29/2015 monthly
G2.B1.S2.A3	After attending district sponsored CIS training, science teachers Distelhurst, Fulghum, and Basso, along with Heather Rivera from the district office, will train the rest of the faculty on the Comprehension Instructional Sequence.	Baietto, Brad	9/16/2014	lesson plans, walkthrough data, classroom observations (looking for evidence of reading to build deep comprehension, re-reading and generating deep questions to deepen text understanding, and reading to use text evidence to validate responses)	12/12/2014 monthly
G2.B1.S2.A4	Faculty will participate in a professional development series which reviews and extends upon our content from 2013-2014's PLWs on writing rigorous tasks.	Mills, Dana	11/10/2014	Review of lesson plans, walkthrough data, classroom observations, student work should see the following trajectory: teacher develops a rigorous task, students perform the task, and based on data, the teacher refines and revises the aforementioned task and subsequent rigorous tasks.	2/13/2015 monthly
G1.MA1	More teachers will be utilizing Cyclone Bucks to recognize those displaying the Cyclone Specifics as the year progresses.	Dudczak, Jason	8/18/2014	teacher records of Cyclone Bucks distributed and/or redeemed in the classroom; receipt logs of Cyclone Bucks used to attend events, enter drawings, etc	5/29/2015 monthly
G1.B1.S1.MA1	Stakeholder feedback	Dudczak, Jason	10/17/2014	Feedback through surveys, interviews, and other anecdotal means will be garnered to ascertain enthusiasm for PBS events, teacher buy-in, level of teacher and student participation in the program, etc. Early warning systems data such as percentage of students with attendance levels below 90%, percentage of students with one or more assignment to CDA (character development academy) or out of school suspension, and percentage of students scoring below proficiency on the test of Florida Standards will be utilized to ascertain the impact of PBS on students behaviors and academic performance.	5/29/2015 quarterly
G1.B1.S1.MA1	Maintaining detailed records of all PBS committee activities and outreach	Dudczak, Jason	9/5/2014	Meeting minutes and agendas; teacher records of Cyclone Bucks distributed and/or redeemed in the classroom; receipt logs of Cyclone Bucks used to attend events, enter drawings, etc; visitor logs at other school sites, minutes from meetings post-visit; online records of Connect Ed phone calls' and emails' content; online editions of "The Watch"	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Progress Monitoring	Mills, Dana	9/12/2014	SuccessMaker Data pulled by instructional coach and SuccessMaker classroom teachers, FAIR data, Focus Calendar Assessment results, quarterly benchmark assessment results	5/29/2015 biweekly
G2.B1.S2.MA1	Examination of rigorous tasks	Mills, Dana	9/12/2014	Through data team meetings and/or other small group settings, teachers, in collaboration with the instructional coach, will examine others' rigorous tasks - looking at lesson plans, the format in which the task was presented to the student, all means of scaffolding/ differentiation, and students' final products.	5/29/2015 monthly
G2.B1.S2.MA1	Monitor lesson plans	Mills, Dana	9/12/2014	Monitoring lesson plans will serve as a point of departure for discussions with individual faculty members about areas of strengths and weakness where rigorous instruction is concerned. This will be our first place to look to see if teachers are attempting to integrate aspects of our various professional development opportunities into their classroom instruction and therefore will help set our "look fors" when the admin team does classroom walkthroughs.	5/29/2015 weekly
G2.B1.S2.MA3	Classroom Walkthroughs	Proue, Darlene	9/12/2014	Classroom walkthrough data collected by all members of the Administrative Leadership Team (Danielson)	5/29/2015 daily
G2.B1.S2.MA4	Formal Classroom Observations	Proue, Darlene	9/12/2014	Principal's and Assistant Principals' formal observation data (Danielson)	5/29/2015 semiannually
G2.B1.S2.MA5	Student Work Samples	Mills, Dana	9/12/2014	Quality of student work samples will indicate teachers' fidelity of implementation	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Student achievement will increase when teachers provide rigorous instruction based on standards and differentiate teaching utilizing data analysis.

G2.B1 need for clarity regarding rigorous instruction, how to scaffold vs. "dumbing down," etc.

G2.B1.S2 PD on making rigorous instruction accessible to all

PD Opportunity 1

Faculty and staff will participate in a book study of *The Fundamental Five: The Formula for Quality Instruction* by Sean Cain and Mark Laird.

Facilitator

Administrative Leadership Team

Participants

all faculty and staff

Schedule

Biweekly, from 9/10/2014 to 10/31/2014

PD Opportunity 2

Faculty and staff will participate in a professional development series based on the text *Close Reading and Writing from Sources* by Douglas Fisher and Nancy Frey.

Facilitator

Dana Mills, Shannon Chioffe

Participants

all faculty

Schedule

Biweekly, from 1/12/2015 to 3/9/2015

PD Opportunity 3

After attending district sponsored CIS training, science teachers Distelhurst, Fulghum, and Basso, along with Heather Rivera from the district office, will train the rest of the faculty on the Comprehension Instructional Sequence.

Facilitator

Heather Rivera, Andrea Distelhurst, Mark Fulghum, Brian Basso

Participants

all faculty

Schedule

Monthly, from 9/16/2014 to 12/12/2014

PD Opportunity 4

Faculty will participate in a professional development series which reviews and extends upon our content from 2013-2014's PLWs on writing rigorous tasks.

Facilitator

Lindy Carlson

Participants

all faculty

Schedule

Monthly, from 11/10/2014 to 2/13/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 2: Student achievement will increase when teachers provide rigorous instruction based on standards and differentiate teaching utilizing data analysis.	125
Grand Total	125

Goal 2: Student achievement will increase when teachers provide rigorous instruction based on standards and differentiate teaching utilizing data analysis.		
Description	Source	Total
B1.S2.A1 - \$500	Title I Part A	0
B1.S2.A1 - \$500	General Fund	0
B1.S2.A2	Title I Part A	125
Total Goal 2		125