

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Title I Middle Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: W.D. Sugg Middle School	District Name: School District of Manatee County
Principal: Sharon Scarbrough	Interim Superintendent: David Gayler
SAC Chair: Kurt Austerman	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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 monthly 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.

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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.

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

- 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

Drop Out Prevention Program (STAR)

- Offer smaller class size 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 and Reduced Breakfast/ Lunch

- Students eligible for free and reduced breakfast/ lunch will be provided with meals before and during the school day.

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.

Amer-I-Can Program

- Students who are at risk will be identified by staff to attend a semester-long gang awareness and resistance program. The Amer-I-Can Program offers strategies to resolve conflict and avoid gang involvement.

Title II

Title III

Sugg has a dedicated ELL teacher assistant and a 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.

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Supplemental Academic Instruction (SAI)
<p>Violence Prevention Programs Sugg's character education program is based on the nine pillars of character: honesty, kindness, respect, tolerance, cooperation, self-control, citizenship, responsibility, and patriotism.</p>
Nutrition Programs
Housing Programs
Head Start
Adult Education
<p>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.</p>
Job Training
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Sharon Scarbrough, Principal Brad Baietto, Assistant Principal Carolyn Duncan, ESE Department Chair Diane Allen, School Psychologist Sue Mcinnis, School Social Worker MaryAnn Buice, Guidance Counselor Samantha Buttari, Guidance Counselor Christina Britton, STAR Teacher Karen Furner, ESE Specialist

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Meetings are Tuesday at 8:30. Discussions include data based strategies to increase student performance. The School Leadership Team provides input that is then shared during the MTSS Leadership Team meetings. Binders of team student data as well as the SEAS database are utilized to inform decision-making regarding underperforming students. MTSS data is updated at progress report and report card to provide a current snapshot of student performance, and regular communication with the district (eg with Sandy Riley-Hawkins) takes place.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS process is the focal point for looking at the lowest quartile students and thus drives the instructional strategies included in the School Improvement Plan with regard to raising the performance of said students. The MTSS process additionally provides the vehicle for looking at students who were either previously proficient or are at present near a cut score – students who may need extra scaffolding to ensure additional success in the next testing cycle. Likewise, MTSS allows for review of the data of students who are already proficient in order to plan instruction that builds on and strengthens their skills.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tiered decisions are made based on leading and lagging indicators, including but not limited to FAIR and FCAT data, as well as on student performance on formative and summative classroom assessments. Our RtI school-wide action plan summarizes early warning signs and proposes interventions to try at each tier.

Describe the plan to train staff on MTSS.

On September 18-20, subs were provided to facilitate half-day meetings for each team of teachers during which time Mr. Baietto and Ms. Duncan brought each group up to speed with regard to MTSS procedures and protocols. After the dissemination of new information, ensuing discussion, and answering of questions, teams were given remainder of their time out of the classroom to analyze the data provided on their shared students and come to consensus, if necessary, about any student who may need additional supports given performance thus far.

Describe plan to support MTSS.

The School Leadership Team, Literacy Leadership Team, and all Professional Learning Communities routinely coalesce around the goal of supporting the MTSS process in our school: discussing the ongoing process of monitoring core, supplemental, and intensive supports being provided to our students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Sharon Scarbrough, Principal
Brad Baietto, Assistant Principal
Kimone Cooper, Assistant Principal
Dana Mills, Assistant Principal Intern
Samantha Buttari, Guidance Counselor
Polly Barnes, Language Arts Department Chair

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Andrea Distelhurst, Science Department Chair
Carolyn Duncan, ESE Department Chair
Susan Fischbach, Reading Department Chair
Marlo Lane, Social Studies Department Chair
Mina Taylor, Math Department Chair
Nicole Tooley, AVID Coordinator
Laura Zuchelli, Teacher/PD Coordinator

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The SLLT meets as a group on a monthly basis. Members present and discuss issues regarding school-wide literacy such as the implementation of content area literacy strategies, literacy-based data, professional development opportunities for staff, and supplemental support for struggling readers.

