Jere L. Stambaugh Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Jere L. Stambaugh Middle

226 MAIN ST N, Auburndale, FL 33823

http://www.stambaughmiddle.com/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sharp, Deneece	Principal	The principal of Stambaugh Middle School is the instruction leader of the school and sets the mission and vision of the staff and students. They hire staff based on the instructional needs of the school and is directly involved in coaching staff. The principal facilitates all administrative and leadership team meetings. During these meetings, they ensure everyone has an opportunity to share in the decision-making process. The principal, along with the admin team, leads the academic team, schedules progress monitoring and teacher/ student class assignments. The principal will also review all student data, including ESSA groups, to make sure progress is being made in all subgroups through aligned instruction to the state benchmarks. The principal also coordinates all professional development for instructional staff and coordinates the instructional walkthrough an evaluation processes and evaluates teacher effectiveness through an ongoing observation/feedback process.
Davis, Jennifer	Assistant Principal	The Assistant Principal is responsible for the creation of the master schedule and overseeing student scheduling with our guidance department. They also oversee curriculum areas and work with coaches to establish aligned tasks to benchmarks. The AP is responsible for guiding the planning process and professional development with these departments. The assistant principal will work with the principal to review all student data, including ESSA groups, to make sure progress is being made in all subgroups through aligned instruction to the state benchmarks. The Assistant Principal also 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.
Phillips, Karen	Assistant Principal	The Assistant Principal is responsible for the student discipline program, discipline team, and creating of the supervision and safety plans. They also oversee our PE departments and facilities. The assistant principal will work with the principal to review all student data, including ESSA groups, to make sure progress is being made in all subgroups through aligned instruction to the state benchmarks. They are also responsible for guiding the planning process and professional development with these departments. The AP 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.
Cameron, Taylor	Instructional Coach	Instructional Coach, serving partially as an interventionist for the bottom 25% and students in each of the ESSA subgroups, will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based, effective instruction, while ensuring instruction is aligned to the state benchmarks. The Instructional Coach will provide academic planning support in reading/

Name	Position Title	Job Duties and Responsibilities
		ELA and new teacher support in grades 6-8. School-based Coaches are responsible for teacher-to- teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Coaches will: *Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school- based personnel to collect and analyze data to plan for instruction and professional development; as well as monitor each ESSA subgroup. *Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. *Support teachers in planning instruction to meet the needs of all students through differentiated instruction. *Provide classroom support by observing, modeling, co- teaching and providing specific feedback.
Mulder, Whitney	Math Coach	Instructional Math, serving partially as an interventionist for the bottom 25% and students in each of the ESSA subgroups, will work as a colleague with classroom teachers to support student learning in all content areas. Instructional Coaches will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction while ensuring instruction is aligned to the state benchmarks. The Math Coach will provide academic planning support in Math and new teacher support in grades 6-8. School-based Coaches are responsible for teacher-to- teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Coaches will: *Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school- based personnel to collect and

Name	Position Title	Job Duties and Responsibilities
		analyze data to plan for instruction and professional development; as well as monitor each ESSA subgroup. *Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. *Support teachers in planning instruction to meet the needs of all students through differentiated instruction. *Provide classroom support by observing, modeling, co- teaching and providing specific feedback.
Nance, Beth	Dean	The Dean will provide Positive behavior supports and schoolwide student discipline and work with the 2-behavior interventionist to provides school-wide professional learning regarding the behavior management framework in all classrooms. The Dean provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared with appropriate stakeholders by the dean. Current behavior data is reviewed and recommendations for adjustments to the school-wide behavior framework and incentive plans are made based on this data. The behavior interventionists may offer socials skills groups for students in need and will serve as a liaison with outside agencies that offer support to students and families. The Dean works with the leadership in the support of development of strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. They support clear expectations for instruction (Rigor, Relevance, and Relationship) especially in each ESSA subgroup to increase the closing of the gap. The Dean also provides information on how to understand and break barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward in a safe, orderly and positive manner.
Williams, Hunter	Dean	The Dean will provide Positive behavior supports and schoolwide student discipline and work with the 2-behavior interventionist to provides school-wide professional learning regarding the behavior management framework in all classrooms. The Dean provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared with appropriate stakeholders by the dean. Current behavior data is reviewed and recommendations for adjustments to the school-wide behavior framework and incentive plans are made based on this data.

