

Jere L. Stambaugh Middle



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	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 was approved by the Polk County School Board on 8/31/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Jere L. Stambaugh Middle

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	8	20	4	0	0	0	0	32	
Level 1 on statewide assessment	0	0	0	0	0	0	320	285	222	0	0	0	0	827	
	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
- discipline behavior tracking sheets
- parent contact/conference
- elective pullout by ese support facilitators
- referral to school counselors
- administrative conferencing with students
- tutoring attendance/grade recovery packets/modules
- updated school wide behavior plan

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432526>.

2. Description

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

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 has 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. Stambaugh also has established partnerships with Beef O'Bradys and Chilli's. This year, each Leadership Team member will attend one community event as representatives of Stambaugh Middle School.

C. Effective Leadership

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
Martinet, Michael	Dean
Wilder, Alissiea	Assistant Principal
Clay, Leslie	Assistant Principal
Kilpatrick, Patricia	Administrative Support
Klupp, Christine	Instructional Coach
Blevins, Angela	Instructional Coach
Kowalske, Pattie	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 toward improving student achievement, behavior, and assessing all students. They work collaboratively setting high standards for the delivery of rigorous instruction for students 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 to 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 Leadership Team meets weekly to facilitate and 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 purchased 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/family, 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(s)..

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	Education Support Employee
Sharon Hood	Education Support Employee
Patricia Kilpatrick	Teacher
Brooksie Smith	Business/Community
Corporal John Cruz	Business/Community
Tameka Lovett	Parent
Mike Townsend	Parent
Shawna Oliver	Parent
Alissiea Wilder	Education Support Employee
Danielle Barger	Parent
Jim Mitchell	Business/Community
Christine Klupp	Teacher
Faith Hill	Student
Connor Davis	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 state assessment 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 needs. The SAC committee then either approves or denies the request.

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 \$4800 for the purchase of a school-wide behavior tracking system.

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
BUTLER, TRISH	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:

AVID Cornell Notes

AR Implementation, grade 6

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Teachers will meet once a week with their instructional coach for collaborative planning. They will also meet once a week with their Accountability Administrator for PLC's to focus on their data for increasing student achievement. Teachers and coaches discuss student concerns, strategies to differentiate and scaffold, grade level events and student incentives. Accountability Area Administrators, Instructional Coaches, and the Leadership Team conduct weekly non-evaluative 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 advertise our positions on our district websites.

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 trainings are scheduled on a monthly basis to assist teachers new to Stambaugh. Stambaugh also has 13 Full Release Mentors assigned to provide support to new academic core teachers as it relates to their content.

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

All new teachers participate in a full day "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 designed to support and retain our new teachers. The program is facilitated by the Principal, with assistance from the Assistant Principals. All members of the SBLT have been assigned to support a new teacher to Stambaugh. The Leadership Team members meet with the new teachers on a weekly or monthly basis, depending on their needs. The "New Teacher" group will meet for training once a month on Tuesday afternoons; information about upcoming school and district events, research-based strategies that have been proven over time to work in the classroom, and discussions led by "school experts" that share topics that are of interest to the new teachers. In January, an interim survey will be given to the new teachers so that they can provide input on how Administration can provide support for the second half of the school year.

Through the district's I3 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.

We will use Polk District learning maps/schedules that are aligned to the Florida standards to plan core instruction. The pilot implementation of the AVID Program creates a college culture that will permeate the campus.

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 trend data and their previous FSA scores. The STAR assessment for math and reading is administered during the first quarter of the

school year to determine the baseline data for students. Level 1 and 2 's are placed in intensive reading and math. Classroom formative and summative assessments will provide data that will be analyzed and used for re-teaching to improve student achievement. There will be biweekly PLC meetings to review student data to determine if remediation and/or acceleration opportunities will be provided to students.

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: After School Program

Minutes added to school year: 4,500

After 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

Vincent, Angela, angela.vincent@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, classroom assessments and STAR.

Data will be analyzed by the leadership team and MTSS to evaluate students progress toward proficiency and mastery of standards. Bottom 25% and bubble students will be identified and targeted.

Strategy: Weekend Program

Minutes added to school year: 1,800

Using Title 1 funds Stambaugh will provide 10 Saturday School sessions; students rotate only in 4 (45 minutes each); depending on the grade the student is in, as well as what is tested as to which 4 rotations he/she will do.