What will be the major initiatives of the LLT this year? Two school-wide literacy initiatives focus on close reading strategies and writing across the curriculum. Close reading professional development opportunities focus specifically on creating text dependent questions for close analytic reading of texts to help our students become more critical readers, thinkers, and writers.

Our writing across the curriculum initiative, "Uniting for Writing," is also year long in scope. It includes an August and January in-service for teachers, usage of a "Sugg Cyclone Reference Sheet" in all classes during formal and informal writing assessments, "Make Your Writing Shine" posters displayed in every classroom, and uniformity of presentation of writing strategies across all three grade level language arts classes, among other things.

Lesson Study

Lesson Study

Identify the Lesson Study Plan for your school

Describe how the Lesson Study Plan will be implemented

What will be the major initiatives of the Lesson Study Plan this year?

**Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

PART II: EXPECTED IMPROVEMENTS

Goals

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Science Goal #1</p> <p>Research skills are important in science and in all content areas, yet a review of 2012 FCAT Science data shows an area of weakness indicated by a mean of 5 points of 11 earned in the content focus area Nature of Science.</p> <p>Students will be able to interpret and analyze information, express understanding of that information, and be able to use that information to solve problems. Furthermore, they will be able to evaluate new evidence, provide explanations based on evidence, compare methods and results, and evaluate procedures thus leading to a minimum increase from five to six (of eleven points possible) in the mean points earned in the content focus area Nature of Science.</p>	<p>Science Goal #1</p> <p>Primary Barrier: Eighty percent of the content of the Nature of Science subsection is from the sixth and seventh grade science curricula.</p> <p>Additional Barriers: Student attendance, availability of technology, varying technology skill levels of teachers and students.</p>	<p>Science Goal #1</p> <p>Inquiry based learning; direct instruction on science fair research and experimentation; web-based, virtual instruction.</p> <p>Devising a schedule to make the most productive use of finite technology resources will take place during monthly science department meetings and weekly PLC/team collaboration time. These regular meetings will also be utilized for sharing strategies to equalize students’ and teachers’ facility & comfort with technology resources.</p>	<p>Science Goal #1</p> <p>Science Department</p>	<p>Science Goal #1</p> <p>Science Fair research and inquiry based experimentation that lead to analysis and conclusions will demonstrate students’ ability to synthesize information.</p> <p>Daily classroom observations by the teacher will be used to monitor students’ ability to demonstrate learning from experience and to integrate new skills into problem solving activities.</p> <p>Formative demonstration of understanding through project based learning, digital student designed products, and classroom experimentation experience.</p>	<p>Science Goal #1</p> <p>District benchmark assessments, FCIM and the FOCUS process, science fair project scoring rubric.</p>

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Science Goal #2	Science Goal #2	Science Goal #2	Science Goal #2	Science Goal #2	Science Goal #2
<p>Students will be able to write comprehensively to exhibit understanding of science standards based concepts.</p>	<p>Student attendance, availability of technology, varying technology skill levels of teachers and students.</p>	<p>Students will write to explain and demonstrate understanding daily. Formal and informal writing assessments will include Cornell notes, jumpstart responses, lab reports, interactive notebook content, and exit slips. AVID WICOR strategies will be infused throughout the science curriculum.</p> <p>“Uniting for Writing” in-service provided for teachers during pre-planning; goals of professional development were to encourage writing across all content areas and to expose teachers to a variety of informal and formal means of writing assessment.</p> <p>“Sugg Cyclone Writing Reference Sheets” were given to each student during the second week of school for use during both formal and informal writing assessments in all</p>	<p>Science Department</p>	<p>Quality and content of lab reports and research papers for science fair will be examined and feedback provided to students.</p> <p>Monitor usage of interactive notebooks where students write to learn and demonstrate understanding of content; provide feedback.</p>	<p>Florida Writes scores on expository writing; interactive notebook scoring rubric, unit performance assessment scoring rubrics, lab report and science fair research paper scoring rubrics</p>

