

# Jere L. Stambaugh Middle



# 2016-17 Schoolwide Improvement Plan

## Jere L. Stambaugh Middle

226 MAIN ST N, Auburndale, FL 33823

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

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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 a monitoring status of "Former F" (see page 4). 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	27
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>29</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Jere L. Stambaugh Middle

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The Stambaugh Middle School family to include staff, students, parents, and community is dedicated to creating an environment where everyone maximizes their academic potential and love of learning by thinking independently, working cooperatively, and transitioning learners of today into the leaders of tomorrow.

##### b. Provide the school's vision statement.

Creating learners today to be leaders of tomorrow.

#### 2. School Environment

##### a. 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 mentoring, clubs, sports, and grade level 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.

##### b. 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, the Principal, Assistant Principals, guidance counselors, coaches, and deans, have open door policies. Teachers are stationed at their doors to monitor hallways, to remind students of CHAMPS conversation level, and to welcome students into class. The school's SRO is visible throughout the school day and interacts with students during their lunch times.

##### c. 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. CHAMPS has been implemented at a school-wide level. 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. Teachers and staff members are trained on the overall behavior plan for our school and receive an updated manual annually. Throughout the year, teachers receive booster sessions quarterly, either through team meetings or faculty meetings, regarding the school-wide behavior plan and CHAMPS. The behavior manual is available upon request or can be uploaded as an attachment.

**d. 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 school counselors serving each grade level. The counselors work with 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. These groups include 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 instructed to inform an adult to report possible bullying or harassment. Once reported an investigation is immediately opened. Proper forms and timelines are met and all parties involved receive proper notification.

**3. Early Warning Systems**

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

**a. 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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	46	107	94	0	0	0	0	247	
One or more suspensions	0	0	0	0	0	0	110	119	108	0	0	0	0	337	
Course failure in ELA or Math	0	0	0	0	0	0	11	7	18	0	0	0	0	36	
Level 1 on statewide assessment	0	0	0	0	0	0	105	159	175	0	0	0	0	439	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	68	105	100	0	0	0	0	273	

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

The Leadership Team alongside the guidance 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 Academic Leadership team
- parent contact/conference
- elective pullout by academic coaches
- referral to school counselors
- administrative conferencing with students
- tutoring/Grade Recovery
- updated school wide behavior plan

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

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

Yes

##### 1. PIP Link

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

##### 2. Description

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.

### 2. 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 attends community functions such as Rotary club, Chamber of Commerce and other community events. The local Lions club contributes monetarily as well as providing students with glasses and hearing aids. The First United Methodist Church and Southern Technical College have adopted the school and provide services to support the needs of our students. The Civics teachers reach out to local politicians to speak to our students. The school PTSO seeks donations from local businesses.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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



Name	Title
BUTLER, TRISH	Principal
Vincent, Angela	Assistant Principal
Davis, Jennifer	School Counselor
Buss, Sharon	Administrative Support
Westberry, Gary	Other
Martinet, Michael	Dean
Wilder, Alissiea	Assistant Principal
Clay, Leslie	Assistant Principal
Kilpatrick, Patricia	Administrative Support
Klupp, Christine	Instructional Coach

## b. Duties

### **1. 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

AP II - Data collection and analysis - Behavior and attendance

APC/APA - Data collection and analysis - Progress monitoring, FCAT 2.0, FSA, Curricular Alignment, Teaching/Learning Strategies, and Professional Development

Guidance Counselors - 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

Dean - teacher support, behavior support, discipline monitoring

Behavior Interventionist - Supporting students and teachers with school-wide and classroom interventions

### **2. 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.**

The Academic Leadership Team meets on a regular basis to work towards improving Learning, Teaching, and Assessment all students. They work collaboratively to set high standards for the delivery of rigorous instruction that employs a wide array of instructional strategies, assessments that routinely monitor the proficiency of students, and to enhance building capacity through collaboration.

The Academic Leadership Team meets monthly foster the vision/mission of the school. The Academic Leadership Team collects and analyzes multiple sources of data to help improve areas that most impact learning gains, instruction, and assessment.