Name	Position Title	Job Duties and Responsibilities
		The behavior interventionists may offer socials skills groups for students in need and will serve as a liaison with outside agencies that offer support to students and families. The Dean works with the leadership in the support of development of strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. They support clear expectations for instruction (Rigor, Relevance, and Relationship) especially in each ESSA subgroup to increase the closing of the gap. The Dean also provides information on how to understand and break barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward in a safe, orderly and positive manner.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our approach to stakeholder involvement in the SIP development is systematic and collaborative. We create a comprehensive series of School Leadership Team (SLT) meetings, where the primary focus is to discuss and align on the school improvement objectives including all ESSA subgroups and their proficiency and growth.

Teachers and staff are integrated into the process through professional learning communities (PLCs), department meetings, and instructional data gathering sessions. These meetings enable us to gather their insights and perspectives, which are vital in creating sound instructional strategies that are aligned to the state benchmarks.

To engage our wider school community, we utilize our School Advisory Council (SAC). The SAC includes representatives from all required stakeholder groups - teachers, school staff, parents, families, and local business or community leaders.

Teachers and staff representatives on the SAC are selected from various departments to ensure a representation of perspectives. They bring their classroom experiences, insights, and suggestions to the SAC meetings, which are instrumental in creating our instructional strategies.

Parents, students, and family involvement is prioritized through the SAC. Parents, students, and family representatives are chosen to voice their perspectives on school performance and improvement suggestions. Their participation helps us ensure our strategies align with the expectations and needs of the families and students we serve.

Local business and community leaders are included in the SAC, providing a perspective on the broader community's expectations from our school. Their involvement helps us align our SIP with skills and values our students need to contribute effectively to the community.

The SAC plays a pivotal role in creating these diverse viewpoints and using them to shape the SIP and instructional needs within all ESSA Subgroups.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The monitoring of the SIP is an ongoing process, integrated into our school's routines. Our SLT will conduct monthly review meetings to assess progress against the plan's objectives and goals as well as progress toward our ESSA subgroup performance. Using a data-driven approach, we will evaluate student achievement data, attendance records, behavior incidents, and teacher feedback. This will also be done through instructional reviews which will incorporate district and state support.

Our focus will be to closely track the progress of all students, especially those who have historically shown the greatest achievement gap. Interventions will be planned and implemented in a targeted manner for these students, and their progress will be scrutinized to evaluate the effectiveness of these strategies.

Revisions to the plan, as necessary, will be undertaken with full transparency and stakeholder involvement. We will utilize a continuous improvement process, which will include reassessment of our goals, strategies, and activities based on the evidence gathered during our monitoring process. ESSA subgroups will be monitored regularly to ensure academic performance and growth in each subgroup. Regular updates will be communicated to all stakeholders, ensuring the revision process is transparent, inclusive, and aligned with our school's goals and community's expectations.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	128	135	155	418
One or more suspensions	0	0	0	0	0	0	40	142	169	351
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	30	8	48	86
Course failure in Math	0	0	0	0	0	0	41	14	42	97
Level 1 on statewide ELA assessment	0	0	0	0	0	0	127	116	146	389
Level 1 on statewide Math assessment	0	0	0	0	0	0	130	149	192	471
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	112	141	184	437

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	6	3	22	31
Students retained two or more times	0	0	0	0	0	0	4	0	19	23