Strategy Rationale

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

Math, Reading/ELA, 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 at least 75% of the sessions will be analyzed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. With Title 1 Funds on incoming 6th grade and outgoing 8th grade evening engaging parents night to facilitate a smooth transition for students and families in moving to and from middle school.

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. AVID is an additional program that has been added to middle schools to encourage and equip students with a college mindset.

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. AVID students that successfully participate in middle school AVID have an advantage/experience for applying to the high school program to continue their learning skill mindset.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Based on the trend data of performance on state assessment from 2015-16 to 2016-2017 located on Step Zero, Stambaugh identifies areas of strength in maintaining percentage of proficient levels of achievement in ELA, Math, Science with a slight increase in performance of Civics. Stambaugh identifies areas of concern in learning gains and learning gains for the lowest 25% for both areas ELA and Math.

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.

Stambaugh has identified various root causes related to deficiencies in growth in learning gains and learning gains for lowest 25% in ELA and Math. One cause includes the lack of teacher retention working with students with various needs as well lack of teacher understanding in working with students varying needs in the classroom. An additional cause includes all teacher/staff lack of understanding in identifying and tiering interventions suited to the needs of students both academic and behavior aligned to the MTSS framework. In addition, the infrastructure of the school needs to support and align the MTSS framework with a focus on scheduling, implementing, and monitoring, and adjusting strategies as needed in support of student academic achievement.

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. Increase all student achievement levels by maximizing time students are engaged in rigorous core instruction.

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. Increase all student achievement levels by maximizing time students are engaged in rigorous core instruction. 1a

G098786

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0

Targeted Barriers to Achieving the Goal 3

- Teacher and student attendance
- Interruptions to student learning
- Lack of engagement
- Progress monitoring all subgroups with fidelity
- Lack of understanding the depth/rigor of the standard

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Collect progress monitoring data through out the year

Person Responsible

TRISH BUTLER

Schedule

Quarterly, from 8/18/2017 to 5/24/2018

Evidence of Completion

STAR Reading and Math Student Growth Percentile Reports, and quarterly district assessments that will show incremental improvements

Plan to Monitor Progress Toward G1. 8

Monitor staff vacancies in RHS

Person Responsible

TRISH BUTLER

Schedule

Semiannually, from 10/1/2017 to 7/31/2018

Evidence of Completion

RHS system reports

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase all student achievement levels by maximizing time students are engaged in rigorous core instruction. 1

 G098786

G1.B1 Teacher and student attendance 2

 B265849

G1.B1.S1 Incentives will be given on a quarterly basis to teachers and students for outstanding attendance. 4

 S281796

Strategy Rationale

Teachers and students must be present in order to participate in rigorous core instruction.

Action Step 1 5

Teachers and students will be publically recognized for perfect attendance

Person Responsible

Leslie Clay

Schedule

Quarterly, from 8/18/2017 to 5/24/2018

Evidence of Completion

Teacher and Student attendance records will be generated

Action Step 2 5

Recognize instructional staff to encourage to come to or remain at the school

Person Responsible

Alissiea Wilder

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

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

Verify that attendance reports are generated on a quarterly basis and tier students based on attendance needs

Person Responsible

Leslie Clay

Schedule

Quarterly, from 8/18/2017 to 5/24/2018

Evidence of Completion

Award certificates and recognition on the school news/website to students with outstanding attendance. Students showing attendance needs will meet with school staff/social worker. Progressive discipline will be issued to teachers with attendance issues.

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

Review of Funds Management Report

Person Responsible

TRISH BUTLER

Schedule

Semiannually, from 10/1/2017 to 7/31/2018

Evidence of Completion

Expenditures posted in SAP

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

Continual generation of attendance reports

Person Responsible

Leslie Clay

Schedule

Quarterly, from 8/25/2017 to 5/24/2018

Evidence of Completion

Data will indicate teacher and student attendance improved

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

Retention rate

Person Responsible

TRISH BUTLER


Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

G1.B2 Interruptions to student learning 2

 B265850

G1.B2.S1 Implementing CHAMPS school wide to decrease the number of incidents in the classroom therefore decreasing the number of students receiving OSS/ISS. 4

 S281797

Strategy Rationale

Students must be in class every day in order to receive rigorous core instruction.

Action Step 1 5

On-going CHAMPS training and school discipline plan.

