Jere L. Stambaugh Middle

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	54%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Stambaugh Middle School creates lifelong learners through challenging course work and inspiring electives that meet the diverse needs of our student body.

Provide the school's vision statement.

Stambaugh Middle School prepares all students for success.

School Leadership Team

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

Name	Title
Blankenship, Matt	Principal
Melton, Holly	Assistant Principal
Wilder, Alissiea	Assistant Principal
Clay, Leslie	Assistant Principal

Duties

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

Through distributed leadership, each member has a specific oversight of an academic content including evaluations, coaching and professional development.

Blankenship, Matt (Principal) - Reading, Social Studies, New Teacher Program and Assistant Principals.
Clay, Leslie (Assistant Principal 2) - Science, PBIS and Media Center
Ryan, Holly (Assistant Principal) - Language Arts, ESE, AVID, Textbooks, MTSS/RTI
Wilder, Alissiea (Assistant Principal) - Math, Guidance, State Assessments and Progress Monitoring

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our data component that performed the lowest is English Language Arts Achievement (26%). This is a three year downward trend from 32% in 2015-16, 31% in 2016-17 to 26% in 2017-18.

Which data component showed the greatest decline from prior year?

Our data component that showed the greatest decline from the prior year is English Language Arts Achievement. It dropped 5% from the previous year.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap compared to the state average is Mathematics Achievement. Our score was 24% and the state average is 58% representing a gap of 34%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is social studies. We raised our achievement by 32%. This is not a trend. 2015-16 had an achievement of 49% and 2016-17 had an achievement of 50%, remaining relatively static.

Describe the actions or changes that led to the improvement in this area.

This improvement is based on a change in course progression.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	27%	46%	53%	32%	48%	52%
ELA Learning Gains	38%	47%	54%	43%	51%	53%
ELA Lowest 25th Percentile	35%	42%	47%	44%	46%	45%
Math Achievement	25%	49%	58%	30%	47%	55%
Math Learning Gains	41%	51%	57%	33%	49%	55%
Math Lowest 25th Percentile	42%	51%	51%	28%	45%	47%
Science Achievement	28%	47%	52%	33%	44%	50%
Social Studies Achievement	78%	86%	72%	49%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Attendance below 90 percent	0 (46)	0 (107)	0 (94)	0 (247)
One or more suspensions	0 (110)	0 (119)	0 (108)	0 (337)
Course failure in ELA or Math	0 (8)	0 (20)	0 (4)	0 (32)
Level 1 on statewide assessment	0 (320)	0 (285)	0 (222)	0 (827)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	25%	41%	-16%	52%	-27%
	2017	26%	45%	-19%	52%	-26%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	24%	42%	-18%	51%	-27%
	2017	31%	45%	-14%	52%	-21%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
08	2018	34%	49%	-15%	58%	-24%
	2017	34%	46%	-12%	55%	-21%
Same Grade Comparison		0%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	40%	-17%	52%	-29%
	2017	17%	39%	-22%	51%	-34%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	18%	40%	-22%	54%	-36%
	2017	27%	40%	-13%	53%	-26%
Same Grade Comparison		-9%				
Cohort Comparison		1%				
08	2018	14%	34%	-20%	45%	-31%
	2017	24%	36%	-12%	46%	-22%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	28%	42%	-14%	50%	-22%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	79%	84%	-5%	71%	8%
2017	49%	62%	-13%	69%	-20%
Compare		30%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	60%	10%	62%	8%
2017	73%	43%	30%	60%	13%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	41%	28%	56%	13%
2017	67%	34%	33%	53%	14%
Compare		2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	27	20	13	33	32	10				
ELL	9	33	41	8	33	24	15				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	17	27	31	14	45	48	15		79		
HSP	21	35	37	21	38	32	25	67	64		
MUL	38	39		18	25		50				
WHT	35	43	38	32	42	43	33	86	56		
FRL	24	36	34	22	41	42	25	69	54		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	25	20	6	30	32	3	21			
ELL	15	34	25	17	31	30	6	33			
BLK	24	31	26	20	35	31	25	38			
HSP	26	32	21	24	34	38	18	45	55		
MUL	45	32		43	48		45				
WHT	36	34	26	31	39	42	30	56	43		
FRL	25	29	27	22	35	38	21	45	41		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Instructional Delivery
Rationale	Instructional delivery improvement is vital to improvement of achievement in all academic areas. The achievement in all areas either remained or dropped outside of Social Studies (Civics). By focusing on instructional delivery, we will impact all subject areas across the school.
Intended Outcome	By focusing on instructional delivery, we will increase achievement in all subject areas.
Point Person	Matt Blankenship (matthew.blankenship@polk-fl.net)

