



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jere L. Stambaugh Middle
226 MAIN ST N
Auburndale, FL 33823
863-965-5494
<http://www.stambaughmiddle.com/>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 80%
Alternative/ESE Center No	Charter School No	Minority Rate 42%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jere L. Stambaugh Middle

Principal

Robert Hartley

School Advisory Council chair

Corinne Smith

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Todd Bennett	APC
Angela Vincent	APA
Haley Mason	Reading Coach
Robin Hummel	Math Coach
Jennifer Davis	Title I Facilitator
Mariann Masch-Clark	Guidance
Irene Farrel	Guidance
Leslie Clay	Dean
Mark Fazio	Dean

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC Membership at Stambaugh Middle School follows the membership guidelines. Attached is the SAC committee form for the 2013-14 school year.

Involvement of the SAC in the development of the SIP

The SAC committee plays an important part of the school improvement process. The committee discusses the data from FCAT/EOC tests and makes objective remarks as to what the possible barriers are and strategies to overcome these barriers. As a committee they question everything and every

process described in the SIP so that they have a better understanding of the process and procedures of the interventions that the school gives to each student. The SAC committee also approves and amends the SIP throughout the year as they see improvements or additions need to be made.

Activities of the SAC for the upcoming school year

- Create and approve Title I Budget
- SIP - Read, amend, and approve SIP plan
- Serve as an advisory council to our Academy Programs
- Serve as business and parent partners to aid in mentoring and tutoring programs

Projected use of school improvement funds, including the amount allocated to each project

The SAC committee appropriates 2000.00 for teacher substitutes so that we can offer additional teacher planning and collaboration. The planning is accomplished in half day sessions during the school day.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Robert Hartley

Principal

Years as Administrator: 13

Years at Current School: 3

Credentials

B.S. Physical Education / Florida State University
M.S. Ed Leadership / University of South Florida

Stambaugh Middle School 2012-13: School Grade D, Percentage making high standards in reading 40%, writing 37%, Science 35%, Learning gains 50% Reading, 54% Math

Stambaugh Middle 2011-2012: School Grade C, Percentage meeting High standards in reading 38%, Math 38%, Writing 68%, Science 28%, Learning Gains reading 55%, Math 61%

Stambaugh Middle 2010-2011: School Grade C, Percentage meeting high standards in reading 52%, math 46%, writing 75%, science 29%, % learning gains: reading 54%, math 56%, adequate progress of lowest %: 66% reading, 66% math, AYP 79%.

Lakeland Highlands Middle 2009-2010: School Grade A, Percentage meeting high standards in reading 77%, math 73%, writing 86%, science 54%, % learning gains: reading 70%, math 70%, adequate progress of lowest 25%: 63% reading, 60% math, AYP 72%.

Lakeland Highlands Middle 2008-2009: School Grade A, Percentage meeting high standards in reading 76%, math 73%, writing 91%, science 53%, % learning gains: reading 66%, math 72%, adequate progress of lowest 25%: 65% reading, 61% math, AYP 92%.

Performance Record

Lakeland Highlands Middle 2007-2008: School Grade A, Percentage meeting high standards in reading 74%, math 71%, writing 90%, science 52%, % learning gains: reading 64%, math 74%, adequate progress of lowest 25%: 59% reading, 69% math, AYP 85%.

Lakeland Highlands Middle 2006-2007: School Grade A, Percentage meeting high standards in reading 75%, math 72%, writing 92%, science 54%, % learning gains: reading 63%, math 71%, adequate progress of lowest 25%: 57% reading, 64% math, AYP 90%.

Lakeland Highlands Middle 2005-2006: School Grade A, Percentage meeting high standards in reading 73%, math 71%, writing 91%, % learning gains: reading 70%, math 74%, adequate progress of lowest 25%: 76% reading, AYP 95%.

Lakeland Highlands Middle 2004-2005: School Grade A, Percentage meeting high standards in reading 67%, math 67%, writing 90%, % learning gains: reading 57%, math 68%, adequate progress of lowest 25%: 61% reading, AYP 80%.

Lakeland Highlands Middle 2003-2004: School Grade A, Percentage meeting high standards in reading 72%, math 71%, writing 91%, % learning gains: reading 67%, math 78%, adequate progress of lowest 25%: 63% reading, AYP 80%.

Todd Bennett		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	BA Biology - Warner Southern University MS Ed Leadership - Nova Southeastern University
Performance Record	<p>Stambaugh Middle School 2012-13: School Grade D, Percentage making high standards in reading 40%, writing 37%, Science 35%, Learning gains 50% Reading, 54% Math</p> <p>Stambaugh Middle 2011-2012: School Grade C, Percentage meeting High standards in reading 38%, Math 38%, Writing 68%, Science 28%, Learning Gains reading 55%, Math 61%</p> <p>Stambaugh Middle 2010-2011: School Grade C, Percentage meeting high standards in reading 52%, math 46%, writing 75%, science 29%, % learning gains: reading 54%, math 56%, adequate progress of lowest %: 66% reading, 66% math, AYP 79%.</p> <p>Stambaugh Middle 2009-2010: School Grade C, Percentage meeting high standards in reading 55%, math 54%, writing 87%, science 31%, % learning gains: reading 63%, math 66%, adequate progress of lowest 25%: 65% reading, 63% math, AYP 79%.</p> <p>Stambaugh Middle 2008-2009: School Grade B, Percentage meeting high standards in reading 57%, math 54%, writing 89%, science 34%, % learning gains: reading 61%, math 68%, adequate progress of lowest 25%: 68% reading, 72% math, AYP 82%.</p>

Angela Vincent		
Asst Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	
Performance Record	<p>Stambaugh Middle School 2012-13: School Grade D, Percentage making high standards in reading 40%, writing 37%, Science 35%, Learning gains 50% Reading, 54% Math</p> <p>Stambaugh Middle 2011-2012: School Grade C, Percentage meeting High standards in reading 38%, Math 38%, Writing 68%, Science 28%, Learning Gains reading 55%, Math 61%</p> <p>School Grades Dennison Middle School 2007 C, 2008 C, 2009 B, 2010 C, 2011 C,</p>

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Robin Hummel		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics	
Credentials	BA - Psychology Bowling Green State University MS - Elementary Education / Old Dominion University EdS - Ed Leadership / St. Louis University	
Performance Record	Stambaugh Middle School 2012-13: School Grade D, Percentage making high standards in reading 40%, writing 37%, Science 35%, Learning gains 50% Reading, 54% Math Stambaugh Middle 2011-2012: School Grade C, Percentage meeting High standards in reading 38%, Math 38%, Writing 68%, Science 28%, Learning Gains reading 55%, Math 61%	

Haley Mason		
Part-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BA - Psychology / Stetson University MBA -General Business / Stetson University	
Performance Record		

Classroom Teachers

# of classroom teachers	52
# receiving effective rating or higher	52, 100%
# Highly Qualified Teachers	100%
# certified in-field	52, 100%
# ESOL endorsed	17, 33%
# reading endorsed	6, 12%
# with advanced degrees	15, 29%
# National Board Certified	1, 2%
# first-year teachers	6, 12%

with 1-5 years of experience

17, 33%

with 6-14 years of experience

23, 44%

with 15 or more years of experience

13, 25%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

To recruit new highly qualified teachers, we partner with neighboring universities and conduct mock-interviews as well as mentoring opportunities to upcoming teacher candidates. We also market our positions on professional websites as well.

To retain teachers we offer a myriad of supports for our new and seasoned teachers. Our teachers collaboratively plan which allows them to have support in their subject area as well as support with behavioral issues. Teachers are also placed into TEAM that share the same students. We also have after school activities such as an adult tennis league and gatherings outside the school day to create a community environment.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Stambaugh Middle School is located in Auburndale, Florida. Stambaugh has approximately 880 students enrolled in grades 6-8. Stambaugh Middle School reported that 76.2% of the students were economically disadvantaged in the 2012-2013 school year. Ethnic breakdown for the 2012-2013 school year was as follows: 63.6% white, 16.7% Hispanic, 13.8% Black, 4.5% mixed races, .9% American Indian, and .5% Asian. On staff, there is one principal, two assistant principals, two deans, one academic intervention facilitator, three counselors and 43 teachers. Stambaugh is rated a "C" school by the Florida Department of Education. For the 2012-2013 school year, 48% of the students were reading at grade level or above and 43% of the students were proficient at mathematics in their grade level. Currently Stambaugh does not have a program to initiate new teachers or provide them

with support throughout the school year.

Research and Rational

With so many teachers leaving the profession within the first three years on the job, it almost seems as if teaching is a revolving door. As fast as universities and preparation programs are producing teachers, there are still many areas with teacher shortages. The first three years are critical for a new teacher, and 30 percent of new teachers leave the profession by the end of their third year (Perry & Hayes, 2011). Almost half of the teachers that begin teaching leave the profession before the end of their fifth year. Graziano (2005) stated that 37 percent of teachers in the work force will also be retiring soon. This leaves us in a difficult position where new teachers are leaving too fast and veteran teachers aren't able to stay.

There are many reasons why a teacher may leave a school. The top two areas reasons why teachers leave a school is they feel there is a lack of support from administration and the workplace conditions are not good (Graziano, 2005). Therefore, an effective new teacher program must focus on creating a welcoming environment that is heavily supported by lead teachers and administration. Many things can make an induction program successful. However, Wong (2004) stated that a successful program "caters to the individual culture and specific needs of its unique school or district" (p.48). A strong component of Stambaugh is it's collaboration among department and teams. Another component of a successful program is it allows the new teachers to feel like they are part of a learning community where they can contribute and take ownership of their teaching (Wong, 2004).

The final aspect of a successful new teacher program is offering a mentor to each new teacher. Rutherford (2005) points out that, "mentors must be knowledgeable, have a positive attitude, and be a good role model" (p.11). Not every teacher is cut out to be a mentor. However, the experience and knowledge a new teacher gains from having a mentor is irreplaceable. If the mentor program is instituted correctly, teachers have the opportunity for substantial growth. Mentors should focus on instructional and classroom management strategies when working with new teachers (Kardos, & Johnson, 2008).

There is a need for a new teacher program at Stambaugh Middle School. When I was hired at Stambaugh four years ago, I went through a mentoring program and received support on many levels. I attended monthly meetings that focused on specific skills and I was mentored by a veteran teacher that actually wanted to help. I learned instructional strategies that worked at my school, behavior strategies that a new teacher needs, how to work the computer programs that were specific to my district and school, and discovered what makes middle school teachers a special breed of their own. I believe the new teacher program I went through is what got me through my first year and also sparked my interest in school administration. However, over the past few years, less and less support has been offered to new teachers at my school. I realize all teachers need support and even mentoring, but this change plan will focus on those new to the teaching profession, in their second year of teaching, and those new to Stambaugh Middle School.

Change Plan

At the start of the new school year, brand new teachers will attend a half-day school orientation with a set agenda (Appendix A). Teachers will start the day with a team building activity, hear from the assistant principal, and then they will receive a tour of the school. People from different departments will be there to introduce themselves and offer a brief overview of their role. New teachers will also be given their binder with resources and be asked to complete a need assessment to guide the monthly meetings (Appendix B). The half day meeting is not to overload the teachers, but to give them an overview of the school and a feeling of the school culture by meeting the administrative team. The new teachers are welcomed back to the school the next two days (Friday and Saturday), to work in their classrooms and to meet with the Academic Intervention Facilitators (AIFs).

The new teacher program will consist of three distinctive tiers. Not all teachers will need to receive the same amount of support, therefore the tiers enable differentiation.

Tier One Teachers

Tier one teachers are brand new teachers that have never taught in a classroom. They can be new college graduates or career switchers. They will be offered time to set-up classrooms and meet with the mentors Friday and Saturday before they return to school. They will attend a monthly meeting for

new teachers that cover Stambaugh specifics and other areas of concern for new teachers. They must complete two peer-to-peer observations a nine weeks. Tier three teachers must be observed by a veteran teacher or AIF at least once every nine weeks. They will also meet with their mentor on a one-on-one basis twice a month. It is also recommended that the teachers in this tier not have morning duty so that they have the opportunity to prepare for classes.

Tier Two Teachers

Tier two teachers are teachers that have one year of teaching experience. Teachers in this tier must attend monthly meetings in the first semester to review Stambaugh policies, discipline, and other issues a new teacher may face. They must complete two peer-to-peer observations a nine weeks for the entire school year. They will meet with their mentor on a one-on-one basis once a month throughout the year. If these teachers were at Stambaugh last year, they will forego the meeting before school starts.

Tier Three Teachers

Tier three teachers are teachers that are not new to teaching but are new to Stambaugh Middle School. These teachers will attend the first semester monthly meetings and any meetings after that if they would like to. They must complete one peer-to-peer observation a nine weeks. They will also meet with their mentor on a one-on-one basis as needed.

The Mentor Teachers

Once the school year starts, the new teacher program will then be overseen by the AIFs. There are two AIFs at Stambaugh, Literacy/Social Studies and Math/Science. They are school coaches that specialize in two curriculum areas and coach teachers in various instruction areas. AIFs also facilitate collaborative lesson planning. They will serve as mentors to the new teachers on staff and oversee the monthly new teacher meetings. If needed, teachers that hold the Clinical Education Certification can also serve as a mentor. These teachers are trained to mentor teacher interns. New teachers will also be observed by mentor teachers and can have lessons modeled by the mentor teachers if needed.

Mentors will follow the outlines and calendars from Rutherford's The 21st Century Mentor's Handbook, Creating a Culture for Learning. This also ensures that the mentor is tying the community and parent involvement in to the new teacher program. Mentors will help teachers set new goals using the Professional Growth Plan (Appendix C). They will revisit their goals every quarter and be asked to reflect on them (Appendix D). They will then create a new goal for the following quarter and work with the mentor to meet the new goal.

The Scheduled Meetings

Monthly meetings are placed on the calendar strategically so they do not coincide with other events that are happening at the school. The meetings will take place in the morning for approximately 40 minutes. The dates and topics for the meetings are:

- August 15, 2013 – teachers will meet to discuss anything they need clarification for on the first week of school or for orientation night. Topics such as student paper work, first day procedures, lunch pathways, and bell schedule will be touched on again. By this point new teachers should have met with their grade level and department team. New teachers will be asked to complete a Top Ten List of things to accomplish before the beginning of school (Appendix E).
- August 29, 2013 – the first week of school will be debriefed by all new teachers. Concerns will be discussed and dealt with. Specific topics related to Stambaugh will be readdressed such as grade book procedures and discipline tracking. The purpose of this meeting is to get teachers acquainted with the Polk County Schools website and other important websites they will need throughout the year.
- September 16, 2013 – Teacher will be able to work with mentors on Data Day to get a better understanding how to use assessment data. All teachers at Stambaugh must disaggregate FCAT data to target specific students and then mentor those students throughout the year. Mentors will guide new teachers through the process and help the new teacher understand how the data can help guide instruction. A book study will take place on Jensen's Teaching with Poverty in Mind. Teachers will be asked to read 1-65 before the next meeting and write down important points to them and what were ah-ha moments. Teachers will also be introduced to the peer-to-peer observation project where

they will visit a classroom for 10-15 minutes. They will have a tool that will help them look for specific criteria.

- October 25, 2013 – IRIS Behavior Management Modules will be used in this session. Teachers will be introduced to the modules which explain behavior issues that may arise in the class. The module walks them through how to deal with certain behaviors. The AIFs will briefly go through the modules and explain them and then ask the teachers to complete the questions associated with them. Once completed, the mentor and the teacher will meet to talk about the answers in a mentor session. The second half of the poverty book will be assigned and talked about at the next session, pages 74-151.
- November 21, 2013 – Inclusion and ESOL strategies. Final discussion on poverty book.
- December 12, 2013 – Teachers will get an overview of the evaluation process and how to use the system to look at their evaluations. Discipline issues will be spoken about. Other content to be determined.
- January 24, 2014 – Mid-year evaluation of New Teacher Program. Tier two and three teachers are dismissed from monthly meetings but will continue with mentor meetings and peer observations.
- February 21, 2014 – Professional development ideas will be spoken about and a tour of the website will be given along with information on how to sign up. Other content to be determined.
- March 20, 2014 – Testing taking strategies and to be determined.
- April 14, 2014 – Preparing for FCAT and to be determined.
- May 22, 2014 – Teachers will meet to discuss preparing for the end of the school year.
- June 4, 2014 – Evaluating the program and making adjustments.

Peer-to-Peer Evaluations

As the above tiers lay out, teachers will be asked to complete a number of peer-to-peer observations. Peer observations can enhance the quality of teaching and help teachers apply other instruction strategies successfully in to their teaching (Hendry & Oliver, 2012). The new teacher will observe teachers in their same content, as well as teachers in different areas. The AIFs will observe the new teachers on a regular basis. The new teacher will have the option of choosing what they would like to be observed on and feedback will be given afterwards. The evaluation tools will be pulled from Zepeda's Guide to Informal Classroom Observations. The observations should not last more than 15 minutes unless the teacher would like to stay longer to observe. After the observation, the mentor and new teacher will discuss what was observed.

Resources for Teachers

All teachers new to the field and new to Stambaugh will receive a binder. The binder will include information about the school, such as maps, schedules, staff handbook, and the Positive Behavior System handbook. It will also include helpful websites for planning instruction and district websites to be used throughout the school year. Scripts will be provided to call a parent and tips on how to send parent communication. Their binder will also house the information about teacher goal setting and the peer observations they complete.

Measuring Program Success

All teachers that were involved in the new program will meet at the end of the school to retake the needs assessment that they took at the beginning of the school year. They will also complete a survey about the effectiveness of the program. I will invite all participants to an open discussion about what can be improved and what they liked about the program.

Resources

Breaux, A., & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publications

Graziano, C. (2005). *Public education faces a crisis in teacher retention*. Retrieved from <http://www.edutopia.org/schools-out>

Hendry, G. D., & Oliver, G. R. (2012). *Seeing Is Believing: The Benefits of Peer Observation*. *Journal Of University Teaching And Learning Practice*, 9(1), 1-11.

Hudson, P. (2012). *How can schools support beginning teachers a call for timely induction and mentoring for effective teaching*. *Australian Journal of Teacher Education*, 37(7), 71-84.

Iris Center. (2013). *Classroom management (part 1): Developing your own comprehensive behavior management plan*. Retrieved from <http://www.iriscenter.com/beh1/cresource.htm>

- Iris Center. (2013). Classroom management (part 2): Developing your own comprehensive behavior management plan. Retrieved from <http://www.iriscenter.com/beh2/cresource.htm>
- Jensen, E. (2011). Teaching with poverty in mind, what being poor does to kids' brains and what schools can do about it. Alexandria, VA: Assn for Supervision & Curriculum.
- Jones, B. K. (2012). A New Teacher's Plea. *Educational Leadership*, 69(8), 74-77.
- Kardos, S. M., & Johnson, S. M. (2008). New teachers' experiences of mentoring: The good, the bad, and the inequity. *Journal of Educational Change*, 11, 23–44
- Perry, B., & Hayes, K. (2011). The effect of a new teacher induction program on new teachers reported teacher goals for excellence, mobility, and retention rates. *International Journal Of Educational Leadership Preparation*, 6(1), 1-12.
- Rutherford, P. (2005). *The 21st century mentor's handbook*. Alexandria, VA: Just ASK.
- Wong, H. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*, 8(638), 41-58.
- Zepeda, S. (2009). *Guide to informal classroom observations*. (2nd ed.). Larchmont, NY: Eye on Education, Inc.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Academic Intervention Plan Program Description

I. Rationale

- The middle grades represent a developmental stage notorious for low levels of student engagement, low motivation, frustration, and defiance.
- Successful schools have “behavior” rules or expectations. These expectations let students know what is considered appropriate and professional behavior; they teach students that inappropriate behaviors have real life consequences both at school and in their future workplace. These expectations safeguard student safety, promote an orderly environment, and ensure an atmosphere and culture of learning.
- Successful schools should also have “academic behavior” expectations and intervention procedures. While these “academic” expectations are compatible with the aforementioned “behavior” expectations, they are unique in that their focus is on teaching students skills and promoting behaviors that will affect their academic performance, levels of motivation, and their sense of responsibility.
- Low levels of engagement and a lack of a sense of responsibility will lead to low student achievement and low test scores.
- Some teachers have adopted and implemented systems of academic interventions that identify disengaged students and take these students through a series of steps that require the student to make up work that he/she has missed or redo poor quality work.
- However, while some teachers have been successful with their academic intervention procedures, we need a school wide approach. This approach should be clear, simple, effectively communicated, and frequently evaluated.
- These expectations and interventions are essential to the development of a school culture that values education, sets high standards for our students, and espouses a belief that most students will rise to the level we set for them.

II. Defining the Academic Expectations

- Before we can talk about interventions, our school must define what the academic expectations are. What do we expect of our students? In class? Individually and in groups? What do we expect in the way of preparation and readiness to learn?
- These expectations should be part of our culture and they should be ubiquitous and inescapable.
- The acronym G.R.A.D.E.S. reflects the academic expectations that we as a school consider essential.

These expectations should be communicated to our students, referred to by our teachers, and supported by our administrators:

G: Great Effort

R: Read directions thoroughly

A: Ask for Help

D: Don't give up

E: Evaluate your work

S: Submit the assignment

- The goals of this plan are to identify struggling students and to teach and reinforce our academic expectations through a series of interventions that demand responsibility, engagement, participation, and a willingness to work.

III. Target Students

- These interventions are designed for students who don't want to perform in class:

- o Student that fails to turn in an assignment (homework)

- o Student fails to complete an in class assignment

- o Student submits poor quality and/or incomplete work

- o Student has a D or F average in academic class

- Many underperforming students will improve after a simple warning or just one parent phone call.

Fewer students will need a second phone call, fewer still will need the pull out interventions, and just a handful will need tier II or tier III interventions.