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		<p>content area classrooms. Content area teachers will use this reference sheet as a guide when providing feedback on students' formal and informal writing samples.</p> <p>“Make Your Writing Shine” posters were distributed to every classroom teacher the first week of school, clearly identifying five key school-wide expectations for student writing.</p> <p>Devising a schedule to make the most productive use of finite technology resources will take place during monthly science department meetings and weekly PLC/team collaboration time. These regular meetings will also be utilized for sharing strategies to equalize students' and teachers' facility & comfort with technology resources.</p> <p>Science Goal #3</p>			
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<p>Science Goal #3</p> <p>Students will increase vocabulary comprehension in science and across all content areas.</p>	<p>Science Goal #3</p> <p>Reading proficiency levels, attendance.</p>	<p>Students will become proficient with science vocabulary through WICOR strategies and informational text reading. Students will apply common vocabulary to science concepts. Additional gains with regard to vocabulary acquisition will be made through the Sugg Words of the Week program, which includes both science-specific vocabulary and broader terminology applicable to science content.</p>	<p>Science Goal #3</p> <p>Science Department</p>	<p>Science Goal #3</p> <p>Students will demonstrate vocabulary comprehension through daily and project oriented writing, through unit performance assessments, in Cornell note summaries, and in graphic organizers.</p>	<p>Science Goal #3</p> <p>Daily anecdotal evidence through observation, classroom summative and formative assessments, FCAT.</p>
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**Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

To support student success on the CELLA, teachers will consult their handouts documenting key strategies for use with ELL students and implement these accommodations as appropriate. With regard to Florida Alternate Assessment students, accommodations to support student growth will be provided in accordance with the student's IEP.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Writing Goal</p> <p>In order to address the increased emphasis on conventions, quality of details, and plausible support in students' expository</p>	<p>Writing Goal</p> <p>Attendance, deficits in prior knowledge and skills, lack of</p>	<p>Writing Goal</p> <p>"Uniting for Writing" in-service provided for teachers during pre-</p>	<p>Writing Goal</p> <p>All teachers in all subjects</p>	<p>Writing Goal</p> <p>FCAT proficiency levels at grade eight; student performance</p>	<p>Writing Goal</p> <p>FCAT Writing scores, rubrics for scoring district-wide and classroom writing assessments</p>

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<p>and persuasive writing and increase the number of students scoring four and above, a school-wide emphasis on writing across all content areas will be instituted. One goal of this program will be a return to the percent proficient (4.0 and above) seen during the 2009-2011 school years. In 2012, 14% (35 students) of Sugg’s eighth graders scored four and above; in 2013, the goal is for at least 81% (198) of students to score four and above. We arrived at this goal by averaging the percent proficient in the years 2009-2011.</p>	<p>horizontal and vertical consistency in planning and instruction, lack of coordination across all content areas regarding writing instruction and provision of feedback on students’ writing.</p>	<p>planning.</p> <p>“Sugg Cyclone Writing Reference Sheets” were given to each student during the second week of school for use during both formal and informal writing assessments in all content area classrooms. Content area teachers will use this reference sheet as a guide when providing feedback on students’ formal and informal writing samples.</p> <p>“Make Your Writing Shine” posters were distributed to every classroom teacher the first week of school, clearly identifying five key school-wide expectations for student writing.</p> <p>Department-wide use of strategies for continuity throughout the middle grades: FADQQ, FIRES, GREPQQ, The Mrs.</p> <p>Quarterly data chats</p> <p>Student data sheets</p>		<p>on district-wide writing benchmark tests and classroom writing assessments</p>	
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<p>Reading Goal #1</p> <p>Across grade levels, weaknesses exist in the content areas of Literary Analysis: Fiction & Nonfiction as well as Informational Text/ Research Process. An increased emphasis on nonfiction/ informational/ technical reading material will increase student achievement as measured by mean points earned in these domains.</p>	<p>Reading Goal #1</p> <p>Attendance, circumstances beyond students' control, minimal prior knowledge, lack of materials of FCAT quality/ length.</p>	<p>Reading Goal #1</p> <p>In addition to utilizing Florida DOE FCAT preparation materials online and acquiring additional quality informational text to increase students' comfort level & proficiency with this genre, the department, with assistance from administration, shall create a bank of nonfiction articles and question sets for use by all core content teachers to be stored on the school's server for ease of access. Question sets will utilize FCAT 2.0 stems to familiarize students with the types of test items proffered on the exam.</p> <p>A PLC focus will be utilization of close reading strategies</p>	<p>Reading Goal #1</p> <p>Language arts and reading departments, specifically Mrs. Ayers and Mr. Dietch re: close reading; Ms. Mills</p>	<p>Reading Goal #1</p> <p>Formative and summative classroom assessments</p>	<p>Reading Goal #1</p> <p>2012-2013 FCAT Reading scores, specifically content area mean scores in Literary Analysis: Fiction & Nonfiction and Informational Text/ Research Process</p>
<p>Reading Goal #2</p> <p>Fifty percent (329) of students in 2011-2012 made learning gains in reading. In 2012-2013, 60% (502) of students will make learning gains in reading.</p>	<p>Reading Goal #2</p> <p>Attendance, circumstances beyond students' control, minimal prior knowledge, lack of</p>	<p>Reading Goal #2</p> <p>The language arts and reading departments, together with the administration, will create a bank of</p>	<p>Reading Goal #2</p> <p>Language arts and reading departments, specifically Mrs. Ayers and Mr. Dietch re: close reading; Ms.</p>	<p>Reading Goal #2</p> <p>Formative and summative classroom assessments</p>	<p>Reading Goal #2</p> <p>2012-2013 FCAT Reading scores & learning gains data</p>

