

Polk County Public Schools

Jere L. Stambaugh Middle



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	20
Budget to Support Goals	0

Jere L. Stambaugh Middle

226 MAIN ST N, Auburndale, FL 33823

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

Demographics

Principal: Deneece Sharp

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: C (41%) 2016-17: D (35%) 2015-16: D (39%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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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. 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.

Jere L. Stambaugh will empower each student, every day, with knowledge, character and skills to be successful HOUNDS. HOUNDS are Honorable in their actions, Organized for productivity, Understanding of mistakes, Nurturing of others, Determined to achieve their Success! All Staff members will teach, reteach and teach again until students understand they can achieve greatness.

Provide the school's vision statement.

Jere L. Stambaugh Middle School will empower each student, every day, with knowledge, character and skills to be successful HOUNDS.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Blankenship, Matt	Principal	Reading / Social Studies / Economically Disadvantage / MTSS
Melton, Holly	Assistant Principal	ELA / ESE
Wilder, Alissiea	Assistant Principal	Math / Science / ELL
Clay, Leslie	Assistant Principal	PBiS / Discipline
Klupp, Christine	Instructional Coach	Literacy
Kowalske, Pattie	Instructional Coach	Math and Science
Diggs, Emily	Instructional Coach	New Teachers and Social Studies
Cruz, Ramon	Administrative Support	Student Success Coach (MTSS / EWS)
Davis, Jennifer	School Counselor	Guidance / MTSS

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	325	283	371	0	0	0	0	979
Attendance below 90 percent	0	0	0	0	0	0	51	79	87	0	0	0	0	217
One or more suspensions	0	0	0	0	0	0	35	51	40	0	0	0	0	126
Course failure in ELA or Math	0	0	0	0	0	0	6	32	49	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	0	0	0	149	136	203	0	0	0	0	488

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	51	79	94	0	0	0	0	224

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	6	12	11	0	0	0	0	29

FTE units allocated to school (total number of teacher units)

60

Date this data was collected or last updated

Friday 10/11/2019

Prior Year - 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	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	0
Course failure in ELA or Math	0	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	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - 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	57	75	84	0	0	0	0	216
One or more suspensions	0	0	0	0	0	0	114	159	129	0	0	0	0	402
Course failure in ELA or Math	0	0	0	0	0	0	52	61	114	0	0	0	0	227
Level 1 on statewide assessment	0	0	0	0	0	0	129	232	193	0	0	0	0	554

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	95	146	157	0	0	0	0	398

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	48%	54%	31%	48%	52%
ELA Learning Gains	38%	52%	54%	33%	51%	54%
ELA Lowest 25th Percentile	42%	48%	47%	24%	43%	44%
Math Achievement	28%	50%	58%	27%	47%	56%
Math Learning Gains	41%	50%	57%	37%	50%	57%
Math Lowest 25th Percentile	49%	48%	51%	38%	46%	50%
Science Achievement	24%	44%	51%	26%	44%	50%
Social Studies Achievement	56%	72%	72%	50%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	325 (0)	283 (0)	371 (0)	979 (0)
Attendance below 90 percent	51 (0)	79 (0)	87 (0)	217 (0)
One or more suspensions	35 (0)	51 (0)	40 (0)	126 (0)
Course failure in ELA or Math	6 (0)	32 (0)	49 (0)	87 (0)
Level 1 on statewide assessment	149 (0)	136 (0)	203 (0)	488 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	27%	48%	-21%	54%	-27%
	2018	25%	41%	-16%	52%	-27%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	27%	42%	-15%	52%	-25%
	2018	24%	42%	-18%	51%	-27%
Same Grade Comparison		3%				
Cohort Comparison		2%				
08	2019	29%	48%	-19%	56%	-27%
	2018	34%	49%	-15%	58%	-24%
Same Grade Comparison		-5%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	23%	47%	-24%	55%	-32%
	2018	23%	40%	-17%	52%	-29%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	23%	39%	-16%	54%	-31%
	2018	18%	40%	-22%	54%	-36%
Same Grade Comparison		5%				
Cohort Comparison		0%				
08	2019	16%	35%	-19%	46%	-30%
	2018	14%	34%	-20%	45%	-31%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	23%	41%	-18%	48%	-25%
	2018	28%	42%	-14%	50%	-22%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	70%	-14%	71%	-15%
2018	79%	84%	-5%	71%	8%
Compare		-23%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	50%	25%	61%	14%
2018	70%	60%	10%	62%	8%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	69%	41%	28%	56%	13%
Compare		31%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	35	35	18	40	41	14	31			
ELL	8	38	44	8	44	56	6	36			
BLK	18	37	45	17	30	38	13	46	73		
HSP	28	39	45	22	43	58	20	56	78		
MUL	35	59		29	53						
WHT	34	37	35	37	44	49	31	60	82		
FRL	26	37	42	24	40	54	20	52	74		
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				
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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was science achievement. This can be contributed to consistent teacher vacancies, teachers who were from non-education backgrounds and inconsistent school based instructional support. This is a continued trend from previous years. In 2015 - 2016 proficiency in science was 33% and the cell has steadily declined.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the previous year was social studies. It dropped from 78% to 56% proficient. This is contributed to a course progression change over the past two years that limited the number of students taking the End of Course exam. However, this component has risen from 49% to 56% proficient over the past four years. The second largest drop in proficiency is science - 28% to 24%. This can be contributed to consistent teacher vacancies for this group of students 6th through 8th grade, teachers who were from non-education backgrounds and inconsistent school based instructional support. This is a continued trend over the past four years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement had the greatest gap when compared to the state average, 58% compared to 28%, 30% points. This is a trend from the previous year, 58% compared to 25%, 33% points. However, the gap is closing. Teacher turn over, percentage of 1st or 2nd year teachers and teachers from non education backgrounds can be contributed to this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains for the bottom 25% of students in both ELA and Math gained by 7% points from the previous year. In both these cases, the leadership team intentionally identified these students for teachers in classes and gave direct instruction in how to support the learning of these students. This included professional development on differentiated instruction, small group instruction and computer aided instruction. In addition, we intentionally scheduled all students into intensive courses needed for remediation who were identified as below proficient.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern from the early warning system report from the end of 2018-2019 school year is the number of students who had one or more suspensions (403 out of 1,093 students) and the number of students who scored level 1 on a state assessment (553 out of 1,093 students).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Social / Emotional Learning of Students.
2. School wide critical reading and writing program.

3. Remediation of 6th and 7th grade science standards within the 8th grade class.
4. Data based small groups within the core math courses.
5. Positive Behavior Intervention Supports (PBiS) program.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	School Wide Literacy
Rationale	FSA ELA proficiency scores have remained relatively stagnant over the past four years. This school wide strategy of text coding and responding with textual evidence will provide a consistent method for students to access complex, grade level, text and provide a response using textual evidence.
State the measurable outcome the school plans to achieve	FSA ELA proficiency scores are currently 28%. With this strategy, we will raise our level to 32% at the end of the 2019 - 2020 school year.
Person responsible for monitoring outcome	Matt Blankenship (matthew.blankenship@polk-fl.net)
Evidence-based Strategy	Teachers will use the gradual release model to read complex text, code the text for contextual understanding and write a response to a higher order thinking question using a common, school wide, formula. The reading portion will mimic read aloud think aloud protocols for the teacher and students. The writing portion will consist of restating the question, answer the question, citing appropriate textual information, explaining the connection of the textual citation and summarizing the information.
Rationale for Evidence-based Strategy	Based on available research in reading, students must create mental dialogue while reading a text in order form textual understanding. The text coding strategy mirrors the mental dialogue that should be occurring on paper until students are capable to completing it mentally. The writing process is based on providing scaffolds for response until students are able to complete the process independently.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development to whole staff during early return professional development day on text coding and RACES response. 2. Provided continued professional development through small groups by department. 3. Academic coaches model / provide feedback to teachers through coaching cycle. 4. Administrators provide feedback to process through evaluative and non-evaluative walkthroughs. 5. Provide PLC time to compare student work among departments to refine and accelerate the process toward grade level content. 6. Utilize PLCs to compare student work across teachers to ensure successful implementation. 7. Complete lesson studies within departments to allow teachers time to watch the implementation of text coding and RACES in classes. 8. Analyze data from writing progress monitoring assessments and look for trends. 9. Create small groups within ELA to fix errors. 10. Monitor star reading data to see improvement. 11. Refine and adjust individual practices based on data.
Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

#2	
Title	Data Driven Small Group / Differentiated Instruction
Rationale	Based on school wide data in ELA, Math, Science and Social Studies proficiency, students are struggling with understanding on grade level content. This includes our Students with Disabilities and English Language Learners who perform below their peers and have only a 33% and 31% federal index of achievement. By utilizing formative data, teachers can create small groups to accelerate learning within the four content areas.
State the measurable outcome the school plans to achieve	<p>The measurable outcomes will be through district supported quarterly assessments and STAR assessments in reading and math. Achievement of this goal will be seen in the summative FSA data in Summer 2020.</p> <ol style="list-style-type: none"> 1. ELA proficiency will move from 28 to 32 percent. 2. Math proficiency will move from 28 to 32 percent. 3. Science proficiency will move from 24 to 28 percent. 4. Social Studies proficiency will move from 56 to 60 percent. 5. ELL Students ELA Proficiency - from 4.3% to 15% 6. ELL Students Math Proficiency - from 7.2% to 15% 7. SWD ELA Proficiency - from 5.2% to 15% 8. SWD Math Proficiency - from 7.0% to 15%
Person responsible for monitoring outcome	Matt Blankenship (matthew.blankenship@polk-fl.net)
Evidence-based Strategy	<p>Through the PLC process, teachers will examine standards based formative assessments and utilize the data to guide instruction. This occurs on the following cycle:</p> <ul style="list-style-type: none"> -identify the standards to be taught -develop summative assessment -create a progression of learning targets and success criteria toward proficiency -develop formative assessments to use during instruction -plan instruction -analyze data from formative assessments and student work samples -plan for remediation and acceleration and error analysis -complete data analysis of reteaching -plan for spiral review. <p>This will include a special focus to provide students with disabilities and English Language Learners targeted supports to be successful.</p>
Rationale for Evidence-based Strategy	By utilizing data to drive small group differentiated instruction, students will receive the targeted instruction to fill gaps and correct misunderstandings. This is supported by research from the Marzano Center and the Learning Sciences International (LSI) instructional model.
Action Step	
Description	<ol style="list-style-type: none"> 1. Complete full day planning sessions with Literacy and Math/Science coaches along with the Full Release mentor to develop PLC model from the model of instruction. 2. Complete model PLC during early return using actual written samples from PD on Text Coding / Races. 3. Complete PLC cycle led by school based academic coaches and full release mentor. 4. Develop and monitor professional portfolio binder for each teacher showing progress toward grade level instructional work. 5. Implement lesson study programs with Math, Science, ELA, reading and Social Studies

to improve instructional outcomes.

6. Teachers and Staff Members will attend professional development on research based instructional strategies throughout the school year.
7. Computers will be implemented in the classroom with research based programs that support and enhance small group learning by providing both teacher led instruction and computer based instruction.
8. Supplemental curriculum materials will be purchased to review the content within ELA, Social Studies, Math and Science.
9. District based coaches with expertise in ELL instruction will provide one-on-one coaching and support to the assigned administrator on how to monitor ELL instructional accommodations.
10. District based coaches with expertise in ELL instruction will provide school wide PD on appropriate accommodations to support ELL in the classroom.
11. District based coaches with expertise in ELL instruction will provide training for our ELL teacher and paraprofessional to equip them with instructional based models to support ELLs in the pull out and push in models.
12. Support Facilitators and Content Area teachers will participate in professional development on best practices within the supported classroom.
13. Teachers will also complete before and after school tutoring to engage students in standards based instruction beyond the classroom.

Person Responsible Matt Blankenship (matthew.blankenship@polk-fl.net)

#3	
Title	Social Emotional Learning
Rationale	Students need to learn the soft skills necessary to succeed both in and out of school. This will increase attendance of students and decrease the number of suspensions.
State the measurable outcome the school plans to achieve	Based on this area of focus, we will increase the number of students who have 90% or above attendance and decrease the number of students with out of school suspensions. 1. 19.9% of students missed more than 10% of school. We will decrease this to 10% by the end of the 1920 school year. . 2. 37.0% of students received one or more out of school suspension. We will decrease this to 15% by the end of the 1920 school year.
Person responsible for monitoring outcome	Matt Blankenship (matthew.blankenship@polk-fl.net)
Evidence-based Strategy	All students will take MJ Personal, Career and School Development Skills that will focus on building their soft and executive skills to be successful in and out of the classroom environment.
Rationale for Evidence-based Strategy	The evidence to support this strategy comes from relational teaching research by Eric Jensen showing students from poverty need direct and explicit instruction in the ways to behave in a classroom. With 98% of our student population falling below the poverty line, this is a school wide need. This is especially true for our African American and English Language Learners population from poverty. These are indicators on our federal index requiring additional support.
Action Step	
Description	<ol style="list-style-type: none"> 1. During the early return professional development teachers will be exposed to multiple methods of building relational capacity both in and out of the classroom. This includes an overview and understanding of the common course all students take. 2. During July 2019, a team of teachers will meet over 5 days to plan lessons meeting the standards for the course and developing relational capacity programs to implement with students. 3. During the Fall 2019 semester, teachers will participate in a book study of "You Can Be A Student's Best Hope" by Manny Scott. This will be facilitated by our academic coaches, full release mentor and administrators. 4. During the Fall 2019 semester, teachers will participate in a poverty simulation and complete a follow-up tour of the school zone to better understand where students are coming from. 5. During the Fall 2019 semester, a motivational speaker will come to campus to talk about overcoming barriers and obstacles. 6. Our Behavior Interventionist will work with students individually and in small groups to teach and reteach expected behaviors for students who are exhibiting inappropriate actions. 7. Our Student Success Coach will be target students from the Early Warning System who show 3 or more indicators indicating possible failure. 8. During the spring semester, teachers will participate in a book study of "Engaging Students with Poverty in Mind" by Eric Jensen to better equip them for success in working with students from poverty. 9. During the early return PD, teachers will review and create PBiS plans centered around restorative discipline. 10. School wide PBiS plans will be created and implemented teaching and rewarding

expected behaviors.

11. Develop master schedule with Teams to support child focused conversations among teachers.

12. Through the AVID program students will participate and college preparatory works and take field trips to colleges and universities. This will expose them to the expectations beyond secondary education.

13. Through our gifted program students will participate in hands on project learning and complete standards based field trips for real world experiences.

14. We will host family engagement nights to better equip our families in supporting their student's education.

Person Responsible Matt Blankenship (matthew.blankenship@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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 right 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.
- 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 at Stambaugh Middle School 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.