Action Step	
Description	1. Disaggregate Data by teacher to share. This includes previous year data and current student data. 2. Develop year long PD plan per core subject areas. This includes a rotating schedule of AVID Wicor Strategies. This rotation will be Week 1 - PD, Week 2 - Observe and Implement, Week 3 - Meet and reflect. This will be a shared responsibilities of Instructional Coaches and Administration. This will also include a focus on increasing technology use in the classroom with expanded technology through Title 1. 3. Implement Kagan strategies in core and intensive subjects. Kagan training will be 9/17/18. 4. Complete non evaluative walk throughs in all core academic areas within the first four weeks of school to give feedback and create a school wide picture to share. 5. Create Tiered Coaching needs based on school wide picture. 6. Complete coaching cycles as needed based on Tiered Coaching needs assessment. 7. Complete evaluative walk throughs in all core academic areas within the weeks of five to nine. 8. Complete coaching cycles as needed based on evaluative walk throughs. 9. Repeat as needed for remainder of year.
Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Plan will be monitored using school wide "snapshot" walk through captured by Administration, Curriculum Coaches and District Supports. In addition, school wide Journey data will be shared and monitored for growth in Domains 2 and 3. Adjustments will be made based on growth or decline.
Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Activity #2	
Title	PBIS Implementation
Rationale	Referrals increased from the previous year. In addition, The number of students who received out of school suspensions increased by 127 students and the number of days out 620 accounting for 4,650 additional instructional hours lost. Finally, 20 teachers wrote more than 50 referrals throughout the year.
Intended Outcome	By implementing PBIS in all classrooms we will engage parents in the process and implement several interventions prior to an office referral and keep students in classes for academic instruction.
Point Person	Leslie Clay (leslie.clay@polk-fl.net)

Action Step	
Description	1. Review school wide discipline data as an administrative team prior to the teacher's return. 2. Review school wide and grade level discipline data with teachers during planning week to raise awareness of school wide need. 3. Introduce intervention steps during round robin in planning week. In addition, emphasize administration expectation of routines within classrooms during the first two weeks of school. 4. Through planning periods, roll out PBIS plan over the first 3 weeks of school. 5. By the end of the 4th week develop plan for behavior interventionist to monitor school wide behavior prior to office intervention. 6. Based on school wide data, behavior interventionist will develop plan of actions for students. 7. By the end of the 4th week, AP2 will tier teachers based on previous year and current year data who struggle with classroom management. Based on this, Administration and Deans will work with teachers strategically to develop classroom management plans. Coaching and PD will continue based on teacher need throughout the year. PD can occur with teachers / staff members on campus or by sending teachers and staff to outside PD using Title 1 Funds. 8. By the end of the 4th week, Administration in partnership with PTO will develop and advertise school wide incentive plans including monthly, quarterly, semesterly and yearly incentives. 9. Share school wide discipline data with school staff at the end of the 1st, 2nd and 3rd 9 weeks.
Person Responsible	Leslie Clay (leslie.clay@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through weekly administrative meetings. This will include reviewing discipline data and walk through data in domain 3 of teacher evaluation.
Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Activity #3	
Title	Whole Child Supports
Rationale	To engage students within academics, we must mitigate the factors that stand in the way. This includes attendance, overage, disability, language, and grit. For attendance, approximately 56.5% of students missed more than 10% of school days. 10.1% of students are behind in promotion requirements. 13.8% of ESE students are behind in promotion credits. 19.8% of LY students are behind in promotion credits. 59 Students are considered homeless. Nine students are considered migrant. 282 students have been retained one or more times. 272 students are one or more years overage by grade level.
Intended Outcome	The intended outcome for this initiative is to provide a wide range of supports to overcome barriers of attendance, overage, disabilities and language learners and promote success and promotion of all students.
Point Person	Holly Melton (holly.melton@polk-fl.net)
Action Step	
Description	1. Introduce / reinforce MTSS and RTI systems of supports to whole staff during planning week. This will include a process for identifying and referring students who need additional supports. 2. Develop an MTSS / RTI team to review issues facing students and make plan of action. This will include at least an AP, Guidance, LEA, ESOL, School Psychologist and grade level teacher(s). Other supports will be brought in as needed. 3. MTSS / RTI team will meet at a minimum of biweekly to review students referred to the team for additional supports. Each case will be reviewed as a team and follow-up will occur from the team lead of the team for that case. These follow-up plans will incorporate extended learning opportunities to provide students additional time and intense academic support needed for success. Parents will also be notified of plans and invited to meetings that support student success. 4. Teams will review school wide attendance, ESE, ESOL and overage data monthly. 5. School wide data will be presented to staff quarterly. 6. MTSS and RTI expectations will be reinforced with faculty members quarterly.
Person Responsible	Holly Melton (holly.melton@polk-fl.net)
Plan to Monitor Effectiveness	
Description	To monitor effectiveness the MTSS / RTI team will review data and make corrections/ recommendations to principal monthly.
Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

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

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes PBIS, Mentoring Programs, DrumBeats and MTSS/RTI Team to support the needs of these students.

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. 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. We also participate in district wide events such as the WE3 Expo and District College Fair to show students and parents options for secondary and post secondary success.

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.

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through

funding of HEARTH staff, professional development, and contracted extended learning services for students.
o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

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

• Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
• Accelerated programs, such as Dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
• Every middle and high school will have a designated College and Career Contact.
• AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.
• Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.