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<p>Reading Goal #3</p> <p>Fifty-two percent of students in the lowest quartile (88) made learning gains in reading in 2011-2012. In 2012-2013, 56% of students in the lowest quartile (117) will make learning gains in reading.</p>	<p>materials of FCAT quality/ length.</p> <p>Reading Goal #3</p> <p>Attendance, circumstances beyond students' control, minimal prior knowledge, lack of materials of FCAT quality/ length.</p>	<p>nonfiction articles and question sets for use by all core content teachers to be stored on the school's server for ease of access. Question sets will utilize FCAT 2.0 stems to familiarize students with the types of test items proffered on the exam.</p> <p>A PLC focus will be utilization of close reading strategies</p> <p>Reading Goal #3</p> <p>All of the above strategies utilized to achieve reading goals 1 & 2 will also be used to achieve goal #3.</p> <p>Additionally, SuccessMaker will be utilized with some of our lowest performing lowest quartile students, namely those in STAR and a sixth grade reading class of predominantly ESE/ELL students.</p>	<p>Mills</p> <p>Reading Goal #3</p> <p>Language arts and reading departments, specifically Mrs. Ayers and Mr. Dietch re: close reading; Ms. Mills re: database and Ms. Walker & Mrs. Britton re: SuccessMaker</p>	<p>Reading Goal #3</p> <p>Formative and summative classroom assessments; SuccessMaker data</p>	<p>Reading Goal #3</p> <p>2012-2013 FCAT Reading scores & learning gains data for lowest quartile</p>
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

To support student success on the CELLA, teachers will consult their handouts documenting key strategies for use with ELL students and implement these accommodations as appropriate. With regard to Florida Alternate Assessment students, accommodations to support student growth will be provided in accordance with the student's IEP.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Math Goal #1</p> <p>In 2011-2012, 57% (362) of students in made learning gains in math. In 2012-2013, 65% of students (543) will realize learning gains.</p>	<p>Math Goal #1</p> <p>Students lack the necessary, fundamental, basic math skills needed to comprehend required grade level math concepts; need exists to increase parent engagement and</p>	<p>Math Goal #1</p> <p>Teachers will learn and use in the classroom the Common Core Standards' eight mathematical practices.</p> <p>PLC for math teachers</p>	<p>Math Goal #1</p> <p>Math Department Chair & math teachers, AVID teachers, and administration</p>	<p>Math Goal #1</p> <p>Consistent monitoring of student data as it is related to various measurement instruments</p> <p>Teacher monitoring of effective use of AVID binder and</p>	<p>Math Goal #1</p> <p>Use of the following data: FCAT scores, Florida Focus- mini-assessments, NGSSS based assessments , teacher created assessments, classroom assignments and homework, online math remediation program scores, benchmark tests, other informal assessment results, anecdotal</p>

