

Polk County Public Schools

# Jere L. Stambaugh Middle



2022-23 Schoolwide Improvement Plan

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# Jere L. Stambaugh Middle

226 MAIN ST N, Auburndale, FL 33823

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

## Demographics

**Principal: Deneece Sharp**

Start Date for this Principal: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (41%) 2018-19: C (43%) 2017-18: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CSI

\* 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

# Jere L. Stambaugh Middle

226 MAIN ST N, Auburndale, FL 33823

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  Middle School 6-8	<b>2021-22 Title I School</b>  Yes	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  100%
<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  63%

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	C	C

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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.

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

The vision of Stambaugh Middle School is to provide a safe, supportive, and nurturing environment that allows students to reach their full potential. Through building positive relationships between staff, students, and families, our students will be empowered to engage in learning and prepare for high school. Our creed, HOUNDS, stands for Honorable, Organized, Understanding, Nurturing, Determined, and Successful describes our expectations and culture for students to learn and grow.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Robertson, Kevin	Principal	<p>Kevin Robertson is the principal of Stambaugh Middle School. He is the instruction leader of the school and sets the mission and vision of the staff and students. Mr. Robertson hires staff based on the instructional needs of the school and is directly involved in coaching staff. Mr. Robertson facilitates all administrative and leadership team meetings. During these meetings, he ensures everyone has an opportunity to share in the decision making process. Mr. Robertson along with the admin team leads the academic team, schedules progress monitoring and teacher/student class assignments. Kevin Robertson coordinates all professional development for instructional staff and coordinates the instructional walkthrough an evaluation processes. The Principal evaluates teacher effectiveness through an ongoing observation/feedback process.</p>
Melton, Holly	Assistant Principal	<p>Mrs. Melton is responsible for the creation of the master schedule and overseeing student scheduling with our guidance department. Mrs. Melton also oversees our ESE, and ELA departments. She is responsible for guiding the planning process and professional development with these departments. Mrs. Melton works to implement the mission and vision by participating in classroom walkthroughs, using the walkthrough tool for collaboration, completing staff evaluations, and providing meaningful feedback to teachers.</p>
Clay, Leslie	Assistant Principal	<p>Mrs. (Clay) Roberts is responsible for the student discipline program, discipline team, and creating of the supervision and safety plans. Mrs. Roberts also oversees our Math, and PE departments. She is responsible for guiding the planning process and professional development with these departments. Mrs. Roberts works to implement the mission and vision by participating in classroom walkthroughs, using the walkthrough tool for collaboration, completing staff evaluations, and providing meaningful feedback to teachers.</p>
Davis, Jennifer	Assistant Principal	<p>Mrs. Davis is responsible for the PBIS program, testing, student scheduling, and mental health supports. Mrs. Davis also oversees our Science, and CTE departments. She is responsible for guiding the planning process and professional development with these departments. Mrs. Davis works to implement the mission and vision by participating in classroom walkthroughs, using the walkthrough tool for collaboration, completing staff evaluations, and providing meaningful feedback to teachers.</p>
Birdsong, Angela	Dean	<p>Dr. Birdsong is responsible for student discipline, implementation of the PBIS program, supporting teachers with classroom management, and student supervision. Dr. Birdsong works to implement the mission and vision by participating in leadership team meetings, PBIS team meetings, working with teachers to implement classroom management strategies, and creating a positive culture.</p>



Name	Position Title	Job Duties and Responsibilities
Ortiz, Gina	Behavior Specialist	Mrs. Ortiz is responsible for student discipline, implementation of the PBIS program, supporting teachers with classroom management, and student supervision. Mrs. Ortiz works to implement the mission and vision by participating in leadership team meetings, PBIS team meetings, working with teachers to implement classroom management strategies, and creating a positive culture.
Medeiros, Jennifer	Reading Coach	Ms. Medeiros is responsible for providing support and professional development to ELA and Reading teachers. She works in common planning meetings to help guide standards based instruction and strategies using the Learning Arc. Ms. Medeiros is also responsible for our new teacher induction and work with our teacher engagement coordinator to support new staff throughout the year.
Taylor, Lydia	Graduation Coach	Mrs. Taylor is responsible for working with our 8th grade students to provide support and interventions to decrease retentions and focus on transitioning students to high school. Mrs. Taylor works with students and families to improve attendance, increase communication, and provide resources. She tracks student progress and course grades to identify struggling students. Ms. Taylor is also responsible for providing RtD tutoring support for identified students.
Nance, Beth	Graduation Coach	Mrs. Nance is responsible for working with our 7th grade students to provide support and interventions to decrease retentions and focus on transitioning students to high school. Mrs. Nance works with students and families to improve attendance, increase communication, and provide resources. She tracks student progress and course grades to identify struggling students. Ms. Nance is also responsible for providing RtD tutoring support for identified students.
Perez, Liliannette	Graduation Coach	Mrs. Perez is responsible for working with our 6th grade students to provide support and interventions to decrease retentions and focus on transitioning students to high school. Mrs. Perez works with students and families to improve attendance, increase communication, and provide resources. She tracks student progress and course grades to identify struggling students. Mrs. Perez is also responsible for providing RtD tutoring support for identified students.

**Demographic Information**

**Principal start date**

Friday 7/1/2022, Deneece Sharp

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Total number of teacher positions allocated to the school**

61

**Total number of students enrolled at the school**

1,066

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

26

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	314	331	273	0	0	0	0	918
Attendance below 90 percent	0	0	0	0	0	0	100	128	105	0	0	0	0	333
One or more suspensions	0	0	0	0	0	0	116	105	74	0	0	0	0	295
Course failure in ELA	0	0	0	0	0	0	31	25	24	0	0	0	0	80
Course failure in Math	0	0	0	0	0	0	32	37	24	0	0	0	0	93
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	142	156	168	0	0	0	0	466
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	188	166	132	0	0	0	0	486
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	48	25	0	0	0	0	110

**Using the table above, complete the table below with the number of students by current grade level who have 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	199	217	190	0	0	0	0	606

**Using current year data, complete the table below with the number of students identified as being "retained.":**

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	4	3	77	0	0	0	0	84
Students retained two or more times	0	0	0	0	0	0	18	10	14	0	0	0	0	42

**Date this data was collected or last updated**

Wednesday 7/20/2022

**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
Number of students enrolled	0	0	0	0	0	0	373	299	353	0	0	0	0	1025
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	0	0	0	0	0	0	38	19	36	0	0	0	0	93
Course failure in Math	0	0	0	0	0	0	33	20	51	0	0	0	0	104
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	82	109	0	0	0	0	251
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	75	97	145	0	0	0	0	317
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	82	109	0	0	0	0	251

**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	63	70	111	0	0	0	0	244

**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	20	5	17	0	0	0	0	42
Students retained two or more times	0	0	0	0	0	0	19	9	15	0	0	0	0	43

**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	
Number of students enrolled	0	0	0	0	0	0	373	299	353	0	0	0	0	1025
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	0	0	0	0	0	0	38	19	36	0	0	0	0	93
Course failure in Math	0	0	0	0	0	0	33	20	51	0	0	0	0	104
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	82	109	0	0	0	0	251
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	75	97	145	0	0	0	0	317
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	82	109	0	0	0	0	251

**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	63	70	111	0	0	0	0	244

**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	20	5	17	0	0	0	0	42
Students retained two or more times	0	0	0	0	0	0	19	9	15	0	0	0	0	43

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24%	40%	50%				28%	48%	54%
ELA Learning Gains	31%						38%	52%	54%
ELA Lowest 25th Percentile	30%						42%	48%	47%
Math Achievement	25%	34%	36%				28%	50%	58%
Math Learning Gains	42%						41%	50%	57%
Math Lowest 25th Percentile	51%						49%	48%	51%
Science Achievement	27%	40%	53%				24%	44%	51%
Social Studies Achievement	59%	49%	58%				56%	72%	72%

**Grade Level Data Review - State Assessments**

**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	2022					
	2019	27%	48%	-21%	54%	-27%
Cohort Comparison						
07	2022					
	2019	27%	42%	-15%	52%	-25%
Cohort Comparison		-27%				
08	2022					
	2019	29%	48%	-19%	56%	-27%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	23%	47%	-24%	55%	-32%
Cohort Comparison						
07	2022					
	2019	23%	39%	-16%	54%	-31%
Cohort Comparison		-23%				
08	2022					
	2019	16%	35%	-19%	46%	-30%
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	41%	-18%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	70%	-14%	71%	-15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	50%	25%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	16	26	20	16	34	39	19	33			
ELL	12	27	26	16	37	44	24	61			
BLK	16	29	29	18	47	59	17	40			
HSP	23	33	32	25	42	45	29	64	78		
MUL	21	15		15	38						
WHT	26	32	32	28	41	50	29	59	79		
FRL	22	29	29	23	41	49	26	53	78		
2021 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 2019-20	C & C Accel 2019-20
SWD	14	25	25	19	25	26	14	44			
ELL	21	32	36	15	27	30	16	44			
BLK	18	29	18	14	32	52	15	43			

2021 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 2019-20	C & C Accel 2019-20
HSP	27	33	34	24	32	28	24	57	63		
MUL	9	18		18	23						
WHT	31	38	33	27	30	36	24	56	68		
FRL	24	32	30	20	29	35	23	54	58		

  

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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	10
Percent Tested	97%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	22
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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%	0
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

The trends across grade levels show our student's achievement levels scoring well below the state average. ELA achievement trended down 3% along with ELA gains trending down 1%. Math achievement showed a 1% increase and Math learning gains showed a 11% increase with the Algebra/Geometry students performing above the state average. For the first time in many years Science had an upward trend of 4% in proficiency. Typically our learning gains follow an upward trend and we lack improvement in the area of proficiency.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Our greatest need for improvement is in the area of ELA and grade level Math. In addition we need to assure we are focusing on our Students with Disabilities, English Language Learners, and our African American subgroups to narrow the achievement gap.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Students are still bridging the gap from educational interruptions due to the Covid pandemic. Teacher turnover and inconsistency among the ELA and Reading department had a significant impact. Student attendance was a significant contributing factor with almost 50% missing 10 days or more. Students requiring support in the ELA and Math classes received sporadic assistance due to ESE Support Teachers having to be pulled to cover vacancies. Actions needed to focus on improvement in these areas include professional development for teacher support in an effort to increase staff stability. If staff is needed to assist with vacancies, a rotation will be utilized in an effort to minimize staff being pulled from their responsibilities. District resources to address attendance issues beyond the school level interventions will be utilized to the fullest. Increased family engagement will also be a major focus to increase the collaboration between school and home.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Our Civics state testing showed improvement with a 5% increase in proficiency along with our MS Acceleration which represents our Algebra and Geometry students increasing their proficiency by 16%.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Algebra and Geometry students were given additional "Response to Data" interventions. In the area of Civics targeted students were provided small group interventions. The collaborative planning and consistency among the lesson delivery also contributed to the increase in Civics.

**What strategies will need to be implemented in order to accelerate learning?**

The Learning Arc is a strategy/tool being implemented within collaborative planning to accelerate learning. This will be implemented across all subject areas. The School Walkthrough Tool (SWT) will be utilized to gather data trends that can be presented and analyzed to drive instructional planning. Response to Intervention (RTD) strategies will also be implemented with targeted students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities will include B.E.S.T. Standards support, Teacher Engagement, training and support regarding the Learning Arc, ESE/ELL classroom strategies, AVID strategies, along with Campus Induction and designated full day curriculum planning days.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Professional development will be provided for administrators on the implementation of the Walkthrough Tool (SWT). Training will also be provided for implementation of the Learning Arc. Administrators will provide guidance and training to teachers on the BEST Standards and the Learning Arc in common planning meetings and PLC meetings. Resources from the district will be provided for the implementation of Response to Data (Rtl).

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Data from FSA shows a trend of 50% below the state average in all grade levels for core subjects.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** State data will show an increase of ELA Achievement levels from 24% to 32%.  
 State data will show an increase of Math Achievement levels from 25% to 32%.  
 State data will show an increase of Science Achievement levels from 27% to 32%.  
 State data will show an increase of Civics Achievement levels from 59% to 64%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.

**Person responsible for monitoring outcome:** Kevin Robertson (kevin.robertson@polk-fl.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**  
 1. Monitor students engaging in equivalent experiences aligned to state expectations using SWT.  
 2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** The New Teacher Project's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we monitor for alignment and plan for teacher's understanding of the Benchmarks, aligned task, and assessments.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 - Standards Walkthrough Tool Monitoring

Action Step 1 - Create calendar for leadership team calibration walks.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 1 - Standards Walkthrough Tool Monitoring

Action Step 2 - Train leadership team on walkthrough tool in first three calibration walks.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 1 - Standards Walkthrough Tool Monitoring

Action Step 3 - Conduct calibration walks until the team shows 90 - 100% calibrated consistency with rationale.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 1 - Standards Walkthrough Tool Monitoring

Action Step 4 - Add SWT data review to every leadership team meeting agenda.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 1 - Standards Walkthrough Tool Monitoring

Action Step 5 - Establish protocol to review data including evidence in SWT.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 1 - Standards Walkthrough Tool Monitoring

Action Step 6 - Monitor impact between data review from SWT and planning per content/course/grade level.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 2 - Planning with Arc Framework

Action Step 1 - Create master schedule that includes intentional collaborative planning.

**Person Responsible** Holly Melton (holly.melton@polk-fl.net)

Strategy 2 - Planning with Arc Framework

Action Step 2 - Assign and train planning facilitators.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 2 - Planning with Arc Framework

Action Step 3 Add planning result findings to leadership team meeting agenda.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 2 - Planning with Arc Framework

Action Step 4 - Conduct planning protocol on a "weekly" basis.

**Person Responsible** Jennifer Medeiros (jennifer.medeiros@polk-fl.net)

Strategy 2 - Planning with Arc Framework

Action Step 5 - Review planning findings during leadership team meetings on a routine basis.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Strategy 2 - Planning with Arc Framework

Action Step 6 - Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

**#2. Positive Culture and Environment specifically relating to Interventions and Supports**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Building relationships is key to success and needs to be consistent and school-wide. When a positive relationship exists between students and staff, academics, discipline, and attendance improve. There is need to provide an increased focus on teaching and reinforcing positive behaviors, providing support to those struggling in this area.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Classroom Walkthrough Data (CWT) will show at least 80% of teachers will show implementation of each component of school-wide PBIS.  
 Student attendance data will show that the average daily attendance will increase by 5%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through regularly scheduled leadership meetings. The Assistant Principal in charge of attendance will submit monthly reports of attendance rates and action steps. Classroom walkthrough data will be presented to the leadership team identifying trends and possible areas needing additional support.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being**

Strategy 1 - Implementation of school-wide PBIS with emphasis on restorative practices.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

According to the International Institute for Restorative Practices, case studies and evaluations conducted in schools worldwide indicate that restorative practices improve relationships among students and teachers, reduce disciplinary problems and build community. The most significant qualitative finding to date, said Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices graduate school, is that restorative practices transform schools' academic and social culture. "We know that the sense of belonging and pride in school are related to academic performance and dropout rates, and dropout rates are related to involvement in the criminal justice system and more at-risk behavior. The more involvement in school and positive peer groups, the less likely students are to engage in risky behavior."

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1 - Send school team to the district PBIS training

**Person Responsible** Jennifer Davis (jennifer.davis@polk-fl.net)

Step 2 - Develop school-wide PBIS plan with input from stakeholders

**Person Responsible** Jennifer Davis (jennifer.davis@polk-fl.net)

Step 3 - Train students/staff of the school-wide plan and expectations.

**Person Responsible** Jennifer Davis (jennifer.davis@polk-fl.net)

Step 4 - Monitor implementation through classroom walkthroughs.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

Step 5 - The leadership team will review data at regular intervals to make decisions regarding support and reinforcement.

**Person Responsible** Kevin Robertson (kevin.robertson@polk-fl.net)

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment is essential to student success. To create an environment that is inviting to all, several things will be implemented or continued this school year. For students, growth mindset conversations and recognition of desired behaviors are two ways we use to build a positive culture. When a student is not being successful in attendance, behavior, or academics, the conversation focuses on the idea that they have “yet” to be successful, to ensure our students know we have not given up on their success. In addition, we provide several opportunities that allow our students to build relationships with faculty and staff. The opportunities include regularly scheduled interest group sessions, student of the month recognitions, PBiS incentives, academic incentives, and other random events throughout the year. The interest group sessions allow students to participate in non-academic tasks with staff members around a common interest in order to engage with each other in authentic ways. The student recognitions and rewards allow students to feel that sense of success and celebrate with the adults on campus for meeting or exceeding academic and behavioral expectations. Our front lobby area also has a “Wall of Fame” that displays updated photos of our students to help enhance their sense of belonging.

For adults, we have implemented several items to foster a family environment that builds a strong culture of commitment. This includes regular staff only bonding events, pot luck lunches, friendly competitions, and group support in times of need. We have calendared staff bonding events, such as bowling, a picnic, and dinner out throughout the school year. Every month we host “Food Fridays” where we encourage staff members to share their favorite dish and everyone enjoys the buffet during lunch. Some of our friendly competitions include things like the hallway who has 100% of staff on duty as assigned or can every staff member write a positive note to another by a certain deadline. The leadership team also focuses biweekly on writing a personalized note of encouragement or recognition to staff members, so they know how essential they are to our school family.

### Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration – maintaining a positive attitude and staying focused on accountability and team work.

Academic Coaches – maintaining a positive attitude and being focused on growth in instructional strategies and student engagement.

Student success coaches – maintaining a positive attitude and being focused on the concept of "not yet" for students working to be successful. Coordinating mentor programs and implementing the students of the month program.

Department Chairs – maintaining a positive attitude and meeting the needs of staff through celebrations and recognitions in each department.

Students – demonstrating a positive attitude and providing requested feedback to staff regarding their needs and wants for their school.

Families – sharing feedback with the school staff and engaging in their student’s education in ways that is best for them to include things like participation in PTSO, attending family night events, monitoring FOCUS, and/or communicating with teachers.