The Operational Leadership Team Meets weekly to facilitate a provide a safe and orderly learning environment. The Principal and Assistant Principals facilitate these meetings.

The Principal/Accountability Area Administrator meetings are held once a week. Their purpose is to monitor structures within content areas that promote a culture of high-quality learning and teaching. The Assistant Principal of Curriculum and The Title 1 Coordinator work with the Title 1 Committee to coordinate allocation of Title 1 funds. Inventory of materials purchase through the grant are maintained by the Network Manager.

The School Advisory Committee (SAC) meets every other month. Our Advisory Council consists of the principal and assistant principals, an appropriately balanced number of elected teachers,

educational support employees, students, parents, and business and community members. The break down of school-based and community members is racially representative of the school demographics. The School Advisory Council is the sole body responsible for final decision making at the school relating to implementation of the provisions of ss.1001.42(16) and 1008.345. The duties of the SAC members are to determine school improvement priorities, publicize the School Improvement Plan, support the School Improvement Plan implementation, assist in the decision making process and approve expenditures of District Lottery Funds and School Recognition Funds, as well as review the school budget.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Trish Butler	Principal
Angela Vincent	Principal
Sharon Hood	Education Support Employee
Patricia Kilpatrick	Teacher
Elizabeth Vergara	Education Support Employee
Ann Jenkins	Business/Community
Officer John Cruz	Business/Community
Scott Bennett	Parent
Deborah Price	Parent
Leona Blackmon	Parent
Tristan Gonzalez	Student
Mike Townsend	Parent
Ruth Vega	Parent
	Student
Kristie Monaco	Parent
Florence Martinez	Student
Alissiea Wilder	Education Support Employee
Mario Gonzalez	Parent
Margo McGill	Business/Community
Jean Francois	Teacher
Emily Diggs	Teacher
Gary Westberry	Teacher
Linda Pobjecky	Business/Community
Karen Marcelin	Teacher
Riley Johnson	Business/Community
Brad Bennett	Business/Community
Faith Hill	Business/Community

### b. Duties

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

**a. 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.

**b. 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 2.0/FSA/EOC tests and makes objective remarks as to what the possible barriers are and strategies to overcome these barriers. The SAC committee also approves and amends the SIP throughout the year as they see improvements or additions need to be made.

**c. 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 the request or denies.

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

The SAC committee approved the expenditure of \$6000.00 for the purchase of additional security cameras.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Vincent, Angela	Assistant Principal
Hood, Sharon	Instructional Media
Klupp, Christine	Instructional Coach
Wilder, Alissiea	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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

Note taking/Summarizing

Text Coding

DBQ (document based question)

Collaborative Planning

## D. Public and Collaborative Teaching

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

### 1. 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 and subject areas. Twice a week same subject area teachers plan collaboratively with their peers. One day a week teachers plan with their subject area coach and assigned grade level administrator. The second meeting is teachers only where they collaborate to improve standards- based instruction. Teachers and coaches discuss student concerns, strategies, grade level events and student incentives. Accountability Area Administrators, Instructional Coaches, and Leadership Team conduct weekly coaching walk-throughs to ensure accountability and standards-based instruction is taking place with rigor.

### 2. 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 teams that share the same students. New teacher support meetings are scheduled on a monthly basis to assist teachers new to Stambaugh. Stambaugh is also provided two Full Release Mentors to provide support to new ELA and Math teachers.

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

All new teachers participate in a "New Teacher Orientation" before the start of the school year. In this orientation the teachers are given supplies. They tour the campus and met key staff members. They finish the day by preparing their classrooms for student arrival. The New Teacher Mentoring Program is a program designed to support and retain our new teachers. The program is facilitated by the Academic Facilitator/Testing Coordinator, with guidance from the Assistant Principal. Veteran teachers were surveyed and asked if they would mentor a new teacher and are then assigned to support a new teacher to Stambaugh. The "New Teacher" group meets on a regular basis and the agenda that they follow includes, but is not limited to: information about upcoming school and district events, research-based strategies that have been proven over time to work in the classroom, discussions led by "school experts" that share topics that are of interest to the new teachers along with peer observations.

Through the district Ic3 program, new teachers are also provided additional support from the district assignment of mentors. These mentors meet with teachers on a weekly basis to provide assistance with best practices using instructional strategies, and assistance with implementing routines and procedures. New teachers are assigned a content area coach who meets with them regularly to plan standards-based instruction.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. 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 maps/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 weekly walk-throughs of the instructional staff to ensure they are implementing lesson plans with fidelity.

**b. Instructional Strategies**

**1. 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 FSA and FAIR scores. Polk 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. IBTP will be used to create standards-based mini assessments to monitor student proficiency. Results will be used to differentiate instruction.

**2. 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 tutoring

**Strategy Rationale**

To assist students with practice in the core academics

**Strategy Purpose(s)**

- Core Academic Instruction

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

Westberry, Gary, gary.westberry@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 progress monitoring through IBTP.

**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 and Civics.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Wilder, Alissiea, alissiea.wilder@polk-fl.net

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

Attendance, pre and post test, mini-assessments will be monitored throughout the sessions. FSA results for students in attendance atleast 75% of the sessions will be analyzed.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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 of incoming 6th graders. The guidance counselors visit each feeder school and provide information. Students also preregister when the guidance counselors visit the 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.

**b. College and Career Readiness**

**1. 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.

**2. 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, 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. My Career Shines Planner is used with the students to match them with possible careers that fit their interests. 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.

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** There will be a decrease in the number of discipline referrals at school as well as an increase in the interventions used by teachers to assist students with controlling their behaviors.
- G2.** Teachers will deliver standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback, thus improving student achievement.

## Strategic Goals Detail

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



**G1.** There will be a decrease in the number of discipline referrals at school as well as an increase in the interventions used by teachers to assist students with controlling their behaviors. 1a

G085001

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of a consistent implementation of the school-wide intervention plan for students.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Behavior Interventionist, PBIS, MTSS, CHAMPS, Counselors, Social Worker, Psychologist, Leadership Team, District Support Personnel

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

Using behavioral data from tracking forms to identify teachers in need of additional support and those that are on track.

**Person Responsible**

Angela Vincent

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Monthly Discipline Summary Reports, PBIS

**G2.** Teachers will deliver standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback, thus improving student achievement. 1a

G085002

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	35.0
FCAT 2.0 Science Proficiency	38.0
ELA/Reading Lowest 25% Gains	49.0
FSA ELA Achievement	37.0
Math Lowest 25% Gains	33.0

**Targeted Barriers to Achieving the Goal** 3

- 3. Knowledge of student mastery of standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 1. Reading and Math Coaches
- 2. Collaborative Planning-District provided maps
- 3. Research-Based Instructional Materials
- 4. Modeling of Effective Instruction
- 5. Common Assessments
- 6. Development of Instructional Leadership Team

**Plan to Monitor Progress Toward G2.** 8

On-going progress monitoring across content areas using IBTP, or other standards-based assessments (computer and paper).

**Person Responsible**

Alissiea Wilder

**Schedule**

Weekly, from 9/14/2016 to 5/24/2017

**Evidence of Completion**

Progress monitoring test scores

## 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.** There will be a decrease in the number of discipline referrals at school as well as an increase in the interventions used by teachers to assist students with controlling their behaviors. **1**

 G085001

**G1.B1** Lack of a consistent implementation of the school-wide intervention plan for students. **2**

 B226061

**G1.B1.S1** Ongoing school-wide training of CHAMPS and school discipline plan. **4**

 S238478

### Strategy Rationale

Increase accountability of teachers in providing interventions for behavior.

### Action Step 1 **5**

Ongoing school-wide training of CHAMPS and school discipline plan.

#### Person Responsible

Angela Vincent

#### Schedule

Monthly, from 8/8/2016 to 5/24/2017

#### Evidence of Completion

Sign in sheets, agenda from trainings

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

Observing school staff using CHAMPS and PBS incentives

**Person Responsible**

Angela Vincent

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Observations, walk throughs and hound point sheets

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

Behavior-tracking forms, Walk-throughs by Dean and Behavior Interventionist.

**Person Responsible**

Leslie Clay


**Schedule**

Daily, from 8/22/2016 to 5/24/2017

**Evidence of Completion**

Walk-through Notes, Behavior Tracking Forms, Monthly discipline summary reports and PBIS Data Analysis

**G1.B1.S2 Monitor discipline data monthly.** 4

 S238479

**Strategy Rationale**

To track teacher interventions and students at-risk of needing tier three behavior interventions.

**Action Step 1** 5

Monitor discipline data monthly.

**Person Responsible**

Leslie Clay

**Schedule**

Monthly, from 9/14/2016 to 5/10/2017

***Evidence of Completion***

Genesis discipline reports

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

Monthly PBIS meeting to review data trends.

**Person Responsible**

Jennifer Davis

**Schedule**

Monthly, from 9/14/2016 to 5/10/2017

***Evidence of Completion***

Agendas of monthly meetings, sign in sheets and monthly minutes

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

Each grade level and team will be represented monthly to discuss data trends and participate in problem solving.

**Person Responsible**

Jennifer Davis

**Schedule**

Monthly, from 9/14/2016 to 5/10/2017

***Evidence of Completion***

Total number of referrals, referrals by specific incidents and dynaport reports.

**G2.** Teachers will deliver standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback, thus improving student achievement. 1

G085002

**G2.B1** 3. Knowledge of student mastery of standards. 2

B226062

**G2.B1.S1** Teachers are looking at each students data and helping them to identify goals for improvement. 4

S238480

### Strategy Rationale

Teachers can identify deficiencies and provide targeted instruction.

### Action Step 1 5

Teachers will conduct data chats with every student.

#### Person Responsible

Alessiea Wilder

#### Schedule

Quarterly, from 8/24/2016 to 5/24/2017

#### Evidence of Completion

Data chat sheets, signed class rosters

### Action Step 2 5

The teachers will deconstruct the standards in student friendly terms.

#### Person Responsible

Alessiea Wilder

#### Schedule

Monthly, from 10/5/2016 to 5/25/2017

#### Evidence of Completion

Coaches logs from collaborative planning sessions and lesson plans.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

School-wide data chats will be held on September 14, 2016.

**Person Responsible**

Alessiea Wilder

**Schedule**

On 9/14/2016

***Evidence of Completion***

Signed class rosters

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Teacher will deconstruct standards by units.

**Person Responsible**

Alessiea Wilder

**Schedule**

Weekly, from 10/6/2016 to 5/25/2017

***Evidence of Completion***

Coaching logs from planning sessions and coaching walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Teachers will differentiate instruction.

**Person Responsible**

Alessiea Wilder

**Schedule**

Weekly, from 9/14/2016 to 5/24/2017

***Evidence of Completion***

Student progress on common mini assessments, classroom data from FSA.



**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Teachers will present deconstructed standards to students.

**Person Responsible**

Alessiea Wilder

**Schedule**

Weekly, from 10/6/2016 to 5/25/2017

***Evidence of Completion***

The teachers will collect work samples from students to present at planning meetings.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G2.B1.S1.MA1 M315395	School-wide data chats will be held on September 14, 2016.	Wilder, Alissiea	9/14/2016	Signed class rosters	9/14/2016 one-time
G1.B1.S2.MA1 M315390	Each grade level and team will be represented monthly to discuss data trends and participate in...	Davis, Jennifer	9/14/2016	Total number of referrals, referrals by specific incidents and dynaport reports.	5/10/2017 monthly
G1.B1.S2.MA1 M315391	Monthly PBIS meeting to review data trends.	Davis, Jennifer	9/14/2016	Agendas of monthly meetings, sign in sheets and monthly minutes	5/10/2017 monthly
G1.B1.S2.A1 A308770	Monitor discipline data monthly.	Clay, Leslie	9/14/2016	Genesis discipline reports	5/10/2017 monthly
G2.MA1 M315405	On-going progress monitoring across content areas using IBTP, or other standards-based assessments...	Wilder, Alissiea	9/14/2016	Progress monitoring test scores	5/24/2017 weekly
G1.B1.S1.MA1 M315388	Behavior-tracking forms, Walk-throughs by Dean and Behavior Interventionist.	Clay, Leslie	8/22/2016	Walk-through Notes, Behavior Tracking Forms, Monthly discipline summary reports and PBIS Data Analysis	5/24/2017 daily
G1.B1.S1.A1 A308769	Ongoing school-wide training of CHAMPS and school discipline plan.	Vincent, Angela	8/8/2016	Sign in sheets, agenda from trainings	5/24/2017 monthly
G2.B1.S1.MA1 M315393	Teachers will differentiate instruction.	Wilder, Alissiea	9/14/2016	Student progress on common mini assessments, classroom data from FSA.	5/24/2017 weekly
G2.B1.S1.A1 A308771	Teachers will conduct data chats with every student.	Wilder, Alissiea	8/24/2016	Data chat sheets, signed class rosters	5/24/2017 quarterly
G2.B1.S1.MA4 M315394	Teachers will present deconstructed standards to students.	Wilder, Alissiea	10/6/2016	The teachers will collect work samples from students to present at planning meetings.	5/25/2017 weekly
G2.B1.S1.MA3 M315396	Teacher will deconstruct standards by units.	Wilder, Alissiea	10/6/2016	Coaching logs from planning sessions and coaching walkthroughs.	5/25/2017 weekly
G2.B1.S1.A2 A308772	The teachers will deconstruct the standards in student friendly terms.	Wilder, Alissiea	10/5/2016	Coaches logs from collaborative planning sessions and lesson plans.	5/25/2017 monthly
G1.MA1 M315392	Using behavioral data from tracking forms to identify teachers in need of additional support and...	Vincent, Angela	8/22/2016	Monthly Discipline Summary Reports, PBIS	6/2/2017 monthly
G1.B1.S1.MA1 M315389	Observing school staff using CHAMPS and PBS incentives	Vincent, Angela	8/15/2016	Observations, walk throughs and hound point sheets	6/2/2017 daily

## V. Professional Development Opportunities

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

**G1.** There will be a decrease in the number of discipline referrals at school as well as an increase in the interventions used by teachers to assist students with controlling their behaviors.

**G1.B1** Lack of a consistent implementation of the school-wide intervention plan for students.

**G1.B1.S1** Ongoing school-wide training of CHAMPS and school discipline plan.

### PD Opportunity 1

Ongoing school-wide training of CHAMPS and school discipline plan.

#### Facilitator

Jennifer Davis, Angela Vincent

#### Participants

Whole staff

#### Schedule

Monthly, from 8/8/2016 to 5/24/2017

**G2.** Teachers will deliver standards-based instruction incorporating research-based strategies with ongoing monitoring and feedback, thus improving student achievement.

**G2.B1** 3. Knowledge of student mastery of standards.

**G2.B1.S1** Teachers are looking at each students data and helping them to identify goals for improvement.

### PD Opportunity 1

Teachers will conduct data chats with every student.

#### Facilitator

Alissiea Wilder

#### Participants

Teachers

#### Schedule

Quarterly, from 8/24/2016 to 5/24/2017

## **PD Opportunity 2**

The teachers will deconstruct the standards in student friendly terms.

### **Facilitator**

Alissiea Wilder

### **Participants**

All teachers

### **Schedule**

Monthly, from 10/5/2016 to 5/25/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Ongoing school-wide training of CHAMPS and school discipline plan.	\$0.00
2	G1.B1.S2.A1	Monitor discipline data monthly.	\$0.00
3	G2.B1.S1.A1	Teachers will conduct data chats with every student.	\$0.00
4	G2.B1.S1.A2	The teachers will deconstruct the standards in student friendly terms.	\$0.00
Total:			\$0.00