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	<p>student motivation, absenteeism & behavior problems contribute to poor performance</p>	<p>in learning and incorporation of the Common Core Standards into lessons</p> <p>Use a blended curriculum encompassing both Next Generation Standards and Common Core Standards.</p> <p>Use AVID WICOR strategies.</p> <p>Incorporate writing, reading, and Costa's higher level thinking questions as well as Webb's Depth of Knowledge in creating math lessons and assessments</p> <p>Increased use of mathematical manipulatives to improve in-depth mathematical comprehension</p> <p>Increasing student independence and accountability by using collaborative/cooperative learning problem-solving examples involving multiple steps</p> <p>Teacher and student</p>		<p>organizational skills including binder/notebook checks and integration of WICOR strategies</p> <p>Monitor lesson plans to ensure strategies and standards are used effectively to meet students' needs</p> <p>Regular team and math teacher meetings</p> <p>Utilize AVID elective class for support</p>	<p>records, and overall classroom averages</p> <p>Lesson plans</p> <p>Team and math department meetings</p> <p>AVID tutorials, student conferences, binder checks</p>
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<p>Math Goal #2</p> <p>Fifty-eight percent of students in the lowest quartile (96) made learning gains in math</p>	<p>Math Goal #2</p> <p>Students lack the</p>	<p>data chats</p> <p>Increased communication with parents and students</p> <p>Math remediation for students in need</p> <p>Offer Algebra I to additional qualified students.</p> <p>Use of Florida Focus mini- assessments or alternate NGSSS-based questions as bellwork or classwork/homework assignments</p> <p>Hosting a Family Math Night- an opportunity for parents and students to explore, talk about, and "DO" mathematics together in a fun and engaging manner</p> <p>Math Goal #2</p> <p>All of the above strategies utilized to</p>	<p>Math Goal #2</p> <p>Math teachers</p>	<p>Math Goal #2</p> <p>Formative and summative classroom</p>	<p>Math Goal #2</p> <p>2012-2013 FCAT Math scores &</p>
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2011-2012. In 2012-2013, 64% of students in the lowest quartile (134) will make learning gains in math.	necessary, fundamental, basic math skills needed to comprehend required grade level math concepts; need exists to increase parent engagement and student motivation, absenteeism & behavior problems contribute to poor performance	achieve math goals 1 & 2 will also be used to achieve goal #3. Additionally, SuccessMaker will be utilized with our math remediation classes.		assessments; analysis of SuccessMaker data	learning gains data for lowest quartile
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To support student success on the CELLA, teachers will consult their handouts documenting key strategies for use with ELL students and implement these accommodations as appropriate. With regard to Florida Alternate Assessment students, accommodations to support student growth will be provided in accordance with the student's IEP.

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Attendance Goal</p> <p>During the 2011-2012 school year, there were 13,156 unexcused tardies accumulated by 977 students who were enrolled over the course of the academic year for an average of thirteen</p>	<p>Attendance Goal</p> <p>Inconsistent enforcement of tardy policy; student attitudes toward school and promptness</p>	<p>Attendance Goal</p> <p>Students receive an emergency tardy pass each quarter giving them two free tardies for first period and one per class second through seventh</p>	<p>Attendance Goal</p> <p>Administrative and discipline teams</p>	<p>Attendance Goal</p> <p>Tardy data from Focus</p>	<p>Attendance Goal</p> <p>Focus</p>

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<p>unexcused tardies per student. For 2012-2013, there will be a 25% decrease in the number of tardies overall for an average of no more than 10 per student.</p>		<p>Administrators in hallway when the tardy bell rings, ready to write passes</p> <p>Parent liaison records CIRs for tardies daily and hands out consequences (ie, extended day, silent lunch) as necessary</p> <p>Increased emphasis on bell to bell instruction</p>			
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Parent Involvement Goal</p> <p>Since data on parent involvement has been inconsistently tracked in the past, our goal for the 2012-2013 school year is to see an increase in parent participation in school activities over the course of</p>	<p>Parent Involvement Goal</p> <p>Parent availability, transportation, language barriers, parents' feelings about school</p>	<p>Parent Involvement Goal</p> <p>Student-led conferences as a "first step" toward increased parent involvement at school</p> <p>Holding a school dance and an event for parents (ie, presentation by law enforcement about gangs or</p>	<p>Parent Involvement Goal</p> <p>Administration; teams of teachers who volunteer to pilot student-led conferences</p>	<p>Parent Involvement Goal</p> <p>Survey data from first vs. second semester re: parent engagement in school activities (ConnectEd telephone survey, Survey Monkey, paper surveys in parent pick up line, etc)</p>	<p>Parent Involvement Goal</p> <p>Surveys, attendance data from various events, post-conference feedback</p>

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<p>the year (first semester vs. second semester). In addition to simply being in attendance, our goal is for parents to associate more positive feelings with being in a school environment despite any negative experiences they may have had in the past with their children’s schools or in regards to their own schooling.</p>		<p>drugs; information provided by a social service agency about communicating effectively with your teenager) concurrently; parents’ attendance at their event is students’ “ticket” to theirs</p> <p>Parent University offered in evening and weekend sessions</p>			
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** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Algebra End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

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Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>In 2012, 88% (29) of students taking the Algebra EOC passed the test. In 2013, 95% (63) of students will earn a passing score on the Algebra EOC.</p>	<p>Absenteeism</p> <p>Lack of motivation to complete assignments</p> <p>Lack of necessary study skills to be successful in high school level class</p>	<p>Teachers will learn and use in the classroom the Common Core Standards’ eight mathematical practices.</p> <p>PLC for math teachers in learning and incorporation of the Common Core Standards into lessons</p> <p>Use a blended curriculum encompassing both Next Generation Standards and Common Core Standards.</p> <p>Use AVID WICOR strategies.</p> <p>Incorporate writing, reading, and Costa’s higher level thinking questions as well as Webb’s Depth of Knowledge in creating math lessons and assessments</p> <p>Increased use of mathematical manipulatives to</p>	<p>Algebra I teachers, Administration, AVID teacher</p>	<p>Consistent monitoring of student data as it is related to various measurement instruments</p> <p>Teacher monitoring of effective use of AVID binder and organizational skills including binder/notebook checks and integration of WICOR strategies</p> <p>Monitor lesson plans to ensure strategies and standards are used effectively to meet students’ needs</p> <p>Regular team and math teacher meetings</p> <p>Utilize AVID elective class for support</p>	<p>Use of the following data: FCAT scores, Florida Focus-mini-assessments, NGSSS based assessments, teacher created assessments, classroom assignments and homework, online math remediation program scores, benchmark tests, other informal assessment results, anecdotal records, and overall classroom averages</p> <p>Lesson plans</p> <p>Team and math department meetings</p> <p>AVID tutorials, student conferences, binder checks</p> <p>Florida Focus-mini-assessments, NGSSS based assessments, and Algebra cumulative</p>

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		<p>improve in-depth mathematical comprehension</p> <p>Increasing student independence and accountability by using collaborative/cooperative learning problem-solving examples involving multiple steps</p> <p>Teacher and student data chats</p> <p>Increased communication with parents and students</p> <p>Use of Florida Focus mini- assessments or alternate NGSSS-based questions as bellwork or classwork/homework assignments</p> <p>Seventh graders taking Algebra I are also in an Avid Elective class</p>			<p>review activities</p>
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

To support student success on the CELLA, teachers will consult their handouts documenting key strategies for use with ELL students and implement these accommodations as appropriate. With regard to Florida Alternate Assessment students, accommodations to support student growth will be provided in accordance with the student's IEP.

Geometry End-of-Course Goals

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Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

* *Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Item #1</p> <p>According to the Florida Department of Education’s Civics End of Course Assessment Test Item Specifications “the reading level of the test items should be at grade 7.” Furthermore, in order to successfully interpret the intent of and answer to Civics EOC questions, students must be able to recognize and evaluate primary and secondary sources.</p>	<p>Item #1</p> <p>In 2012, 57% of Sugg seventh graders were not proficient in reading. Lack of reading proficiency may impede students’ ability to demonstrate content area knowledge.</p>	<p>Item #1</p> <p>Direct instruction of reading strategies through social studies, language arts, reading, and AVID classes</p> <p>Daily independent reading time of social studies content materials of varying lengths, including primary and secondary sources</p> <p>Scaffolding to make text accessible when necessary</p>	<p>Item #1</p> <p>7th grade civics teachers as well as instructors of language arts, reading, and AVID classes</p>	<p>Item #1</p> <p>Outcome of periodic classroom assessments and identification of missed benchmarks</p>	<p>Item #1</p> <p>EOC scores, scores on classroom assessments</p>

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<p>Item #2</p> <p>The Civics EOC will include items such as political cartoons, maps, photographs, diagrams, illustrations, charts, and tables.</p>	<p>Item #2</p> <p>The ability to discern key concepts from text features such as cartoons, maps, photos, diagrams, illustrations, charts and tables is directly related to students' reading proficiency.</p>	<p>In-class assessments using nonfiction, historical text and question stems that mirror those in the sample materials provided by FL DOE</p> <p>Item #2</p> <p>Direct instruction on text features through social studies, language arts, reading, and AVID courses</p> <p>Practice with online quizzes similar to Civics EOC</p> <p>Continual re-teaching of missed concepts</p>	<p>Item #2</p> <p>7th grade civics teachers as well as instructors of language arts, reading, and AVID classes</p>	<p>Item #2</p> <p>Outcome of periodic classroom assessments and identification of missed benchmarks</p>	<p>Item #2</p> <p>EOC scores, scores on classroom assessments</p>
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

To support student success on the CELLA, teachers will consult their handouts documenting key strategies for use with ELL students and implement these accommodations as appropriate. With regard to Florida Alternate Assessment students, accommodations to support student growth will be provided in accordance with the student's IEP.

History End-of-Course (EOC) Goals – Middle and High School (if administered)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<p>U.S. History EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On Course Training	6, 7, 8	J. Dudczak	School wide	8/22/12	Online tutorials, assistance from On Course admin on site	J. Dudczak
Close Reading	6, 7, 8	D. Ayers & B. Deitch	School wide	9/19/12	Additional time on this topic scheduled for 12/19	D. Ayers & B. Dietch
SIP (AM) & Electives (PM)	6, 7, 8	D. Ayers & E. Silenzi	School wide	10/12/12	Additional time on this topic scheduled for 12/19	D. Ayers & E. Silenzi
Technology	6, 7, 8	S. Walker, D. Jones, J. Craft	School wide	10/17/12	Additional time on this topic scheduled for 12/19	S. Walker, D. Jones, J. Craft
<i>It's Being Done</i> Book Study	6, 7, 8	Admin Team & Team Leaders	School wide	November	Additional time on this topic scheduled for 12/19	Admin Team & Team Leaders
"Uniting for Writing" (writing across the content areas) and WOW (words of the week)	6, 7, 8	P. Barnes & D. Mills	School wide	1/23/13	Follow up will take place through departments and PLCs	P. Barnes & D. Mills
Common Core	6, 7, 8	D. Ayers, E. Silenzi, et al	School wide	2/20/13	Follow up will take place through departments and PLCs	D. Ayers, E. Silenzi, et al
NGCARPD	6, 7, 8	P. Barnes	Voluntary	Ongoing throughout school year	60 hours coursework with cohort; 30 hours individual work	P. Barnes

Differentiated Accountability

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School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.	
Parents who have already demonstrated support of and commitment to our school community (eg, band parents who volunteer to help with fundraising activities) are being personally invited to participate in order to bring the demographics of SAC into alignment with those of our school. To that same end, parents were individually approached by the administration during back to school night and invited to begin attending; a list of meeting dates was provided at that time. Finally, Connect Ed phone calls go out before each meeting in order to drum up more support among all of our school parent population.	
In order to involve students in SAC activities, Student Council members are invited to attend meetings.	
Describe the activities of the SAC for the upcoming school year.	
The School Advisory Council meets bi-monthly to discuss our school goals, review the School Improvement Plan, and provide guidance in the decisions that are made for our continual growth as a school. At each meeting, one department is represented to report out progress made toward achieving SIP goals in that discipline.	

Describe the projected use of SAC funds.	Amount
To support the goals and objectives of the School Improvement Plan.	\$3187.87