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	100	128	105	333
One or more suspensions	0	0	0	0	0	0	116	105	74	295
Course failure in ELA	0	0	0	0	0	0	31	25	24	80
Course failure in Math	0	0	0	0	0	0	32	37	24	93
Level 1 on statewide ELA assessment	0	0	0	0	0	0	142	156	168	466
Level 1 on statewide Math assessment	0	0	0	0	0	0	188	166	132	486
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	37	48	25	110

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	199	217	190	606

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	3	77	84
Students retained two or more times	0	0	0	0	0	0	18	10	14	42

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	100	128	105	333
One or more suspensions	0	0	0	0	0	0	116	105	74	295
Course failure in ELA	0	0	0	0	0	0	31	25	24	80
Course failure in Math	0	0	0	0	0	0	32	37	24	93
Level 1 on statewide ELA assessment	0	0	0	0	0	0	142	156	168	466
Level 1 on statewide Math assessment	0	0	0	0	0	0	188	166	132	486
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	37	48	25	110

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	199	217	190	606

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	3	77	84
Students retained two or more times	0	0	0	0	0	0	18	10	14	42

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	36	49	24	40	50	27		
ELA Learning Gains				31			34		
ELA Lowest 25th Percentile				30			31		
Math Achievement*	29	40	56	25	34	36	24		
Math Learning Gains				42			31		
Math Lowest 25th Percentile				51			36		
Science Achievement*	26	34	49	27	40	53	23		
Social Studies Achievement*	52	66	68	59	49	58	54		
Middle School Acceleration	69	70	73	81	46	49	65		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	21	31	40	32	68	76	47		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	6
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	17	Yes	4	4
AMI				
ASN				
BLK	41			
HSP	35	Yes	2	
MUL	23	Yes	2	2
PAC				
WHT	44			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	35	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	1
ELL	31	Yes	3	3
AMI				
ASN				
BLK	32	Yes	3	
HSP	40	Yes	1	
MUL	22	Yes	1	1
PAC				
WHT	42			
FRL	39	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			29			26	52	69			21
SWD	9			16			13	30			4	
ELL	11			15			7	29			5	21
AMI												
ASN												
BLK	23			23			20	49	90		5	
HSP	25			27			22	48	63		6	23
MUL	24			21							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	29			34			32	58	69		5	
FRL	25			27			24	52	66		6	17

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	24	31	30	25	42	51	27	59	81			32
SWD	16	26	20	16	34	39	19	33				
ELL	12	27	26	16	37	44	24	61				32
AMI												
ASN												
BLK	16	29	29	18	47	59	17	40				
HSP	23	33	32	25	42	45	29	64	78			32
MUL	21	15		15	38							
PAC												
WHT	26	32	32	28	41	50	29	59	79			
FRL	22	29	29	23	41	49	26	53	78			35

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	34	31	24	31	36	23	54	65			47
SWD	14	25	25	19	25	26	14	44				
ELL	21	32	36	15	27	30	16	44				47
AMI												
ASN												
BLK	18	29	18	14	32	52	15	43				
HSP	27	33	34	24	32	28	24	57	63			46
MUL	9	18		18	23							
PAC												
WHT	31	38	33	27	30	36	24	56	68			
FRL	24	32	30	20	29	35	23	54	58			50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	24%	36%	-12%	47%	-23%
08	2023 - Spring	24%	39%	-15%	47%	-23%
06	2023 - Spring	27%	35%	-8%	47%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	31%	38%	-7%	54%	-23%
07	2023 - Spring	32%	35%	-3%	48%	-16%
08	2023 - Spring	23%	42%	-19%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	25%	33%	-8%	44%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	37%	48%	50%	35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	37%	49%	48%	38%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	66%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 showing the lowest performance was Reading at 24%, followed closely by 8th grade Science at 25%.
Student attendance is a significant contributing factor with a little about 40% of students missing 10 days or more.
Increase in 10% absences with 418 students. Behavior continues to be high with 295 students with suspensions.

Contributing Factor: Students continue to show signs of an achievement gap from educational interruptions due to the Covid pandemic. Throughout the school year, there was only one regular, certified science teacher in 8th grade, while the other 8th grade course was covered by a long-term substitute doing her best to teach the same lessons as the certified teacher. Attendance and Behavior rates were high of both grade levels and subgroups.

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 was in the area of Civics, with a decrease of about 9 points.
Student attendance is a significant contributing factor with a little about 30% of students missing 10 days or more.
Increase in 10% absences with 418 students. Behavior continues to be high with 295 students with suspensions.

Contributing Factor: The major factors contributing to this decline include poor student attendance, teacher turnover, and inconsistent use of high yield instructional strategies. Approximately 40% students missed more than 10 days of school. Both units of civics began the year with long-term substitutes who were eventually replaced by regular teachers. One of these teachers came to the job as a first year teacher with significant civic background, but little background in education. This unit, in particular, face many instructional inconsistencies and dealt heavily with classroom management and student engagement issues. Attendance and Behavior rates were high of both grade levels and subgroups.

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.

With current raw data, the reading, math, and science components all indicate about a 19 point gap between our school and the state average. Prior years data indicates that reading achievement continues to trend downward going from 27 to 24% while math proficiency is improving, but slowly going

from 24 to 32%. Science continues to remain within the low 20% proficient range, with minor decreases and increases notes.

Contributing Factor: Some of the factors that have contributed to the gap in reading and science have been retaining experience with 13 teacher openings, certified educators who can implement and maintain consistent teaching practices over a period of several years. Almost annually, members of these two groups have to be replaced, and if they cannot be, a long-term substitute is utilized instead. Although math achievement is still below the state average, it is trending upward going from 24% to 32%. This is due to the consistency of the department each year, with little turn-over, and the implementation and maintenance of consistent teaching strategies.

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

The data component that showed the most improvement was in the area of math proficiency going from 17% proficient to 32% proficiency.

Contributing Factor: The newest actions in math this year included the addition of the Math 180 program for our struggling students. In addition to that, the Learning Arc planning practice forced teachers to look closely and deliberately at student tasks to ensure they were aligned to the intention of the benchmark. Learning Arc planning occurred weekly, directed by the math coach, and included all math teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Discipline and Attendance is Stambaughs two potential areas of concern with 418 students with 10% absences. Students have a high attendance issue as well as Early Check-Outs and Late Arrivals. This is seen through our feeder schools as well. Discipline, as compared to other schools within our district, is one of the highest with 295 suspensions. This must be addressed so instruction can be effective.

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

First priority is to build and maintain a positive culture and safe environment to decrease student referrals by 3% and increase teacher retention having less than 5 teachers transferring.
Second priority is to create effective instruction that will focus on equitable learning by increasing proficiency 3% and subgroups by 3%. The Learning Arc Framework will be part of our Learning so that teachers may align student task to the state benchmark.
Third priority is to monitor instruction through the district wide walkthrough tool to ensure the Leanring Arc Framework is being implemented through sound instructional strategies as aligned to state benchmarks. 10 walkthroughs will be done weekly to monitor teacher compliance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students absent 10% or more days 418 and with one or more suspensions 351. To increase student performance positive culture and environment must be addressed. Subgroups consist of the following:
SWD 28% of 418
ELL 25% of 418
Black 56% of 418
Hispanic 32% of 418
FRL 87% of 418
Discipline is:
SWD 48% of 351
ELL 23% of 351
Black 41% of 351
Hispanic 38% of 351
FRL 57% of 351

Behavior must be addressed so effective learning and growth can happen. By creating a positive culture through established PBIS strategies and increasing students on-task behavior will decrease by 3%.

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 implement classroom expectations of HOUNDS and reward system as well as follow school-wide PBIS.

All ESSA Subgoups below 41% (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantage) will decrease days absent and school suspensions by 3%.

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 as related to the learning environment. Attendance Manager will monitor and report in weekly scheduled leadership meetings.
All ESSA Subgroups below 40% (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantage) will be monitored to ensure attendance is being monitored.

Person responsible for monitoring outcome:
Deneece Sharp (deneece.sharp@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Interventions and Supports (PBIS) and PBIS Reward Navigator 360 will be used at Stambaugh. It is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a

way to create positive, predictable, equitable and safe learning environments where everyone thrives. We use 'students' to refer to all children and youth in any educational or therapeutic setting. This program also has a parent monitoring system which will be used to connect school to home.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. The PBIS Reward Navigator 360 supports the positive and allows the collection of data to monitor the use and productivity. Data can be reported to parents and guardians. Rewards that students earn will also be sent home to make parents aware of student's behavior.

Attendance will be monitored through our Early Warning System. The attendance manager will report tardies and absences. Parents will be notified by letter and email regarding concerns of multiple days absence. An attendance plan is created to create check-in and check-out programs as well.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Action 1 - Teachers will create expectations of classroom rules that supports an understanding of cultural differences to establish a more positive climate and monitor students not working toward expectations so Success Coach can begin check-in system. (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantaged).

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

By When: -First two weeks of school every classroom will be visited to ensure the classroom environment has been set up to support PBIS with expectations and use of PBIS Navigate 360 is being used. -From that point on classrooms will be monitored weekly through instructional walkthroughs provided by the district and PBIS. This will be used to establish Domain 3 Learning Environment in the Teacher Evaluation system.

Action 2 - Teachers will use PBIS Reward Navigate 360 to monitor students PBIS/School expectations for rewards in both academic goals, social and emotional rewards, and attendance accountability. ESSA subgroups (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantaged) will be monitored in weekly leadership meetings.

Person Responsible: Karen Phillips (karen.phillips@polk-fl.net)

By When: -PD PBIS Reward Navigate 360 implemented 1st week of school. -Data monitoring weekly scheduled Leadership meetings. ESSA subgroups (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Free/Reduced Lunch).

Action 3 - Administration, Dean, Success Coaches, and Behavior Interventionist will monitor and review data at monthly intervals to make decisions regarding support and reinforcement for teachers with high discipline and or attendance issues. ESSA Subgroups (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantaged) will be pulled and monitored separately. Parents will be notified during Interims, Report Cards, and at set intervals of behavior and discipline issues.

Person Responsible: Deneece Sharp (deneece.sharp@polk-fl.net)

By When: -First week teachers will be given students attendance and discipline data from 22-23 school year. -Scheduled weekly leadership meetings will monitor all attendance, discipline, and PBIS data to drive support decisions and reinforcement. -As needed parent/guardian conferences scheduled to discuss students attendance and/or behavior.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data walkthroughs show on 42% of tasks aligned to state benchmarks.
Data from 2022 FSA shows a trend of less than 41% proficiency in all ESSA subgroups
Data from 2022 FSA both in ELA , Math and Science show a trend less than 50% proficient in meeting state benchmarks.
All ESSA subgroups are below 41% proficient.

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

State data for the 23-24 school year will show a minimum of +1% proficiency increase for all grade/content as well as 3% of the students just below the proficiency becoming proficient.

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.
*Teacher assessments and/or tasks of aligned assignments will also be used to monitor outcomes as well.
*District Walkthrough tool aligned to instructional alignment to benchmark.
*Since all subgroups were not met; we will monitor each ESSA subgroup by breaking down PM1 and PM2 data in each subgroup to determine growth and proficiency.

Person responsible for monitoring outcome:

Deneece Sharp (deneece.sharp@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor students engaging in equivalent experiences aligned to state expectations using (1) district walkthrough tool that measures teachers use in (2) standards-based planning protocol using the Learning Arc Framework.
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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This evidence-based strategy is the practical instructional model ensuring that students are able to engage in grade level standards-based expectations. It provides staff with professional learning on developing purposeful tasks that meet the intent and rigor of the benchmarks giving a full understanding and implementation of standards. Through the understanding of taxonomy levels, teachers will create tasks that align to benchmarks, and/or clarifications. This will create benchmark task alignment. The training and job-embedded coaching ensures that standards-based benchmarks and objectives are the focus of student learning and teachers success of planning competency-based instruction through the Learning Arc framework.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Action 1 - Create calendar for leadership team to calibrate walks using district walk-through tool to measure task alignment of benchmark. Using the walk-through tool leadership team will differentiate data between subgroups to create meaningful walk-throughs.

Person Responsible: Deneece Sharp (deneece.sharp@polk-fl.net)

By When: By the first week of school

Action 2 - Train leadership team on walkthrough tool in first 10 calibration walk-throughs by showing 90-100% calibration and "look fors" as aligned to benchmark alignment.

Person Responsible: Deneece Sharp (deneece.sharp@polk-fl.net)

By When: By first week of school

Step 3 - Conduct Benchmark walkthroughs with the District Walkthrough tool 10 classes weekly. Use data during grade level and leadership meetings to determine task alignment and work samples that match state benchmark level of understanding with a focus on ESSA subgroups.

Person Responsible: Deneece Sharp (deneece.sharp@polk-fl.net)

By When: 10 classes per week per administration team member

Step 4 - Compare and create data collection of walkthroughs to plan next steps in weekly leadership meeting. Intently, create data collection spreadsheet as alignment is related to ESSA Subgroups (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantaged).

Person Responsible: Deneece Sharp (deneece.sharp@polk-fl.net)

By When: Weekly

Step 5 - Intentional collaborative planning calendar to continue the creating of the Learning Arc Framework with Steps 1-7 to ensure alignment of the task to the benchmark with assessment measures. Ensure ESSA subgroups (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantaged) are given aligned task to benchmark and not subject to non-aligned work. Focus will be on benchmark-task alignment

Person Responsible: Deneece Sharp (deneece.sharp@polk-fl.net)

By When: BiWeekly

Step 6 - Verify Learning Arcs/lesson plan implementation through student work samples to show benchmark alignment. Check ESSA Subgroup (Students with Disabilities, English Language Learners, Black, Hispanic, Multi-Racial and Economically Disadvantaged) work samples to ensure work is given equivalent to all.

Person Responsible: Deneece Sharp (deneece.sharp@polk-fl.net)

By When: Weekly Planning Sessions

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

When considering school improvement funding allocations and ensure resources available a needs assessment process was completed to inform evidence-based planning and the allocation of resources. This will allow sustainable systems and strategies to support improved outcomes for each student.
Collaboration with the district and stakeholders is used to review resources and needs of the school based off the above data in BEST. Resources and allocations below are based off strategies aligned to meet school goals, strategies, and interventions.
Resources allocations and utilization are:
(1) Instruction support personnel through our Title One funds that will provide instruction coaching for teacher, behavior interventionist for support of a positive culture and environment, and success coaches to keep all ESSA subgroup students monitored for graduation requirements.
(2) Professional development is being provided through Title One and UNSIG dollars. Professional development will be aligned through the collaboration of the District Walkthrough tool and Learning Arc Framework PD.
(3) UNSIG dollars will be used for other teacher Professional development that will ensure strategies and task are aligned to the benchmark to support improved outcomes for each student.
(4) Title One and UNSIG dollars will be used for teacher Professional development on data analysis to ensure that ESSA Subgroup students are meeting BEST expectations and/or growth.
(5) UNSIG and Title One dollars are used to purchase interventions for low performing students in SRA, READ 180, and MATH 180.
Simultaneously, the Regional and Office of School Transformation are involved in reviewing the SIP plans. Together we work to make sure the plans comply with ESSA 1111(d)(1)(B)(4) and (d)(2)(C) and are effective in meeting our students' needs. As part of this dynamic process, the review and potential reallocation of resources is done based on an ongoing, data-driven assessment of progress and needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

  ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

  ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

  ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Sharp, Deneece, deneece.sharp@polk-fl.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP Plan will be shared vis school/district webpage (https://stambaughmiddle.polkschoolsfl.com/) , Annual SAC meeting, and faculty meeting. Input for the SIP is received through Parent, Family and community input meetings as well as Faculty meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Stambaugh builds a positive relationship with parents, families, and other community stakeholders by creating building events through a schoolwide PBIS plan which has school events and activities attached. Others are staff building professional development, family and community input events, school webpage (https://stambaughmiddle.polkschoolsfl.com/), annual SAC meeting and staff data chats and conferences.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Stambaugh plans to strengthen our academic program by adding supplemental staff such as academic coaches, interventionists and paraprofessionals to work with teachers in establishing a rigorous instruction. Supplemental Resources to provide intervention such as SRA, Read 180 and Math 180. Additional help will be provided through professional development and collaborative planning with faculty.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The SIP plan is developed in coordination with School Improvement Planning trainings, Summer Leadership academies, Title 1 Technical Assistance meetings, Comprehensive needs assessments and District Data Com. Programs involved are ESE, ESOL, Migrant, Early Childhood and Work Force.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling and school-based mental health services, etc through individual counseling, school consultations, and programs that support mental health such as Drumbeat. There is also the polk website https://polkschoolsfl.com/mentalhealth/. The school also works in collaboration with community providers such as Peace River, Watson Clinic, and the Sweet Center.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Preparation for postsecondary and workforce is done through career academy and building capacity of events such as transition events and career development days.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Schoolwide tiered models are used in our PBIS schoolwide plan, Response to Intervention plan, and MTSS plan. These are carried out through our Behavior Interventionist, Student Success Coaches, Mental Health Counselors, School Counselors, Deans and Other staff as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning used to improve instruction and use of data from academic assessment is seen in all professional learning communities that support or improve instruction. Data analysis professional learnings are conducted in Data com meetings, and Response to Data meetings. Recruitment and retaining of effective teachers is assisted by UniSIG supplemental teacher allocations, collective bargaining stipends, and recruitment and educator quality department with the PCPS Culture Ambassador Program.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Stambaugh is a middle school but advertises for the local elementary school Kindergarten Round Up and any Kindergarten Readiness Camps. The school works with the Migrant program as well as Books Bridge bus to engage all ages of students within our student's families. Early childhood is also available on the website https://polkschoolsfl.com/earlychildhood/

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$91,672.30
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0821 - Jere L. Stambaugh Middle	UniSIG	1.0	$57,531.50
			Notes: Other Certified Instructional Personnel - School based/ Coaches - Math who will co-teach, coach, and assist with the instruction of students in classrooms			

	6400	210	0821 - Jere L. Stambaugh Middle	UniSIG		$8,283.36
			Notes: Retirement - 13.57% -Coaches - School based /School paid			
	6400	220	0821 - Jere L. Stambaugh Middle	UniSIG		$4,669.69
			Notes: Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	231	0821 - Jere L. Stambaugh Middle	UniSIG		$11,579.40
			Notes: Health and Hospitalization - School based Coaches - Math Coach			
	6400	232	0821 - Jere L. Stambaugh Middle	UniSIG		$22.68
			Notes: Life Insurance - Coaches - School based /School paid			
	6400	240	0821 - Jere L. Stambaugh Middle	UniSIG		$341.84
			Notes: Workers Compensation .56% - School based Coaches - Math			
	5100	510	0821 - Jere L. Stambaugh Middle	UniSIG		$5,810.84
			Notes: Supplies - Instructional (sample list- copy paper, folders, pencils, notebooks, chart paper, markers, flip chats, spiral notebooks)			
	6400	160	0821 - Jere L. Stambaugh Middle	UniSIG	0.05	$3,432.99
			Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.			
					Total:	**$91,672.30**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes