

Manatee County Public Schools

W. D. Sugg Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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W. D. Sugg Middle School

5602 38TH AVENUE WEST, Bradenton, FL 34209

<https://www.manateeschools.net/sugg>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Starkweather, Lorie	Principal	8th grade administrative support supports ELA/Reading, ESE, and ELL Athletics all budgets
Boyd, Daniel	Assistant Principal	6th Grade AP/Assistant Principal of Curriculum supports science and social studies
Hill-Lovering, Melinda	Other	Instructional Coach, data analysis, curriculum support, facilitated collaborative planning, Testing Coordinator
Hart, Paula	Assistant Principal	7th Grade AP supports Electives and Math Parent Engagement and Business Partners
Walden, Carrie	Teacher, ESE	ESE Chair
Chioffe, Shannon	Teacher, K-12	English/Language Arts Chair
Goodyear, Calaina	Teacher, K-12	Social Studies Chair
Krayesky, Daniel	Teacher, K-12	Mathematics Chair
Smith, Richard	Teacher, K-12	Science Chair
Stephens, Brian	Teacher, K-12	Electives Chair
Conrad, Milton	School Counselor	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

review data for areas of focus
draft plan
gather staff, SAC, community feedback

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data will be reviewed weekly by instructional coaching staff and then at least twice per month by the instructional leadership team. Instructional coaches will work with their assigned groups of teachers in an ongoing fashion especially to address those subgroups with the greatest achievement gaps, but this may be modified based on academic and behavioral data to best support teachers and address the needs of students. Student Support Specialists assigned to grade level discipline may support classroom teachers as assigned based on need.

Modifications based on data will be documented. However, the SIP will only be revised if the data indicate it is necessary or due to unforeseen difficulties (e.g., several hurricane days).

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	202	189	147	538	
One or more suspensions	0	0	0	0	0	0	142	125	107	374	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	8	9	17	
Course failure in Math	0	0	0	0	0	0	0	23	7	30	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	162	215	195	572	
Level 1 on statewide Math assessment	0	0	0	0	0	0	139	148	131	418	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	2	4	10	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	159	203	198	560	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	23	36	23	82	
One or more suspensions	0	0	0	0	0	0	97	71	54	222	
Course failure in ELA	0	0	0	0	0	0	0	13	18	31	
Course failure in Math	0	0	0	0	0	0	0	11	14	25	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	147	138	153	438	
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	147	144	420	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	38	39	14	91	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	95	111	120	326	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	23	36	23	82	
One or more suspensions	0	0	0	0	0	0	97	71	54	222	
Course failure in ELA	0	0	0	0	0	0	0	13	18	31	
Course failure in Math	0	0	0	0	0	0	0	11	14	25	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	147	138	153	438	
Level 1 on statewide Math assessment	0	0	0	0	0	0	129	147	144	420	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	38	39	14	91	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	95	111	120	326	

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	23	47	49	29	49	50	30		
ELA Learning Gains				43			45		
ELA Lowest 25th Percentile				44			41		
Math Achievement*	37	61	56	39	35	36	36		
Math Learning Gains				52			45		
Math Lowest 25th Percentile				48			50		
Science Achievement*	24	48	49	26	57	53	28		
Social Studies Achievement*	51	70	68	59	54	58	56		
Middle School Acceleration	82	81	73	82	47	49	59		
Graduation Rate					47	49			
College and Career Acceleration					76	70			
ELP Progress	25	34	40	56	79	76	43		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	1
ELL	31	Yes	2	1
AMI				
ASN				
BLK	33	Yes	1	
HSP	37	Yes	1	
MUL	48			
PAC				
WHT	62			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	40	Yes	1	
AMI				
ASN				
BLK	43			
HSP	44			
MUL	55			
PAC				
WHT	63			
FRL	49			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	23			37			24	51	82			25
SWD	8			15			12	24			4	
ELL	13			32			7	29	82		6	25
AMI												
ASN												
BLK	20			25			11	38	70		5	
HSP	17			35			16	43	85		6	25
MUL	31			50			43	67			4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	44			54			56	81	75		5	
FRL	22			36			22	50	82		6	23

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	29	43	44	39	52	48	26	59	82			56
SWD	10	34	38	19	45	41	15	37	67			
ELL	16	39	40	28	47	46	12	44	68			56
AMI												
ASN												
BLK	22	38	48	27	45	42	10	54	77			71
HSP	23	43	41	35	51	48	19	53	75			55
MUL	42	47		56	68			64				
PAC												
WHT	53	51	59	60	62	60	52	78	95			
FRL	29	43	46	41	52	52	27	65	83			55

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	45	41	36	45	50	28	56	59			43
SWD	13	36	44	21	47	46	15	29				
ELL	14	36	38	23	40	48	12	33	45			43
AMI												
ASN												
BLK	25	45	45	25	43	56	25	56	50			43
HSP	25	43	41	32	43	48	21	51	57			44
MUL	38	45		36	50		36	82				
PAC												
WHT	44	51	39	55	54	73	52	70	71			
FRL	29	45	43	36	43	46	26	58	57			41

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	19%	43%	-24%	47%	-28%
08	2023 - Spring	20%	45%	-25%	47%	-27%
06	2023 - Spring	18%	45%	-27%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	27%	59%	-32%	54%	-27%
07	2023 - Spring	30%	58%	-28%	48%	-18%
08	2023 - Spring	32%	41%	-9%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	21%	45%	-24%	44%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	58%	34%	50%	42%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	56%	27%	48%	35%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	69%	-23%	66%	-20%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA and 8th grade Science are equally low performing at 21% of students achieving at level 3 and above. Both content areas have declined since 2020. Similarly since then, staffing in these areas has frequently changed. Student absenteeism has increased greatly since 2020 as well.

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

Civics experienced the greatest decline of 13 points (59 in 2022 to 46 in 2023). Our district measurement tool did not reflect such a drop in achievement for Civics, however. Staffing did change in this department last school year, and student absenteeism was significantly high as well.

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

The component with the greatest gap between our school's achievement and the average achievement of the state was ELA Achievement with approximately a 20 point gap. As noted above achievement in this area has declined in this area since 2020. Enrolling 6th graders are coming to us with lower levels of grade level literacy.

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

Acceleration saw a 2 point improvement which is not statistically significant. However, our efforts with tutoring during the school day, after school extended day tutoring, and Algebra and Geometry boot camps allowed us to target students and specific content with them so that we could help them improve based on classroom and district assessment checkpoints.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our greatest area of need according to our EWS data is student attendance. Our children cannot learn and improve academically if they are on in classrooms.

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

1. Improve grade level academic achievement
2. Increase student attendance and time in classrooms

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we continue to establish, communicate, and monitor clearly defined expectations for all stakeholders, then discipline will improve and class time will increase. 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 - 40%

Students missing 10+ day of the school year due to absences - 50%

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.

Weekly reports regarding chronic absenteeism

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Implement strategies using CHAMPs
2. School-wide expectations will be shared in Day 1 lesson plans as developed by faculty and staff during preschool planning days.
3. Utilize Positive Behavior Intervention and Support (PBIS) with fidelity.
4. Implement behavior-tracking forms utilized prior to writing a referral.
5. School will schedule quarterly parent meetings to involve parents in decision-making and to build parent capacity to support their children's learning.
6. GET will work with targeted groups of students and the elementary schools, targeting incoming 6th graders with history of high absenteeism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 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>)

Positive Behavior Interventions and Supports (PBIS) has a strong research base to support the implementation of its approaches. (pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Review procedures and expectations (CHAMPs) including the first day student procedures lesson plan (PBIS) with new and returning staff.

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

By When: August 2, 2023

PBIS Committee will meet before school begins and once per month to determine events, stock the PBIS store, and address concerns/questions.

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

By When: By August 9th and then monthly during committee meetings

Graduation Enhancement Technician will make appropriate phone calls and home visits for students currently with high absenteeism.

Person Responsible: Lorie Starkweather (starkwel@manateeschools.net)

By When: weekly

Develop a calendar for the quarterly Parent Breakfasts and Parent University events. Share this information with families, and host the events.

Person Responsible: Lorie Starkweather (starkwel@manateeschools.net)

By When: First Parent Breakfast will be held by October 12.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 - 30% Achievement, 57% Gains, 61% L25 Gains

Math - 45% Achievement, 64% Gains, 56% L25 Gains

Science - 40% Achievement

Civics - 70% Achievement

Acceleration (Alg I and Geometry) – 86%

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 monitoring using Lexia, DreamBox, Progress Learning, and district benchmark assessments. Civics, Science, and Acceleration (Algebra I/Geometry) will be monitored through pretests, chapter tests, and various classroom 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:

Lorie Starkweather (starkwel@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 FAST.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All strategies align with and are adapted from the Learning-Focused Framework and the work of Dr. Max Thompson.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 & Science, Dr. Gordon with ELA and Reading, Mrs. Hill-Lovering with Social Studies, Electives, and new teachers.

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

By When: biweekly starting August 2

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)

By When: ongoing starting August 10

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

Person Responsible: Rodney Thompson (thompson2r@manateeschools.net)

By When: ongoing starting August 9

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)

By When: ongoing starting August 9

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)

By When: ongoing starting August 20th

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 ELL students 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)

By When: ongoing but starting August 20th

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

WD Sugg Middle School was not provided with any new SIP or SAC funds for the 2023-24 school year. We have small amount (\$1064.41) of SAC that has rolled over from 2022-23. We intend to send one teacher to a conference for training training and will confirm this plan with the SAC and SIP team.

Our SIP and progress for the year is shared at our annual open house, Title I family meetings, SAC meetings, and our Instructional Leadership Team meetings. We work with our Graduation Enhancement Technician and several of our paraprofessionals and instructional staff to provide native bilingual support to address the questions of families about the SIP at any of these events. Sugg's Leadership Team makes themselves available to answer questions about the SIP and any other school function or document throughout the day and at events mentioned above.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Sugg Middle has developing plans for quarterly breakfasts with parents and families so to showcase student work and our new building. During these breakfasts and at other times parents/families may be on campus, we will survey parents to determine what our students' families may need in terms of community education and support. This information will be used to Parent and Family Universities, in which we will partner with various, appropriate local organizations (e.g., the Latin Chamber of Commerce) that will provide accurate on up to date information on topics indicated (e.g., financial planning) in the surveys.

<https://www.manateeschools.net/domain/5311>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

This year Sugg Middle is providing accelerated math and advanced language arts in grades 6-8 as well as accelerated science in grades 7 and 8. We will continue with our after school tutoring program focusing on small groups of students. Also, our students will be invited to Saturday enrichment opportunities including Algebra, Geometry, and Civics boot camps throughout the year to address areas of need and prepare for testing closer to the EOCs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable