

# Jere L. Stambaugh Middle



2014-15 School Improvement Plan

## Jere L. Stambaugh Middle

226 MAIN ST N, Auburndale, FL 33823

<http://www.stambaughmiddle.com/>

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

80%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

42%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Stambaugh Middle School family of staff members is dedicated to creating an environment where all stakeholders maximize their academic potential and love of learning by thinking independently, working cooperatively, and contributing positively toward becoming responsible and productive citizens in a changing world.

##### **Provide the school's vision statement**

Creating learners today to be leaders of tomorrow.

#### School Environment

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

The teachers and staff at Stambaugh Middle School develop personal relationships with their students on a daily basis. They do this by interacting positively with students through groups, clubs, sports, and team building activities. Stambaugh has developed a master schedule that helps supports the teaming of students in each grade level. By doing so teachers are able to know their students on a more personal level and intervene with them on an appropriate level. Parents are then more aware of their child's teachers and can easily contact them and communicate with them.

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

Stambaugh is a secured campus and the leadership team is available prior to the school bell, building relationships and ensuring the safety of all students. All leadership team members to include the Principal, Assistant Principal's, guidance counselors, coaches, and deans have open door policies. As students move about campus throughout the day, teachers are stationed at their doors to monitor hallways but also to welcome them in and out of class. The school's SRO is visible throughout the school day and interacts with student's during their lunch time.

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

Stambaugh Middle School is a Positive Behavior school. Our school wide discipline plan includes school-wide expectations and team/grade level rules. We implement progressive discipline and have a written discipline procedure manual that all teachers follow to ensure discipline is fair and consistent. Our manual includes definitions of teacher-managed and office-managed behaviors as well as the steps to follow for those various behaviors. During the week teachers return, all staff members are trained annually on the overall behavior plan for our school and each receive an updated manual as well. Throughout the year, teachers receive booster sessions quarterly, either through team meetings or faculty meetings, regarding the school-wide behavior plan. The behavior manual is available upon request or can be uploaded as an attachment.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our students social-emotional needs are met in various ways. We have a school counselor for each grade level who keeps the same students throughout their time at middle school. By doing so, counselors get to know the students and their parents on a more personal level and can address students' needs more appropriately. The school psychologist, in conjunction with the counselors, host small groups for different mental health/personal needs for students in need, such as social skills, study skills, and anger management. Furthermore, bullying lessons are taught school-wide at the beginning of each school year to all students. Students are informed to meet with deans, counselors or any other member of the leadership team to report possible bullying. Once reported an investigation is immediately opened. Proper forms and timelines are met and all parties involved receive proper notification.

**Early Warning Systems**

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics (to include social studies and science)
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- The PBS/MTSS team meets monthly to discuss the students indicated

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	59	69	75	203
One or more suspensions	1	1	0	2
Course failure in ELA or Math	7	45	40	92
Level 1 on statewide assessment	56	64	80	200

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	4	7	15	26

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

The school student services department monitors this data monthly. The school guidance counselors along with the school psychologist and social worker target at risk students. The selected students will receive one or more of the following interventions:

- small groups

- referral to MTSS team
- parent contact/conference
- elective pullout by academic coaches
- referral to school counselors
- administrative conferencing with students
- tutoring
- credit recovery program through E2020

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193642>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

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

The Principal is a member of the community Rotary club and attends the weekly meeting. The local Lions club contributes monetarily as well as providing students with glasses and hearing aids. The Civics teachers reach out to local politicians to speak to our students. The student leadership (schools version of ROTC) collaborates with local High School ROTC as well as area Veteran associations. The school PTSO is actively seeking donations from local businesses.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Hartley, Robert	Principal
Morgan, Heidi	Assistant Principal
Mason, Haley	Instructional Coach
Clay, Leslie	Dean
Vincent, Angela	Assistant Principal
Smith, Constance	Instructional Coach
Fazio, Mark	Dean
Davis, Jennifer	Guidance Counselor
Buss, Sharon	Administrative Support

### Duties

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

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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:

- Flexibility: Teacher uses discretion in using more than the required 4 pull out interventions

- Team Work: Document steps; notifying teachers in advance of pull out schedule

- Determining if it is a behavior or academic issue: issues should focus on academic performance behaviors; share experiences with with team members

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

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.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Robert Hartley	Principal
Heidi Morgan	Principal
Angela Vincent	Principal
Katherine Ellis	Teacher
Sonia Steckert	Teacher
Helen Bertges	Teacher
Sharon Hood	Education Support Employee
Henry Prada	Teacher
Patricia Kilpatrick	Teacher
Elizabeth Vergara	Education Support Employee
Ann Walker	Parent
Brad Bennett	Business/Community
Ann Jenkins	Business/Community
Tony Damiano	Business/Community
Officer John Cruz	Business/Community
Ariston Walker	Student
Ann Walker	Parent
Scott Bennett	Parent
Jennifer Atkinson	Parent
Corine Smtih	Parent
Angela Gonzalez	Parent
Deborah Price	Parent
Haley Mason	Education Support Employee
Connie Smith	Education Support Employee
Leona Blackmon	Parent
Clay Bennett	Student
Destiny Smith	Student
Devin Atkinson	Student
Tristan Gonzalez	Student

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC reviews the school's previous SIP and provides input related to student/family community involvement. SAC members relay questions and concerns brought by the public for the administration to answer.

*Development of this school improvement plan*



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.

*Preparation of the school's annual budget and plan*

The budget is presented to the SAC at the first meeting of the school year. Following that, representatives from each area of specialty discusses possible monies that may need to be spent in order for academic success or school need. The SAC committee then either approves request or denies.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for 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.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Mason, Haley	Instructional Coach
Morgan, Heidi	Assistant Principal
White, Rosalie	Teacher, K-12
Walker, Annmarie	Teacher, K-12
Hood, Sharon	Instructional Media

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives for the Literacy team will be as follows:  
 CISM (comprehensive instructional sequence model)  
 DBQ (document based question)  
 ERP (extended reading passages)  
 Book Club  
 Collaborative Planning

**Public and Collaborative Teaching**

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

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

Stambaugh Middle uses collaborative planning in order to build relationships and ensure effective instructional strategies are being used across all grade levels. Grade levels meet once a month to discuss student concerns, strategies, grade level events and student incentives. Outside of the environmental setting, we foster staff building through sports, monthly payday socials and staff holiday events.

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

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.

**Describe the school's teacher mentoring program, including the rationale for pairings and 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 aha 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

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

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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>

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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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Stambaugh Middle School follows the county provided learning schedules that are aligned with the Florida Standards to plan instruction. Teachers meet with the instructional coaches to ensure best practices are used when teaching the standards. Materials are provided by the county and are

aligned with the Florida Standards. The Leadership team completes daily walk-throughs of the instructional staff to ensure they are implementing lesson plans with fidelity.

### **Instructional Strategies**

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

Students are placed in Reading and Math classes based on their previous FCAT and FAIR scores. Progress monitoring will be used throughout the year to determine small group instruction. Intensive curriculum materials will be used for remediation of Reading and Math. Scaffolding the instruction will be used to increase the rigor in order to propel the advanced students.

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

**Strategy:** Before School Program

**Minutes added to school year:** 4,500

Before school Math and Reading Tutoring

#### ***Strategy Rationale***

To help students with Math and Reading skills

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Morgan, Heidi, heidi.morgan@polk-fl.net

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

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

**Strategy: Weekend Program**

**Minutes added to school year: 1,800**

Using SAI funds Stambaugh provides 6 classes; students are only in 4 (45 minutes each); depends on grade student is in as well as what is tested as to which 4 he/she will do. All students take typing.

**Strategy Rationale**

to increase test taking/typing skills and provide the extra tutoring necessary for students to be successful in their core academic subjects. Students rotate each Saturday they are on campus.

Classes provided:

Math, Reading, Writing, Science, Civics, and Typing.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Morgan, Heidi, heidi.morgan@polk-fl.net

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

Will collect data once we receive State scores.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Stambaugh Middle School hosts each feeder school for incoming 5th graders. The guidance counselors visit each feeder school and provide information. Students also preregister when the guidance counselors visit the feed schools. The high school counselors also visit Stambaugh to provide our 8th graders with vital information. Our students are also teamed and have the same set of teachers to ensure their needs are being met with fidelity.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

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.

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

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.

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

N/A

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

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Through collaborative planning teachers will plan to deliver engaging and standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback which will focus on improving instructional delivery.

## Strategic Goals Detail

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

**G1.** Through collaborative planning teachers will plan to deliver engaging and standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback which will focus on improving instructional delivery. **1a**

G057573

**Targets Supported** **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	45.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	31.0
FSA - English Language Arts - Proficiency Rate	46.0

**Resources Available to Support the Goal** **2**

- 1. Reading and Math Coaches
- 2. Common/Collaborative Planning
- 3. Research-Based Instructional Materials
- 4. Modeling of Effective Instruction
- 5. Common Assessments

**Targeted Barriers to Achieving the Goal** **3**

- 1. New State Curriculum
- 3. Lack of quality collaborative planning

**Plan to Monitor Progress Toward G1.** **8**

Fair Testing Data

**Person Responsible**

Heidi Morgan

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Progress monitoring test scores

**Plan to Monitor Progress Toward G1.** **8**

Improve Testing Data for Science and Math

**Person Responsible**

Heidi Morgan

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Progress monitoring test scores

**Plan to Monitor Progress Toward G1. 8**

Ongoing classroom monitoring and standards completion in the classroom

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans and documentation in gradebook

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Through collaborative planning teachers will plan to deliver engaging and standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback which will focus on improving instructional delivery. **1**

 G057573

**G1.B1** 1. New State Curriculum **2**

 B145645

**G1.B1.S1** 1. Professional Development on the Study of the Standards **4**

 S157903

#### Strategy Rationale

1. Increasing teacher knowledge will increase student learning

#### Action Step 1 **5**

Professional Development on the Study of the Standards

#### Person Responsible

Heidi Morgan

#### Schedule

On 10/23/2014

#### Evidence of Completion

Follow up from PD Facilitator

**Action Step 2** 5

Follow up to District wide Standards Professional Development (Dana Center)

**Person Responsible**

Heidi Morgan

**Schedule**

On 2/9/2015

***Evidence of Completion***

Follow up from PD Facilitator

**Action Step 3** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Professional Development follow up/Observations

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 10/23/2014 to 6/5/2015

***Evidence of Completion***

Through collaborative planning

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

Follow up to initial PD; collaborative planning

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

PD points awarded; Follow-up activities completed

**G1.B1.S2 2. Utilize research based resources during collaborative planning** 4

 S157904

**Strategy Rationale**

2. Increase student engagement

**Action Step 1** 5

Collaborative Planning with coaches; Teachers pre-planned prior to meeting

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans; observations; teacher modeling for teachers

**Action Step 2** 5

Use of Instructional Framework; Standards Alignment Chart

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 12/8/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans; Classroom walk-throughs

### Action Step 3 5

Set expectations with deliverables for weekly common planning time to include deconstruction/alignment of the standard, tasks aligned to the standard and lesson plan construction.

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 1/16/2015 to 6/5/2015

***Evidence of Completion***

Lesson plans, alignment tool, agenda

### Action Step 4 5

Development and implement a plan to facilitate weekly collaborative planning

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 1/16/2015 to 6/5/2015

***Evidence of Completion***

### Action Step 5 5

Administration will monitor completion of plans and provide feedback ensuring lesson reflects the standard

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 1/16/2015 to 6/5/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Activity Log/Meeting calendar/Lesson Plan checks

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Records maintained on shared drive and/or filed

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration in attendance; monitoring the use of the collaborative planning agenda to guide standards based instruction

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 1/16/2015 to 6/5/2015

***Evidence of Completion***

Records maintained on shared drive and /or filed

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration will include in weekly leadership meeting agenda-weekly lesson plans to monitor; commit to 15 lesson plans to monitor for that week

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 1/16/2015 to 6/5/2015

***Evidence of Completion***

Through collaborative planning



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

To attend planning using agenda; utilize focused planning sheet as guide

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 10/23/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans; planning logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Observing an increase in alignment of lesson plans to the standards while providing feedback

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 1/16/2015 to 6/5/2015

***Evidence of Completion***

Feedback on the Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Instructional Alignment Chart used in collaborative planning

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 1/16/2015 to 6/5/2015


***Evidence of Completion***

Planning logs; Lesson plans; Alignment charts

**G1.B3** 3. Lack of quality collaborative planning 2

 B145647

**G1.B3.S2** Utilize research based resources during collaborative planning 4

 S157907

**Strategy Rationale**

Increase student engagement

**Action Step 1** 5

Collaborative Planning with coaches; Teachers pre-planned prior to meeting

**Person Responsible**

Haley Mason

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans; observations; teacher modeling for teachers

**Action Step 2** 5

Collaborative Planning with coaches; Teachers pre-planned prior to meeting

**Person Responsible**

Constance Smith

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans; observations; teacher modeling for teachers

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Activity Log/Meeting calendar/Lesson Plan checks

**Person Responsible**

Haley Mason

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Records maintained on shared drive and/or filed

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Activity Log/Meeting calendar/Lesson Plan checks

**Person Responsible**

Constance Smith

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Records maintained on shared drive and/or filed

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

To attend planning using agenda; utilize focused planning sheet as guide

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 10/23/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans; planning logs

**G1.B3.S3** Incorporating Instructional Alignment Chart during planning 4

S157908

**Strategy Rationale**

To identify where students should and where we are taking them

**Action Step 1** 5

Provide Feedback on Lesson Plans

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 12/8/2014 to 6/5/2015

**Evidence of Completion**

Written feedback provided on lesson plan; 5 plans per week per administrator

**Action Step 2** 5

Conduct weekly walk-throughs to observe look fors: Standards based instruction; Accountable Talk; Checking for Understanding

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 12/15/2014 to 6/5/2015

**Evidence of Completion**

Documentation of walk-throughs; teacher conference

**Plan to Monitor Fidelity of Implementation of G1.B3.S3** 6

Agenda for weekly planning sessions

**Person Responsible**

Heidi Morgan

**Schedule**

Biweekly, from 12/8/2014 to 6/5/2015

**Evidence of Completion**

Sign-in sheets for sessions; lessons posted in shared drive weekly

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Teachers will gain ownership of their plans by having a clear understanding of what they are to be teaching.

**Person Responsible**

Heidi Morgan

**Schedule**

Monthly, from 12/8/2014 to 6/5/2015

**Evidence of Completion**

Teacher talks monthly; Coach talks monthly regarding planning sessions; Diversity of plans for subject area teachers.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development on the Study of the Standards	Morgan, Heidi	10/23/2014	Follow up from PD Facilitator	10/23/2014 one-time
G1.B1.S2.A1	Collaborative Planning with coaches; Teachers pre-planned prior to meeting	Morgan, Heidi	10/1/2014	Lesson Plans; observations; teacher modeling for teachers	6/5/2015 biweekly
G1.B3.S2.A1	Collaborative Planning with coaches; Teachers pre-planned prior to meeting	Mason, Haley	10/1/2014	Lesson Plans; observations; teacher modeling for teachers	6/5/2015 biweekly
G1.B3.S3.A1	Provide Feedback on Lesson Plans	Morgan, Heidi	12/8/2014	Written feedback provided on lesson plan; 5 plans per week per administrator	6/5/2015 weekly
G1.B1.S1.A2	Follow up to District wide Standards Professional Development (Dana Center)	Morgan, Heidi	2/9/2015	Follow up from PD Facilitator	2/9/2015 one-time
G1.B1.S2.A2	Use of Instructional Framework; Standards Alignment Chart	Morgan, Heidi	12/8/2014	Lesson Plans; Classroom walk-throughs	6/5/2015 biweekly
G1.B3.S2.A2	Collaborative Planning with coaches; Teachers pre-planned prior to meeting	Smith, Constance	10/1/2014	Lesson Plans; observations; teacher modeling for teachers	6/5/2015 biweekly
G1.B3.S3.A2	Conduct weekly walk-throughs to observe look fors: Standards based instruction; Accountable Talk; Checking for Understanding	Morgan, Heidi	12/15/2014	Documentation of walk-throughs; teacher conference	6/5/2015 weekly
G1.B1.S1.A3	[no content entered]			once	
G1.B1.S2.A3	Set expectations with deliverables for weekly common planning time to include deconstruction/alignment of the standard, tasks aligned to the standard and lesson plan construction.	Morgan, Heidi	1/16/2015	Lesson plans, alignment tool, agenda	6/5/2015 weekly
G1.B1.S2.A4	Development and implement a plan to facilitate weekly collaborative planning	Morgan, Heidi	1/16/2015		6/5/2015 weekly
G1.B1.S2.A5	Administration will monitor completion of plans and provide feedback ensuring lesson reflects the standard	Morgan, Heidi	1/16/2015		6/5/2015 weekly
G1.MA1	Fair Testing Data	Morgan, Heidi	10/1/2014	Progress monitoring test scores	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2	Improve Testing Data for Science and Math	Morgan, Heidi	10/1/2014	Progress monitoring test scores	6/5/2015 quarterly
G1.MA3	Ongoing classroom monitoring and standards completion in the classroom	Morgan, Heidi	10/1/2014	Lesson plans and documentation in gradebook	6/5/2015 weekly
G1.B1.S1.MA1	Follow up to initial PD; collaborative planning	Morgan, Heidi	10/1/2014	PD points awarded; Follow-up activities completed	6/5/2015 biweekly
G1.B1.S1.MA1	Professional Development follow up/ Observations	Morgan, Heidi	10/23/2014	Through collaborative planning	6/5/2015 biweekly
G1.B1.S2.MA1	To attend planning using agenda; utilize focused planning sheet as guide	Morgan, Heidi	10/23/2014	Lesson Plans; planning logs	6/5/2015 biweekly
G1.B1.S2.MA5	Observing an increase in alignment of lesson plans to the standards while providing feedback	Morgan, Heidi	1/16/2015	Feedback on the Lesson Plans	6/5/2015 weekly
G1.B1.S2.MA6	Instructional Alignment Chart used in collaborative planning	Morgan, Heidi	1/16/2015	Planning logs; Lesson plans; Alignment charts	6/5/2015 weekly
G1.B1.S2.MA1	Activity Log/Meeting calendar/Lesson Plan checks	Morgan, Heidi	10/1/2014	Records maintained on shared drive and/or filed	6/5/2015 biweekly
G1.B1.S2.MA3	Administration in attendance; monitoring the use of the collaborative planning agenda to guide standards based instruction	Morgan, Heidi	1/16/2015	Records maintained on shared drive and /or filed	6/5/2015 weekly
G1.B1.S2.MA4	Administration will include in weekly leadership meeting agenda-weekly lesson plans to monitor; commit to 15 lesson plans to monitor for that week	Morgan, Heidi	1/16/2015	Through collaborative planning	6/5/2015 weekly
G1.B3.S2.MA1	To attend planning using agenda; utilize focused planning sheet as guide	Morgan, Heidi	10/23/2014	Lesson Plans; planning logs	6/5/2015 biweekly
G1.B3.S2.MA1	Activity Log/Meeting calendar/Lesson Plan checks	Mason, Haley	10/1/2014	Records maintained on shared drive and/or filed	6/5/2015 biweekly
G1.B3.S2.MA2	Activity Log/Meeting calendar/Lesson Plan checks	Smith, Constance	10/1/2014	Records maintained on shared drive and/or filed	6/5/2015 biweekly
G1.B3.S3.MA1	Teachers will gain ownership of their plans by having a clear understanding of what they are to be teaching.	Morgan, Heidi	12/8/2014	Teacher talks monthly; Coach talks monthly regarding planning sessions; Diversity of plans for subject area teachers.	6/5/2015 monthly
G1.B3.S3.MA1	Agenda for weekly planning sessions	Morgan, Heidi	12/8/2014	Sign-in sheets for sessions; lessons posted in shared drive weekly	6/5/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Through collaborative planning teachers will plan to deliver engaging and standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback which will focus on improving instructional delivery.

### **G1.B1** 1. New State Curriculum

#### **G1.B1.S1** 1. Professional Development on the Study of the Standards

##### **PD Opportunity 1**

Professional Development on the Study of the Standards

###### **Facilitator**

District Coaches/Dana Center

###### **Participants**

Math, Reading and ELA teachers

###### **Schedule**

On 10/23/2014

##### **PD Opportunity 2**

Follow up to District wide Standards Professional Development (Dana Center)

###### **Facilitator**

Dana Center Training

###### **Participants**

Math, Reading/ELA

###### **Schedule**

On 2/9/2015

## Technical Assistance Items

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



# Budget Rollup

Summary	
Description	Total
Grand Total	0