- These interventions are not designed for students who have legitimate learning difficulties: ESE, ESOL, Low level students. These students should receive a different set of interventions and accommodations.

- Remember these interventions are for student who won't do the work, not for those who can't do the work.

IV. Tiers

Tier I:

- Teacher managed interventions

- Tier I consist of:

1. One (1) form of parental contact (phone calls, emails, notes in planner, etc.). The teacher should also arrange a pull out intervention to make the student complete the work (S)he missed. The goal of communication is to alert parents of student's academic underperformance and notify the parents of the expectations and possible consequences.

2. Three (3) 'student pull" out interventions.

- A student pull out interventions can include:

1. Pulling a student out of elective classes.

2. Pulling a student out of another academic class.

3. Holding a student.

4. Before or after school.

3. Parent Conference: Attended by teachers and resource teachers.

- The main purpose of the pull out interventions is to give students another chance to complete the work they missed, refused to do, or was of poor quality.

- A secondary purpose of these interventions is to disrupt the student's social aspect of their school day. This sends a message that academic work is the most important aspect of their school responsibilities, and it establishes a school culture that refuses to allow students to bail out of their work.

Tier I goals are:

- o Teacher managed interventions

- o Reinforce academic expectations

- o Dissuade students from underperforming in class

- Student cannot be moved to tier II interventions if teacher did not implement tier I interventions

Keys to Tier I success:

Tier II:

- If student continues to underperform he/she should be referred to the resource teacher (All steps and interventions must be documented in the shared Folder)

- Tier II consists of:

- o Student will have an opportunity to their work in the resource teacher's office
- o Receive academic counseling
- o Possibly receive an alternative assignment
- o Conference with administrators

Tier III:

- If a student continues to underperform, resource teachers will refer the students to the guidance department (All steps and interventions must be documented in the shared Folder)

- Tier III consists of:

1. Guidance Interventions:

- o After receiving referral from resource teacher guidance counselors will set up weekly student conferences. These weekly conferences will be held for a minimum of two weeks and a maximum of four weeks.

- o If after two weeks the student shows no progress, he/she can be referred to the administrators

- o Guidance counselors will inform students of their grades, remind them of the interventions, alert them of the consequences, and offer any other form of assistance.

- o If there is no progress or improvement, student will be referred to the Assistant Principal of Curriculum (Must be documented in the shared Folder)

2. Administrator Interventions:

- o APC Todd:

1. Student Conference

2. Strip advanced student of advanced classes

3. Possible self contained placement

4. If there is no progress or improvement, student will be referred to the Principal (Must be documented in the shared Folder)

- o Principal Hartley:

1. Student conference and monitoring

2. If there is no progress or improvement, student could be considered for alternative placement.

- V. Program Description, Documentation, and Referral Process

1. Electronic Folders and Documents:

- o Similar to the discipline folders and documents

- o Record phone calls, emails and all other contact attempts

- o Record Pull out interventions

- o One form will contain the entire trajectory of interventions (all Tiers)

2. Documentation/referral forms:

- o NRC forms will have three layers: White, yellow, and pink.

- o Two primary uses:

1. Official paper request to pull a student out of another class. Teacher will place the yellow copy in an elective teacher's mailbox if the intervention will take place on another day. If teacher is holding a student, (S)he should send the yellow copy to the other teacher at the beginning of the class period.

2. As pass for the student to leave one class and go to the other. Student will keep and use the pink copy as a pass.

- o Teachers will keep the white copy in a folder for documentation.

- VI. Punitive or Remedial

- We must recognize that these interventions complement traditional behavior interventions but in other ways are very different.

- The outcomes for academic interventions are not work detail, suspensions, or expulsions. Thus these interventions are not punitive in the same sense that regular behavior interventions and consequences are.

- A school culture that allows students to become disengaged with no interventions or corrective measures is being truly punitive.

- The goal of these interventions is to correct behavior and communicate a culture of high expectations.

- VII. Monitoring

1. Accountability

- ? The success of the program depends on consistent and school wide implementation.
- ? Resource teachers and administrators will check the steps before allowing a student to move to Tier II or Tier III (Much like discipline).
- ? Teachers will be expected to show interventions for D and F students who have missing assignments.

2. Teacher support

- ? With every new initiative there will be hurdles and problems.
- ? Communicating your observations with team leaders and with members of the AIP committee by email or by talking to them is the most important way to solve problems and improve this program.
- ? Early problems are not reasons to quit or to consider the program a failure. Early problems offer a unique opportunity to change and improve.
- ? Team meetings should be assessment, data gathering, and problem solving sessions.

3. Data Collecting:

- ? Teacher Surveys. Let us know what is going on. The good and the bad.
- ? Grade reports printed by guidance at the end of each 9 weeks

VIII. Evaluation

1. Data Analysis

- ? Academic Intervention Plan (AIP) Leadership Team and Team Leaders meetings
- ? At the end of each 9 weeks
- ? End of year analysis

2. Communicating the data with teachers

- ? Team leaders in team meetings
- ? Make changes and improvements based on data

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal - Analysis of all data and systems

APA - Data collection and analysis - Behavior and attendance

APC - Data collection and analysis - Progress monitoring, FCAT, Curricular alignment, Teaching/Learning Strategies, and grade monitoring

Guidance Councilors - Data Collection and analysis - student placement, class grades, attendance

Curriculum Coaches - Data collection and analysis - Collaborative planning, high yield teaching standards, teacher support, and curricular alignment/pacing

Deans - teacher support, behavior support, discipline monitoring

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Academic Intervention documentation/forms

FCAT data

Progress monitoring data

Classroom grades (progress reports/interim reports)

Lesson plans/standards/maps

Classroom observations

EWS data

Office discipline referrals

Behavior tracking forms

Attendance reports

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic - The data sources used for analysis are as follows:

FCAT data (Genesis and Ideas)

FAIR/Discovery Data - (PMRN, Discovery.com and Ideas)

Acedemic tracking forms - (In-house documentation using school intranet)

Class grades (Pinnacle, Progress reports, Interim reports, EWS)

Classroom observations - (Journey)

Behavior - The data sources used for analysis are as follows:

Behavior tracking forms - (In-house documentation using school intranet)

Office discipline referrals - (Genesis, Ideas, EWS)

Attendance - (Pinnacle, Genesis, EWS)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The teachers and staff are given professional development on the school's MTSS procedures and policies. These Policies and procedures are then implemented in each class. Each teacher is placed on a Team and each Team leader is responsible for making sure these policies and procedures are followed. We have monthly meetings with the MTSS committee to discuss areas that need to be addressed and or changed. following the montly MTSS committee meetings we have PLC's to discuss changes to the MTSS or areas that need to be addressed. Classroom observations are then completed to address the areas of concern or change.

The parents are informed of our MTSS procedures and policies through our website, brochures, and parent meetings throughout the school year. Guidace councilors, teachers, Deans, Coaches, and Adminstrators also inform parents of our MTSS policies and procedures during student/teacher/parent conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 7,200

Before school Math Tutoring

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is pulled using classroom grades and Discovery Assessments. We are looking for an increase in the students classwork grades and Discovery assessments.

Who is responsible for monitoring implementation of this strategy?

Robin Hummel

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Haley Mason	Reading Coach
Todd Bennett	APC
Angela Rausch	Teacher / Reading
Sonya Barnes	Teacher / CTE

How the school-based LLT functions

The Literacy Team will meet quarterly to discuss A/R, CISM, and ERP implementation. This team also sponsors the school-wide book club.

Major initiatives of the LLT

The major initiatives for the Literacy team will be as follows:

CISM (comprehensive instructional sequence model)

A/R (accelerated reader)

ERP (extended reading passages)

Book Club

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

To ensure that every teacher contributes to the improvement of reading, every teacher has access to the Reading Coach. Most content area teachers collaboratively plan with, and receive resources from the Reading Coach. The Reading Coach may also models lessons, which include reading strategies, for teacher.

Every teacher also receives professional development on how effectively include CISM strategies and are required to include these strategies in instruction. Teachers must also complete Extended Reading Passages, which include vocabulary development, FCAT stem questions, error analysis, and a writing prompt. Extended passages must be completed once a month by each teacher.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Through our CTE courses, including agriculture, business, culinary, robotics, and television production, and our eighth grade history course, students are exposed to varying degrees of future college & career pathways. The history course is an integrated course that features a unit taught by the history teacher on career awareness in which salaries, education requirements, and work forecasts are explored. In addition to the history teacher, the school counselor conducts a career/personality discovery lesson with the 8th grade students. CHOICES planner is used with the students to match them with possible careers that fit their interests and Florida Virtual Campus is used to help them map their high school courses to lead them toward a career or college for which they are passionate. The CTE courses are applied courses through which students are exposed to real-world applications of their chosen field and how their coursework, beginning in middle school, can lead to careers after high school or major areas in college. Several of our courses offer industry certification during their 8th grade year prior to entering high school.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

At the end of each school year, grade level counselors go to the students and allow them to select the elective courses of their choosing. Before choosing their courses, each course is explained as well as where the course will lead. CTE instructors are provided opportunities throughout the year to "recruit" and advertise their courses through our television production program and through classroom visits. Academic courses are selected for the students based on their academic performance the current year, state testing outcomes, teacher and parent recommendations and student conferences as needed.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	40%	No	55%
American Indian				
Asian				
Black/African American	35%	36%	Yes	42%
Hispanic	42%	34%	No	48%
White	55%	44%	No	60%
English language learners	33%	15%	No	39%
Students with disabilities	27%	16%	No	34%
Economically disadvantaged	45%	36%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	22%	35%
Students scoring at or above Achievement Level 4	124	15%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		45%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	14	100%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	100	50%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	68%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	36%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	36%	46%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	105	36%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		37%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	40%	No	50%
American Indian				
Asian				
Black/African American	30%	25%	No	37%
Hispanic	42%	41%	No	48%
White	48%	44%	No	54%
English language learners	34%	21%	No	41%
Students with disabilities	31%	18%	No	38%
Economically disadvantaged	40%	36%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	219	27%	37%
Students scoring at or above Achievement Level 4	71	8%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	19%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	81%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	476	58%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	75	51%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	154	100%	100%
Middle school performance on high school EOC and industry certifications	120	78%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	62%	70%
Students scoring at or above Achievement Level 4	11	11%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	35%	40%
Students scoring at or above Achievement Level 4	30	56%	60%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	19%	29%
Students scoring at or above Achievement Level 4	31	11%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		15%
Students scoring at or above Level 7	[data excluded for privacy reasons]		37%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	265	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	865	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	90	11%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	3	10%	25%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	90	100%	100%
CTE teachers holding appropriate industry certifications	5	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	210	24%	10%
Students who fail a mathematics course	24	0%	0%
Students who fail an English Language Arts course	9	0%	0%
Students who fail two or more courses in any subject	33	0%	0%
Students who receive two or more behavior referrals	111	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	225	25%	15%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1 ESOL Parent Nights - Parents of ESOL students will have more information on what is going on at school and how best to help their child be successful. FCAT accommodations and parent concerns will also be addressed in an effort to increase student achievement.

2 Report card dinner nights - Parents will be able to meet with teachers to discuss concerns and FCAT strategies will be shared for parents to assist students at home. With the involvement of parents, the likelihood that students will perform at expected levels increases.

3 Title I Annual Meeting - Parents will be made aware of how Title 1 will help their child be more successful in school and how to help them at home.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
ESOL Parent nights	50	90%	95%
Report card dinner nights	100	15%	30%
Title I annual Meeting	100	15%	30%

Goals Summary

- G1.** By spring 2014, 100% of all students who scored a level 3 on FCAT Reading in 2013 will score a level 3 or higher on FCAT Reading in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.
- G2.** By spring 2014, 43% of all 8th grade students will score proficient on FCAT Writes 2.0 as evidenced by the FCAT Trend Data report.
- G3.** By spring 2014, 90% of all students will score a level 3 or higher on EOC Math in 2014 with the overall percentage of level 3 or higher students increasing to 90% as evidenced by the EOC Trend Data Report.
- G4.** At Stambaugh Middle school we will provide a rigorous and relevant CTE curriculum leading to increased student achievement and graduation rates.
- G5.** By spring 2014, 100% of all students who scored a level 3 on FCAT Math in 2013 will score a level 3 or higher on FCAT Math in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.
- G6.** By Spring 2014, 40% of the 8th grade students will score at or above an AL 3 in science as evidenced by FCAT Trend Data Report.

Goals Detail

G1. By spring 2014, 100% of all students who scored a level 3 on FCAT Reading in 2013 will score a level 3 or higher on FCAT Reading in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Coach
- Common/Collaborative planning
- Research-based instructional materials
- Research-based PD
- Modeling of effective instruction
- Common Assessments

Targeted Barriers to Achieving the Goal

- New teachers
- Low level of rigor and relevance in reading classes
- High number of Low achieving students

Plan to Monitor Progress Toward the Goal

Teaching vocabulary and building background

Person or Persons Responsible

Reading coach and APC

Target Dates or Schedule:

On-going

Evidence of Completion:

Classroom walk-throughs and observations; progress monitoring

G2. By spring 2014, 43% of all 8th grade students will score proficient on FCAT Writes 2.0 as evidenced by the FCAT Trend Data report.

Targets Supported

- Writing

Resources Available to Support the Goal

- Collaborative planning,
- Common writing rubrics and exemplars,

Targeted Barriers to Achieving the Goal

- Most students possess low writing skills.
- Most students are not actively engaged in grade level, authentic writing activities across all content areas.
- Low expectations of written work.

Plan to Monitor Progress Toward the Goal

Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Person or Persons Responsible

Reading coach and APC

Target Dates or Schedule:

On-going

Evidence of Completion:

Lesson plans; classroom walk-throughs and observations; progress monitoring

G3. By spring 2014, 90% of all students will score a level 3 or higher on EOC Math in 2014 with the overall percentage of level 3 or higher students increasing to 90% as evidenced by the EOC Trend Data Report.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Collaborative planning
- On-line resources
- Morning Math Tutoring
- Research-based materials

Targeted Barriers to Achieving the Goal

- Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.

Plan to Monitor Progress Toward the Goal

Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Person or Persons Responsible

Math Coach and APC

Target Dates or Schedule:

On-going

Evidence of Completion:

Lesson plans; classroom walk-throughs and observations; progress monitoring

G4. At Stambaugh Middle school we will provide a rigorous and relevant CTE curriculum leading to increased student achievement and graduation rates.

Targets Supported

- CTE

Resources Available to Support the Goal

- MAC lab
- Business lab
- Culinary kitchen
- Land Labs
- Robotics lab
- Research-based instruction materials

Targeted Barriers to Achieving the Goal

- Lack rigorous learning

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. By spring 2014, 100% of all students who scored a level 3 on FCAT Math in 2013 will score a level 3 or higher on FCAT Math in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

Resources Available to Support the Goal

- Collaborative planning
- Math Coach
- Big Brainz
- Common Assessments

Targeted Barriers to Achieving the Goal

- Low level of rigor and relevance in math classes
- Most students are not actively engaged in the learning process.
- Most students possess limited reading and writing skills.

Plan to Monitor Progress Toward the Goal

Common Assessments

Person or Persons Responsible

math coach, teachers, APC

Target Dates or Schedule:

On-going

Evidence of Completion:

Common Assessments, data chats, and student work samples

G6. By Spring 2014, 40% of the 8th grade students will score at or above an AL 3 in science as evidenced by FCAT Trend Data Report.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Collaborative planning

Targeted Barriers to Achieving the Goal

- Most students are not actively engaged in the learning process
- Most students possess low reading and writing skills.

Plan to Monitor Progress Toward the Goal

Progress monitoring data, student grade data, and teacher evaluation data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in student proficiency and class grades,

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By spring 2014, 100% of all students who scored a level 3 on FCAT Reading in 2013 will score a level 3 or higher on FCAT Reading in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

G1.B1 New teachers

G1.B1.S1 Mentor program for new teachers and professional development

Action Step 1

New teacher mentor program and professional development

Person or Persons Responsible

Reading Coach and new teachers

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Classroom observations and walk-throughs

Facilitator:

Reading Coach

Participants:

All first-year teachers and all teachers new to Stambaugh Middle School

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

New teacher mentor program and professional development

Person or Persons Responsible

Reading coach and APC

Target Dates or Schedule

Monthly meetings and on-going

Evidence of Completion

Classroom observations and walk-throughs

Plan to Monitor Effectiveness of G1.B1.S1

New teacher mentor program and professional development

Person or Persons Responsible

Reading coach and APC

Target Dates or Schedule

On-going and monthly meetings

Evidence of Completion

Classroom observations and walk-throughs; survey data

G1.B2 Low level of rigor and relevance in reading classes

G1.B2.S1 Common and collaborative planning,

Action Step 1

Common and Collaborative Planning

Person or Persons Responsible

Reading Coach and APC

Target Dates or Schedule

Once a week for 90minutes

Evidence of Completion

Lesson plans and classroom walk-throughs and observations; progress monitoring data

Facilitator:

Haley Mason

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Common and collaborative planning

Person or Persons Responsible

APC and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and Effective instruction (classroom walk-throughs and observations); progress monitoring

Plan to Monitor Effectiveness of G1.B2.S1

Common and Collaborative planning

Person or Persons Responsible

Reading Coach, APC, And reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring proficiency and class grades on common assessments

G1.B3 High number of Low achieving students

G1.B3.S1 Teachers plan and implement strategies for implicitly teaching vocabulary in context and building academic background knowledge.

Action Step 1

Teaching vocabulary in context and building background knowledge

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, classroom observations and walk-throughs

Facilitator:

Reading Coach - Haley Mason

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Teaching vocabulary and building background knowledge

Person or Persons Responsible

Reading and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom walk-throughs and observations

Plan to Monitor Effectiveness of G1.B3.S1

Teaching vocabulary and building background knowledge

Person or Persons Responsible

Reading coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom observations and walk-throughs

G2. By spring 2014, 43% of all 8th grade students will score proficient on FCAT Writes 2.0 as evidenced by the FCAT Trend Data report.

G2.B1 Most students possess low writing skills.

G2.B1.S1 Implement RAFT (Role-Audience-Format-Topic) in LA classes & non-LA for helping students acquire voice and respond to Essential Questions and HOT questions.

Action Step 1

Implement RAFT (Role-Audience-Format-Topic) in LA classes & non-LA for helping students acquire voice and respond to Essential Questions and HOT questions.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom walk-throughs and observations; progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Implement RAFT (Role-Audience-Format-Topic) in LA classes & non-LA for helping students acquire voice and respond to Essential Questions and HOT questions.

Person or Persons Responsible

Reading Coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom observations and walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

Implement RAFT (Role-Audience-Format-Topic) in LA classes & non-LA for helping students acquire voice and respond to Essential Questions and HOT questions.

Person or Persons Responsible

Reading coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom walk-throughs and observations

G2.B2 Most students are not actively engaged in grade level, authentic writing activities across all content areas.

G2.B2.S1 Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Action Step 1

Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Writing assignments; progress monitoring; classroom walk-throughs and observations; lesson plans

Facilitator:

Reading Coach - Haley Mason

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Person or Persons Responsible

Reading Coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans; writing assignments; classroom walk-throughs and observations

Plan to Monitor Effectiveness of G2.B2.S1

Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Person or Persons Responsible

Reading Coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

lesson plan; classroom observations and walk-throughs; writing assignments

G2.B3 Low expectations of written work.

G2.B3.S1 Implement the use of a standard rubric for writing across the curriculum in all content areas

Action Step 1

Implement the use of a standard rubric for writing across the curriculum in all content areas

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans; writing assignments; classroom walk-throughs and observations

Facilitator:

Haley Mason - Reading Coach

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Implement the use of a standard rubric for writing across the curriculum in all content areas

Person or Persons Responsible

Reading Coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; writing assignments; progress monitoring; classroom walk-throughs and observations

Plan to Monitor Effectiveness of G2.B3.S1

Implement the use of a standard rubric for writing across the curriculum in all content areas

Person or Persons Responsible

Reading Coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; progress monitoring; writing assignments; classroom walk-throughs and observations

G3. By spring 2014, 90% of all students will score a level 3 or higher on EOC Math in 2014 with the overall percentage of level 3 or higher students increasing to 90% as evidenced by the EOC Trend Data Report.

G3.B1 Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.

G3.B1.S1 Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Action Step 1

Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Person or Persons Responsible

Algebra and Geometry teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom walk-throughs and observations; progress monitoring

Facilitator:

Math Coach - Robin Hummel

Participants:

Algebra and Geometry teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Person or Persons Responsible

Math Coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom observations and walk-throughs; progress monitoring

Plan to Monitor Effectiveness of G3.B1.S1

Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Person or Persons Responsible

Math Coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; progress monitoring; classroom walk-throughs and observations

G4. At Stambaugh Middle school we will provide a rigorous and relevant CTE curriculum leading to increased student achievement and graduation rates.

G4.B1 Lack rigorous learning

G4.B1.S1 Teachers align instruction and assessments with curriculum maps.

Action Step 1

Teachers align instruction and assessments with curriculum maps.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans; classroom walk-throughs and observations; industry certifications

Facilitator:

APC

Participants:

All CTE teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Teachers align instruction and assessments with curriculum maps.

Person or Persons Responsible

APC

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans; classroom walk-throughs and observations; industry certifications

Plan to Monitor Effectiveness of G4.B1.S1

Teachers align instruction and assessments with curriculum maps.

Person or Persons Responsible

APC

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans;

G5. By spring 2014, 100% of all students who scored a level 3 on FCAT Math in 2013 will score a level 3 or higher on FCAT Math in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

G5.B1 Low level of rigor and relevance in math classes

G5.B1.S1 During collaborative planning meetings, teachers along with the math coach, will be backward planning from a teacher-developed common assessment based on NGSSS and Common Core Standards.

Action Step 1

Creation of common assessments

Person or Persons Responsible

Grade-level teachers and math coach

Target Dates or Schedule

During weekly collaborative planning meetings

Evidence of Completion

Common assessments created and student results reviewed during data chats

Facilitator:

Robin Hummel - math coach

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Common Assessments

Person or Persons Responsible

Math Coach and APC

Target Dates or Schedule

Data chat meetings and weekly observations

Evidence of Completion

Common Assessments and student work samples

Plan to Monitor Effectiveness of G5.B1.S1

Common Assessments

Person or Persons Responsible

Math Coach, teachers, and APC

Target Dates or Schedule

On-going

Evidence of Completion

Common Assessments, data chats, and student work samples

G5.B2 Most students are not actively engaged in the learning process.

G5.B2.S1 Teachers plan and implement instructional strategies to increase student interest and engagement using cooperative learning, interactive/kinesthetic activities, student use of technology, and visual models/graphic organizers.

Action Step 1

Collaborative planning

Person or Persons Responsible

Math coach, math teachers

Target Dates or Schedule

weekly collaborative planning meetings

Evidence of Completion

lesson plans and walk-throughs

Facilitator:

Math Coach

Participants:

math teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Collaborative planning

Person or Persons Responsible

Math coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Collaborative planning meetings, lesson plans, walk-throughs, and classroom observations

Plan to Monitor Effectiveness of G5.B2.S1

Collaborative planning

Person or Persons Responsible

Math coach and APC

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, classroom observations, and walk-throughs

G5.B3 Most students possess limited reading and writing skills.

G5.B3.S1 Daily, teachers teach and use math vocabulary in context, implement word walls, and integrate the use of word problems, and summarizing.

Action Step 1

Increased use of reading and writing strategies in the math classrooms

Person or Persons Responsible

Math teachers and math coach

Target Dates or Schedule

On-going (daily)

Evidence of Completion

Lesson plans, classroom walk-throughs, and observations

Facilitator:

Math Coach

Participants:

Math teachers

Action Step 2

Increased use of reading and writing strategies in the math classrooms

Person or Persons Responsible

Math teachers and math coach

Target Dates or Schedule

On-going (daily)

Evidence of Completion

Lesson plans, classroom walk-throughs, and observations

Facilitator:

Math Coach

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Increased use of reading and writing strategies in the math classrooms

Person or Persons Responsible

Math coach and APC

Target Dates or Schedule

On-going (daily)

Evidence of Completion

Lesson plans, walk-throughs, and classroom observations

Plan to Monitor Effectiveness of G5.B3.S1

Increased use of reading and writing strategies in the math classrooms

Person or Persons Responsible

Math coach and APC

Target Dates or Schedule

On-going (daily)

Evidence of Completion

Lesson plans, walk-throughs and classroom observations

G6. By Spring 2014, 40% of the 8th grade students will score at or above an AL 3 in science as evidenced by FCAT Trend Data Report.

G6.B1 Most students are not actively engaged in the learning process

G6.B1.S1 Teachers collaboratively plan and implement instructional strategies to increase student interest and engagement using cooperative learning, interactive/kinesthetic activities, student use of technology, lab activities with written reports and visual models/graphic organizers

Action Step 1

collaborative planning

Person or Persons Responsible

Science Coach / APC

Target Dates or Schedule

Weekly for 90 minutes

Evidence of Completion

Lesson plans with researched based teaching strategies

Facilitator:

Science Coach / APC

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

High levels of student engagement

Person or Persons Responsible

Science Coach / APC

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G6.B1.S1

Students actively engaged in class

Person or Persons Responsible

APC

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-throughs and observation

G6.B2 Most students possess low reading and writing skills.

G6.B2.S1 All science teachers plan and implement Comprehension Instructional Sequence Module strategies to make reading materials and reading and writing activities relevant to these students.

Action Step 1

Implement CISM lessons quarterly

Person or Persons Responsible

Science coach and Science teachers

Target Dates or Schedule

A minimum of once quarterly

Evidence of Completion

classroom observation and student work samples

Facilitator:

APC

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G6.B2.S1

CISM lessons taught quarterly

Person or Persons Responsible

Administration and Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples and classroom observations

Plan to Monitor Effectiveness of G6.B2.S1

CiSM Lessons taught quarterly

Person or Persons Responsible

Science Coach and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples and classroom observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Title III, ESOL Stambaugh Middle School provides quarterly meetings for parents and students who are Non or Limited-English speakers. ESOL parent nights are currently scheduled from 6:00pm to 6:30pm after attending the parent workshops. The dates for this school year are: September 24th, November 4th, and March 19th. An International Food Festival will also be held sometime in late May/early June during the school day as a way for students to teach their parents what they have learned. Title III provides supplemental resources for English Language Learners and their teachers in Title I schools, as well as professional learning opportunities for school staff.

2 ESE Stambaugh Middle School provides IEP meetings for our students and parents to discuss the Individual Educational Plans (IEP) for students. The goal of the meeting is to strengthen home-school relationships and keep parents informed about issues related to special education and the progress of their child.

3 Title I, part A Stambaugh Middle School will provide parents an opportunity to attend at least two parent workshop nights, one per semester. The parent involvement team will coordinate and distribute Title I and academic resource materials to parents. In addition, parents will have full access to their child's teachers to discuss academic progress/needs.

4 Title I, part C Migrant students enrolled in Stambaugh Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students monitor the progress of these high need students and provide and coordinate supplemental academic support.

5 Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Profession development resources are available to Title 1 schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. New technologies in the classrooms will increase the instructional strategies provided to students.

6 Title X - homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title 1 provides support for this program and may activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program funded through Title 1, part C.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By spring 2014, 100% of all students who scored a level 3 on FCAT Reading in 2013 will score a level 3 or higher on FCAT Reading in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

G1.B1 New teachers

G1.B1.S1 Mentor program for new teachers and professional development

PD Opportunity 1

New teacher mentor program and professional development

Facilitator

Reading Coach

Participants

All first-year teachers and all teachers new to Stambaugh Middle School

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Classroom observations and walk-throughs

G1.B2 Low level of rigor and relevance in reading classes

G1.B2.S1 Common and collaborative planning,

PD Opportunity 1

Common and Collaborative Planning

Facilitator

Haley Mason

Participants

Reading Teachers

Target Dates or Schedule

Once a week for 90minutes

Evidence of Completion

Lesson plans and classroom walk-throughs and observations; progress monitoring data

G1.B3 High number of Low achieving students

G1.B3.S1 Teachers plan and implement strategies for implicitly teaching vocabulary in context and building academic background knowledge.

PD Opportunity 1

Teaching vocabulary in context and building background knowledge

Facilitator

Reading Coach - Haley Mason

Participants

All teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, classroom observations and walk-throughs

G2. By spring 2014, 43% of all 8th grade students will score proficient on FCAT Writes 2.0 as evidenced by the FCAT Trend Data report.

G2.B2 Most students are not actively engaged in grade level, authentic writing activities across all content areas.

G2.B2.S1 Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

PD Opportunity 1

Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Facilitator

Reading Coach - Haley Mason

Participants

All classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Writing assignments; progress monitoring; classroom walk-throughs and observations; lesson plans

G2.B3 Low expectations of written work.

G2.B3.S1 Implement the use of a standard rubric for writing across the curriculum in all content areas

PD Opportunity 1

Implement the use of a standard rubric for writing across the curriculum in all content areas

Facilitator

Haley Mason - Reading Coach

Participants

All classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans; writing assignments; classroom walk-throughs and observations

G3. By spring 2014, 90% of all students will score a level 3 or higher on EOC Math in 2014 with the overall percentage of level 3 or higher students increasing to 90% as evidenced by the EOC Trend Data Report.