Person Responsible

Jennifer Davis

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observing school staff using CHAMPS and PBS Incentives

Person Responsible

Jennifer Davis

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Monitor through data reviewed at monthly PBS meetings and administrative walkthrough notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

PBIS meetings will monitor monthly discipline reports

Person Responsible

Jennifer Davis

Schedule

Monthly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Discipline reports pulled by teacher, area, and student will be shared at monthly PBIS meetings.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Full CHAMPS implementation will be monitored through administrative walkthrough notes and Journey

Person Responsible

TRISH BUTLER

Schedule

Daily, from 8/1/2017 to 5/23/2018

Evidence of Completion

Walkthrough notes, and Journey entries will reviewed at weekly Leadership Team meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers and staff will utilize the school wide behavior tracking system, Class Dojo.

Person Responsible

Jennifer Davis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Generate Comparative Discipline data reports pulled from genesis monthly, shared at monthly leadership meetings

G1.B3 Lack of engagement 2

 B265851

G1.B3.S1 Implement AVID Cornell note taking strategies to increase student engagement in rigorous core instruction. 4

 S281799

Strategy Rationale

Students who utilize these strategies will be engaged in instruction and life long learners.

Action Step 1 5

Teachers will receive Professional Development in daily utilization of AVID Cornell note taking strategies.

Person Responsible

Angela Vincent

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Full implementation will be observed by administrators through walkthroughs as noted in Journey.

Action Step 2 5

Professional development will be scheduled

Person Responsible

TRISH BUTLER

Schedule

Biweekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Training agenda, sign in sheet, student product as observed in walk throughs

Action Step 3 5

Evidence of Cornell notes will be observed during Journey Walkthroughs and Non evaluative walkthroughs, and teachers will bring evidence of use of these strategies to PLC meetings with academic coaches.

Person Responsible

TRISH BUTLER

Schedule

On 5/23/2018

Evidence of Completion

Journey reports, non evaluative walkthrough notes will be reviewed and discussed at Leadership Team meetings

Action Step 4 5

Administrators and Academic Coaches will work with teachers to develop a school wide definition of student engagement

Person Responsible

Alissiea Wilder

Schedule

Evidence of Completion

List generated in PLC's by teachers of student engagement evidenced and noted in walkthroughs in Journey and nonevaluative

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will bring artifacts to collaborative planning to share and discuss note taking for future opportunities

Person Responsible

Angela Vincent

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Collaborative planning,, note taking Classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will attend PD every third Wednesday of the month.

Person Responsible

Angela Vincent


Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion


Agendas, Sign-in sheets, classroom observations/walk-throughs

G1.B4 Progress monitoring all subgroups with fidelity **2**

 B265852

G1.B4.S1 Monitor with quarterly assessments all subgroups using STAR Reading and Math Assessment

4

 S281800

Strategy Rationale

Recognize areas of weakness and be able to differentiate accordingly using the STAR Instructional Planning Report.

Action Step 1 **5**

PLC meetings will be handled on a regular with a data focus

Person Responsible

Alessiea Wilder

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Agendas, sign-in sheets, data chat documents

Action Step 2 **5**

Extend learning time to provide students with additional time to learn the standards

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 10/9/2017 to 7/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

PLC's calendar for the year

Person Responsible

Alessiea Wilder

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Agendas, sign-in sheets, data chat documents

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

special activity payments for teachers to work beyond contract time

Person Responsible

TRISH BUTLER

Schedule

Monthly, from 10/1/2017 to 7/31/2018

Evidence of Completion

Payroll records and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Daily observations by admin and Instructional Coaches, walk-throughs

Person Responsible

Alessiea Wilder

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plan notations, observations

G1.B5 Lack of understanding the depth/rigor of the standard **2**

 B265853

G1.B5.S1 Ensure all academic teachers plan collaboratively to instruct all students through rigorous core instruction **4**

 S281804

Strategy Rationale

All students will receive rigorous instruction in all classes therefore improving student achievement.

Action Step 1 **5**

Teachers will attend collaborative planning with their Instructional Coach

Person Responsible

Pattie Kowalske

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Agendas, Sign-in Sheets, common lesson plans, common lessons

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Common lesson planning with team and Instructional Coach

Person Responsible

Pattie Kowalske

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Common lesson plans, sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Walk-through observations, lesson plan checks

Person Responsible

TRISH BUTLER

Schedule











Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observations through classroom walk-through, lesson plans in share drive

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.A4 A380112	Administrators and Academic Coaches will work with teachers to develop a school wide definition of...	Wilder, Alissiea	12/20/2017	List generated in PLC's by teachers of student engagement evidenced and noted in walkthroughs in Journey and nonevaluative	No End Date one-time
G1.B2.S1.MA3 M412410	PBIS meetings will monitor monthly discipline reports	Davis, Jennifer	8/1/2017	Discipline reports pulled by teacher, area, and student will be shared at monthly PBIS meetings.	5/23/2018 monthly
G1.B2.S1.MA4 M412411	Full CHAMPS implementation will be monitored through administrative walkthrough notes and Journey	BUTLER, TRISH	8/1/2017	Walkthrough notes, and Journey entries will reviewed at weekly Leadership Team meetings	5/23/2018 daily
G1.B3.S1.A2 A380110	Professional development will be scheduled	BUTLER, TRISH	8/1/2017	Training agenda, sign in sheet, student product as observed in walk throughs	5/23/2018 biweekly
G1.B3.S1.A3 A380111	Evidence of Cornell notes will be observed during Journey Walkthroughs and Non evaluative...	BUTLER, TRISH	8/1/2017	Journey reports, non evaluative walkthrough notes will be reviewed and discussed at Leadership Team meetings	5/23/2018 one-time
G1.MA1 M412419	Collect progress monitoring data through out the year	BUTLER, TRISH	8/18/2017	STAR Reading and Math Student Growth Percentile Reports, and quarterly district assessments that will show incremental improvements	5/24/2018 quarterly
G1.B1.S1.MA1 M412404	Continual generation of attendance reports	Clay, Leslie	8/25/2017	Data will indicate teacher and student attendance improved	5/24/2018 quarterly
G1.B1.S1.MA1 M412406	Verify that attendance reports are generated on a quarterly basis and tier students based on...	Clay, Leslie	8/18/2017	Award certificates and recognition on the school news/website to students with outstanding attendance. Students showing attendance needs will meet with school staff/social worker. Progressive discipline will be issued to teachers with attendance issues.	5/24/2018 quarterly
G1.B1.S1.A1 A380106	Teachers and students will be publically recognized for perfect attendance	Clay, Leslie	8/18/2017	Teacher and Student attendance records will be generated	5/24/2018 quarterly
G1.B2.S1.MA1 M412408	Teachers and staff will utilize the school wide behavior tracking system, Class Dojo.	Davis, Jennifer	8/14/2017	Generate Comparative Discipline data reports pulled from genesis monthly, shared at monthly leadership meetings	5/24/2018 monthly
G1.B2.S1.MA1 M412409	Observing school staff using CHAMPS and PBS Incentives	Davis, Jennifer	8/14/2017	Monitor through data reviewed at monthly PBS meetings and administrative walkthrough notes	5/24/2018 daily
G1.B2.S1.A1 A380108	On-going CHAMPS training and school discipline plan.	Davis, Jennifer	8/14/2017	Agendas and sign-in sheets	5/24/2018 quarterly
G1.B3.S1.MA1 M412412	Teachers will attend PD every third Wednesday of the month.	Vincent, Angela	8/14/2017	Agendas, Sign-in sheets, classroom observations/walk-throughs	5/24/2018 monthly
G1.B3.S1.MA1 M412413	Teachers will bring artifacts to collaborative planning to share and discuss note taking for future...	Vincent, Angela	8/14/2017	Collaborative planning,, note taking Classroom observations	5/24/2018 monthly
G1.B3.S1.A1 A380109	Teachers will receive Professional Development in daily utilization of AVID Cornell note taking...	Vincent, Angela	8/14/2017	Full implementation will be observed by administrators through walkthroughs as noted in Journey.	5/24/2018 monthly
G1.B4.S1.MA1 M412414	Daily observations by admin and Instructional Coaches, walk-throughs	Wilder, Alissiea	8/14/2017	Lesson plan notations, observations	5/24/2018 weekly
G1.B4.S1.MA1 M412415	PLC's calendar for the year	Wilder, Alissiea	8/14/2017	Agendas, sign-in sheets, data chat documents	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1  A380113	PLC meetings will be handled on a regular with a data focus	Wilder, Alissiea	8/14/2017	Agendas, sign-in sheets, data chat documents	5/24/2018 weekly
G1.B5.S1.MA1  M412417	Walk-through observations, lesson plan checks	BUTLER, TRISH	8/14/2017	Observations through classroom walk-through, lesson plans in share drive	5/24/2018 weekly
G1.B5.S1.MA1  M412418	Common lesson planning with team and Instructional Coach	Kowalske, Pattie	8/14/2017	Common lesson plans, sign-in sheets and agendas	5/24/2018 weekly
G1.B5.S1.A1  A380115	Teachers will attend collaborative planning with their Instructional Coach	Kowalske, Pattie	8/14/2017	Agendas, Sign-in Sheets, common lesson plans, common lessons	5/24/2018 weekly
G1.MA2  M412420	Monitor staff vacancies in RHS	BUTLER, TRISH	10/1/2017	RHS system reports	7/31/2018 semiannually
G1.B1.S1.MA3  M412407	Review of Funds Management Report	BUTLER, TRISH	10/1/2017	Expenditures posted in SAP	7/31/2018 semiannually
G1.B4.S1.MA3  M412416	special activity payments for teachers to work beyond contract time	BUTLER, TRISH	10/1/2017	Payroll records and sign in sheets	7/31/2018 monthly
G1.B4.S1.A2  A380114	Extend learning time to provide students with additional time to learn the standards	BUTLER, TRISH	10/9/2017		7/31/2018 monthly
G1.B1.S1.MA4  M412405	Retention rate	BUTLER, TRISH	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G1.B1.S1.A2  A380107	Recognize instructional staff to encourage to come to or remain at the school	Wilder, Alissiea	10/1/2017	Payroll records	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. Increase all student achievement levels by maximizing time students are engaged in rigorous core instruction.

G1.B1 Teacher and student attendance

G1.B1.S1 Incentives will be given on a quarterly basis to teachers and students for outstanding attendance.

PD Opportunity 1

Teachers and students will be publically recognized for perfect attendance

Facilitator

Jennifer Davis, Angela Vincent, Leslie Clay

Participants

Teachers and students

Schedule

Quarterly, from 8/18/2017 to 5/24/2018

G1.B2 Interruptions to student learning

G1.B2.S1 Implementing CHAMPS school wide to decrease the number of incidents in the classroom therefore decreasing the number of students receiving OSS/ISS.

PD Opportunity 1

On-going CHAMPS training and school discipline plan.

Facilitator

Jen Davis

Participants

Whole staff

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

G1.B3 Lack of engagement

G1.B3.S1 Implement AVID Cornell note taking strategies to increase student engagement in rigorous core instruction.

PD Opportunity 1

Teachers will receive Professional Development in daily utilization of AVID Cornell note taking strategies.

Facilitator

Vincent, Diggs, Taylor

Participants

Teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G1.B4 Progress monitoring all subgroups with fidelity

G1.B4.S1 Monitor with quarterly assessments all subgroups using STAR Reading and Math Assessment

PD Opportunity 1

PLC meetings will be handled on a regular with a data focus

Facilitator

Wilder, Vincent, Klupp, Kowalske

Participants

Core content area teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	Teachers and students will be publically recognized for perfect attendance				\$0.00
2	G1.B1.S1.A2	Recognize instructional staff to encourage to come to or remain at the school				\$74,614.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0821 - Jere L. Stambaugh Middle	UniSIG	62.0	\$62,000.00
			Notes: Recruitment and retention of instructional staff			

Polk - 0821 - Jere L. Stambaugh Middle - 2017-18 SIP
Jere L. Stambaugh Middle

	5100	150-Aides	0821 - Jere L. Stambaugh Middle	UniSIG	9.0	\$2,250.00
			<i>Notes: Recruitment and retention of instructional paraprofessionals</i>			
	5100	210-Retirement	0821 - Jere L. Stambaugh Middle	UniSIG	71.0	\$5,108.00
			<i>Notes: Recruitment and retention of instructional staff and paraprofessionals</i>			
	5100	220-Social Security	0821 - Jere L. Stambaugh Middle	UniSIG	71.0	\$4,896.00
			<i>Notes: Recruitment and retention of instructional staff and paraprofessionals</i>			
	5100	240-Workers Compensation	0821 - Jere L. Stambaugh Middle	UniSIG	71.0	\$360.00
			<i>Notes: Recruitment and retention of instructional staff and paraprofessionals</i>			
3	G1.B2.S1.A1	On-going CHAMPS training and school discipline plan.				\$3,270.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0821 - Jere L. Stambaugh Middle	UniSIG		\$3,270.00
			<i>Notes: supplies to support lesson plans and differentiated instruction</i>			
4	G1.B3.S1.A1	Teachers will receive Professional Development in daily utilization of AVID Cornell note taking strategies.				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0821 - Jere L. Stambaugh Middle	Title, I Part A		\$2,600.00
			<i>Notes: Instructional technology - document cameras</i>			
5	G1.B3.S1.A2	Professional development will be scheduled				\$0.00
6	G1.B3.S1.A3	Evidence of Cornell notes will be observed during Journey Walkthroughs and Non evaluative walkthroughs, and teachers will bring evidence of use of these strategies to PLC meetings with academic coaches.				\$0.00
7	G1.B3.S1.A4	Administrators and Academic Coaches will work with teachers to develop a school wide definition of student engagement				\$0.00
8	G1.B4.S1.A1	PLC meetings will be handled on a regular with a data focus				\$58,424.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0821 - Jere L. Stambaugh Middle	UniSIG	1.0	\$45,008.00
			<i>Notes: Behavior Interventionist</i>			
	5100	210-Retirement	0821 - Jere L. Stambaugh Middle	UniSIG	1.0	\$3,565.00
			<i>Notes: Behavior Interventionist</i>			
	5100	220-Social Security	0821 - Jere L. Stambaugh Middle	UniSIG	1.0	\$3,443.00

Polk - 0821 - Jere L. Stambaugh Middle - 2017-18 SIP
Jere L. Stambaugh Middle

			<i>Notes: Behavior Interventionist</i>			
	5100	231-Health and Hospitalization	0821 - Jere L. Stambaugh Middle	UniSIG	1.0	\$6,140.00
			<i>Notes: Behavior Interventionist</i>			
	5100	232-Life Insurance	0821 - Jere L. Stambaugh Middle	UniSIG	1.0	\$19.00
			<i>Notes: Behavior Interventionist</i>			
	5100	240-Workers Compensation	0821 - Jere L. Stambaugh Middle	UniSIG	1.0	\$249.00
			<i>Notes: Behavior Interventionist</i>			
9	G1.B4.S1.A2	Extend learning time to provide students with additional time to learn the standards				\$5,075.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	130-Other Certified Instructional Personnel	0821 - Jere L. Stambaugh Middle	UniSIG		\$4,370.00
			<i>Notes: Tutoring after school</i>			
	5900	210-Retirement	0821 - Jere L. Stambaugh Middle	UniSIG		\$347.00
			<i>Notes: Tutoring after school</i>			
	5900	220-Social Security	0821 - Jere L. Stambaugh Middle	UniSIG		\$333.00
			<i>Notes: Tutoring after school</i>			
	5900	240-Workers Compensation	0821 - Jere L. Stambaugh Middle	UniSIG		\$25.00
			<i>Notes: Tutoring after school</i>			
10	G1.B5.S1.A1	Teachers will attend collaborative planning with their Instructional Coach				\$159,127.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0821 - Jere L. Stambaugh Middle	UniSIG	2.0	\$126,400.00
			<i>Notes: Reading, Math Science Coaches</i>			
	6400	210-Retirement	0821 - Jere L. Stambaugh Middle	UniSIG	2.0	\$10,011.00
			<i>Notes: Reading, Math Science Coaches</i>			
	6400	220-Social Security	0821 - Jere L. Stambaugh Middle	UniSIG	2.0	\$9,670.00
			<i>Notes: Reading, Math Science Coaches</i>			
	6400	231-Health and Hospitalization	0821 - Jere L. Stambaugh Middle	UniSIG	2.0	\$12,280.00
			<i>Notes: Reading, Math Science Coaches</i>			

Polk - 0821 - Jere L. Stambaugh Middle - 2017-18 SIP
Jere L. Stambaugh Middle

	6400	232-Life Insurance	0821 - Jere L. Stambaugh Middle	UniSIG	2.0	\$58.00
			<i>Notes: Reading, Math Science Coaches</i>			
	6400	240-Workers Compensation	0821 - Jere L. Stambaugh Middle	UniSIG	2.0	\$708.00
			<i>Notes: Reading, Math Science Coaches</i>			
					Total:	\$303,110.00