G3.B1 Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.

G3.B1.S1 Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

PD Opportunity 1

Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Facilitator

Math Coach - Robin Hummel

Participants

Algebra and Geometry teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans; classroom walk-throughs and observations; progress monitoring

G4. At Stambaugh Middle school we will provide a rigorous and relevant CTE curriculum leading to increased student achievement and graduation rates.

G4.B1 Lack rigorous learning

G4.B1.S1 Teachers align instruction and assessments with curriculum maps.

PD Opportunity 1

Teachers align instruction and assessments with curriculum maps.

Facilitator

APC

Participants

All CTE teachers

Target Dates or Schedule

On-going

Evidence of Completion

lesson plans; classroom walk-throughs and observations; industry certifications

G5. By spring 2014, 100% of all students who scored a level 3 on FCAT Math in 2013 will score a level 3 or higher on FCAT Math in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

G5.B1 Low level of rigor and relevance in math classes

G5.B1.S1 During collaborative planning meetings, teachers along with the math coach, will be backward planning from a teacher-developed common assessment based on NGSSS and Common Core Standards.

PD Opportunity 1

Creation of common assessments

Facilitator

Robin Hummel - math coach

Participants

All math teachers

Target Dates or Schedule

During weekly collaborative planning meetings

Evidence of Completion

Common assessments created and student results reviewed during data chats

G5.B2 Most students are not actively engaged in the learning process.

G5.B2.S1 Teachers plan and implement instructional strategies to increase student interest and engagement using cooperative learning, interactive/kinesthetic activities, student use of technology, and visual models/graphic organizers.

PD Opportunity 1

Collaborative planning

Facilitator

Math Coach

Participants

math teachers

Target Dates or Schedule

weekly collaborative planning meetings

Evidence of Completion

lesson plans and walk-throughs

G5.B3 Most students possess limited reading and writing skills.

G5.B3.S1 Daily, teachers teach and use math vocabulary in context, implement word walls, and integrate the use of word problems, and summarizing.

PD Opportunity 1

Increased use of reading and writing strategies in the math classrooms

Facilitator

Math Coach

Participants

Math teachers

Target Dates or Schedule

On-going (daily)

Evidence of Completion

Lesson plans, classroom walk-throughs, and observations

PD Opportunity 2

Increased use of reading and writing strategies in the math classrooms

Facilitator

Math Coach

Participants

Math teachers

Target Dates or Schedule

On-going (daily)

Evidence of Completion

Lesson plans, classroom walk-throughs, and observations

G6. By Spring 2014, 40% of the 8th grade students will score at or above an AL 3 in science as evidenced by FCAT Trend Data Report.

G6.B1 Most students are not actively engaged in the learning process

G6.B1.S1 Teachers collaboratively plan and implement instructional strategies to increase student interest and engagement using cooperative learning, interactive/kinesthetic activities, student use of technology, lab activities with written reports and visual models/graphic organizers

PD Opportunity 1

collaborative planning

Facilitator

Science Coach / APC

Participants

Science Teachers

Target Dates or Schedule

Weekly for 90 minutes

Evidence of Completion

Lesson plans with researched based teaching strategies

G6.B2 Most students possess low reading and writing skills.

G6.B2.S1 All science teachers plan and implement Comprehension Instructional Sequence Module strategies to make reading materials and reading and writing activities relevant to these students.

PD Opportunity 1

Implement CISM lessons quarterly

Facilitator

APC

Participants

Science teachers

Target Dates or Schedule

A minimum of once quarterly

Evidence of Completion

classroom observation and student work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By spring 2014, 100% of all students who scored a level 3 on FCAT Reading in 2013 will score a level 3 or higher on FCAT Reading in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

G1.B1 New teachers

G1.B1.S1 Mentor program for new teachers and professional development

Action Step 1

New teacher mentor program and professional development

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 Low level of rigor and relevance in reading classes

G1.B2.S1 Common and collaborative planning,

Action Step 1

Common and Collaborative Planning

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B3 High number of Low achieving students

G1.B3.S1 Teachers plan and implement strategies for implicitly teaching vocabulary in context and building academic background knowledge.

Action Step 1

Teaching vocabulary in context and building background knowledge

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. By spring 2014, 43% of all 8th grade students will score proficient on FCAT Writes 2.0 as evidenced by the FCAT Trend Data report.

G2.B2 Most students are not actively engaged in grade level, authentic writing activities across all content areas.

G2.B2.S1 Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Action Step 1

Implement research writing activities in content area classes based on response to Essential Questions and HOT questions; teachers will probe to help students elaborate in writing

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B3 Low expectations of written work.

G2.B3.S1 Implement the use of a standard rubric for writing across the curriculum in all content areas

Action Step 1

Implement the use of a standard rubric for writing across the curriculum in all content areas

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. By spring 2014, 90% of all students will score a level 3 or higher on EOC Math in 2014 with the overall percentage of level 3 or higher students increasing to 90% as evidenced by the EOC Trend Data Report.

G3.B1 Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.

G3.B1.S1 Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Action Step 1

Teachers plan with math coach to implement effective and explicit instructional strategies to address the needs of struggling students which include: build academic background knowledge, Think Aloud, Note-Taking, Graphic Organizers and Summarizing.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. At Stambaugh Middle school we will provide a rigorous and relevant CTE curriculum leading to increased student achievement and graduation rates.

G4.B1 Lack rigorous learning

G4.B1.S1 Teachers align instruction and assessments with curriculum maps.

Action Step 1

Teachers align instruction and assessments with curriculum maps.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. By spring 2014, 100% of all students who scored a level 3 on FCAT Math in 2013 will score a level 3 or higher on FCAT Math in 2014 with the overall percentage of level 3 students increasing to 46% as evidenced by the FCAT Trend Data Report.

G5.B1 Low level of rigor and relevance in math classes

G5.B1.S1 During collaborative planning meetings, teachers along with the math coach, will be backward planning from a teacher-developed common assessment based on NGSSS and Common Core Standards.

Action Step 1

Creation of common assessments

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B2 Most students are not actively engaged in the learning process.

G5.B2.S1 Teachers plan and implement instructional strategies to increase student interest and engagement using cooperative learning, interactive/kinesthetic activities, student use of technology, and visual models/graphic organizers.

Action Step 1

Collaborative planning

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B3 Most students possess limited reading and writing skills.

G5.B3.S1 Daily, teachers teach and use math vocabulary in context, implement word walls, and integrate the use of word problems, and summarizing.

Action Step 1

Increased use of reading and writing strategies in the math classrooms

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Increased use of reading and writing strategies in the math classrooms

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. By Spring 2014, 40% of the 8th grade students will score at or above an AL 3 in science as evidenced by FCAT Trend Data Report.

G6.B1 Most students are not actively engaged in the learning process

G6.B1.S1 Teachers collaboratively plan and implement instructional strategies to increase student interest and engagement using cooperative learning, interactive/kinesthetic activities, student use of technology, lab activities with written reports and visual models/graphic organizers

Action Step 1

collaborative planning

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B2 Most students possess low reading and writing skills.

G6.B2.S1 All science teachers plan and implement Comprehension Instructional Sequence Module strategies to make reading materials and reading and writing activities relevant to these students.

Action Step 1

Implement CISM lessons quarterly

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed