

Bartow Middle School



2014-15 School Improvement Plan

Bartow Middle School

550 CLOWER ST E, Bartow, FL 33830

<http://schools.polk-fl.net/bms>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | D | F | D | C |

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Focus | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to create an environment in which students will develop skills for life while achieving academic success.

Provide the school's vision statement

The staff at Bartow Middle School strives, first and foremost, to enhance academic excellence and personal growth through a variety of experiences. Experiences at BMS will provide students with the chance to develop a set of core values including department work, leadership, high ethical standards, and self-confidence, while stressing the importance of school and community.

We are committed to providing teachers who will motivate each student to excel in these qualities. Students are expected to reflect the expectations of Bartow Middle School and contribute to the quality of their campus experiences.

Bartow Middle School intends to provide a positive atmosphere where students are encouraged to display these qualities at and away from school that will benefit them beyond graduation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school learns about students' cultures and builds relationships between teachers and students in the following ways:

1. Teacher/parent/student conferences
2. Open House Meeting
3. Parent Literacy/Math/Science Nights
4. Intramural sports
5. Daily classroom interactions
6. Administration/guidance/school psychologist/ESE/ELL interactions
7. Visits to the School Nurse
8. AP/Dean/ discipline interactions

Describe how the school creates an environment where students feel safe and respected before, during and after school

Bartow Middle School creates a safe, respectful, and orderly learning environment in the following ways:

1. The entire student body participates in anti-bullying lessons.
2. The entire staff participates in Bully Compliance professional development.
3. Anonymous bully reporting sites are located on the campus.
4. The entire staff is trained in the Yellow Ribbon Program, designed to prevent suicide and harmful behaviors.
5. Staff-student relationships are encouraged that promote trust, respect, and assistance.
6. Emergency procedures are discussed and practiced school-wide periodically throughout the school year.
7. All doors on campus are required to be locked at all times.
8. New security fencing has been installed across the campus.
9. A school resource officer is assigned to our campus.

10. Administration, teachers, and other staff are assigned supervision duty before school time, during class changes, lunch schedules, and after school/bus dismissal.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

General Procedures:

1. When the bell rings students must be in class, or else they are considered tardy.
2. "No Fly Zone": A ten minute "No Fly Zone" at the beginning of the class and at the end of the class will be enacted. Once students are in the room, they are not allowed out of class (exception is if office calls for them) during the first and last ten minutes of the class period. Emergency situations will be handled on an individual basis by the teacher.
3. If students need to use the restroom, they must sign out on teacher sign-out sheet after the first 10 minutes.
4. A pass must be given in order for any student to leave the classroom, for any reason.
5. No facial piercings allowed.
6. Classwork will be required for a student is placed in ISS,
7. For classroom discipline issues that can not be solved using the Teacher Managed Behaviors, the teacher should call the office and ask for an Administrator to come to their room. It must be documented by the teacher in the Portal as a referral.
8. Teachers should not hold students in their class after the bell rings. If an emergency happens, please email the other teachers and send any students to class with a pass.
9. Gum will not be apart of the discipline card(see below), if you ask them to throw it out and they refuse it is Insubordination, and a referral.
10. Teacher should not send students to Discipline office. Teachers should email the discipline office and someone will call them out of class.
11. Dress code violations should be sent to the Discipline Office during SWARM TIME(homeroom time).
12. Examples of Dress Code Violations include: Short Shorts or Skirts;Saggy Pants;Leggings, Jeggings, or Spandex; Holes; No uniform shirt;Hats; Bandannas; Flip-flops, slides, or slippers;Cut-offs.
13. Tardy Policy: a) Teachers will enter tardies in on their attendance.b) The discipline office will call home, once the student has reached 3 overall unexcused tardies. c)On the 5th tardy the student will be schedule for a lunch detention d).On the 7th tardy, the student will NOT BE ALLOWED to participate in future extra curricular activity (ATHLETICS, BAND, DRAMA, ETC.)
14. Electronic Device Policy: a) The first time the device is seen, the teacher should give the student a warning and tell them to put it away. (Document in database) b)The second time it is seen, the teacher should contact the Discipline office and they will come and confiscate the electronic device. A parent must come to the school to pick it up. TEACHERS SHOULD NOT TAKE STUDENT ELECTRONIC DEVICES. (Document in database.)
15. Teachers should walk students in a single file line to LUNCH. Each teacher should be waiting on their class when their class is dismissed from LUNCH.

DISCIPLINE CARD SYSTEM:

1. Throughout the school day, students will work toward BRINGING THE STING...

SELF-RESPECT

TEAMWORK

INTEGRITY

NO EXCUSES

GOAL-ORIENTED

2. When a teacher catches someone BRINGING THE STING... they sign the FRONT OF THE CARD!!!

3. Three Cards: Green, Purple, Red
4. It is the EXPECTATION that discipline cards are the FIRST ITEM located in the notebook. It must ALWAYS be present!
5. Example: Mrs. Smith caught a student OPENING A DOOR for a guest on campus. She will: a) Record the date
b) Write the ACT OF STING and c) Sign NAME (not initials).
6. The GOAL, will be to get 24 signatures in the month! Teachers start down the left hand side.
7. Every MONTH there will be a CHALLENGE REWARD...
September – Hat Day
October – Halloween Theme
November – Jersey Day
December – Dress For Success
January – Twin Day
February – Popcorn Day
March – Jersey Day
April – Freeze Pop Day
May – Dress For Success
8. AT THE END OF THE 9 WEEKS AND THE STUDENT CARD HAS ALL 48 MARKS, THE STUDENT WILL ATTEND:
1st Nine Weeks – Pie in the Face
2nd Nine Weeks – Kiss a Pig
3rd Nine Weeks – Kickball
4th Nine Weeks - Dance
9. The BACKSIDE of the card:
a) MINOR INFRACTIONS will be recorded and documented using the BACKSIDE of the DISCIPLINE CARD.
b) MAJOR INFRACTIONS will result in an automatic referral.
10. TEACHER PROCEDURE ?for signing the cards:
a) Give a VERBAL/NONVERBAL response to correct the behavior.
b) Move seat or location of student
c) Sign DISCIPLINE CARD
d) ALWAYS include the DATE, BEHAVIOR, and TEACHER SIGNATURE when signing the behavior card.
11. INFRACTION STEPS for GREEN CARDS:
1) Phone Conference (Document in Database)
2) Guidance Referral (Email Discipline)
3) Lunch Detention (Email Discipline)
4) Discipline Conference (Email Discipline)
5) Saturday Work Detail (Referral)
12. Once Green Cards are exhausted or abused, there are procedures in place for yellow, purple, and red cards. Consequences are in place for each, including In School Suspension (ISS).

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of all students are met in the following ways, which may include counseling, mentoring and other pupil services:

1. School psychologist/Guidance Counselor/School Social Worker one-on-one or group counseling: School Wide Programs(Delivered individually and small group):
 - academic advisement
 - parent conferences
 - attendance referrals
 - special education referrals

Individual Counseling:

- one-on-one
 - academic advisement
 - peer mediation
 - outside agency referrals
2. Yellow Ribbon Suicide Prevention Program is in place
 3. Anonymous bully reporting sites are located on campus
 4. Mentor program is being implemented
 5. Various elective classes are offered to encourage willing school attendance/well-rounded educational opportunities
 6. ESE/Inclusion/self-contained classes are scheduled
 7. Migrant Advocate, as well as ELL classes are available
 8. PBS Discipline Program is in place to encourage proper behavior and adherence to school policies is upheld, creating a safer school environment.
 9. Access to licensed mental health counselors contracted through the district available for special populations

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Monthly meetings are scheduled to discuss Early Warning Indicator Data to support the MTSS system at our school. The committee is composed of an assistant principal, school social worker, school psychologist, and Title I Interventionist. The following indicators are considered and monitored:

- 1) Attendance below 90%:
- 2) One or more suspensions, whether in school or out of school:
- 3) Course Failure in English Language Arts or mathematics:
 - a) Failed a mathematics course: 7
 - b) Failed an English Language Arts course: 4
 - c) Failed two or more courses in any subject: 5
- 4) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics:

District Early Warning Indicators(ones that are not included in the indicators above):

- 1) Over-age 2 or more years for the grade level: 29
- 2) Tardy 20% or more in one period (secondary): 3
- 3) Total number of ISS/OSS days is greater than 3: 2

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | Total |
|---------------------------------|-------------|-----|-----|-------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 5 | 5 | 6 | 16 |
| One or more suspensions | 196 | 161 | 134 | 491 |
| Course failure in ELA or Math | 9 | 2 | 0 | 11 |
| Level 1 on statewide assessment | 129 | 139 | 155 | 423 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | Total |
|--------------------------------------------|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 40 | 30 | 30 | 100 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Student incentives to promote attendance/achievement
2. Bubble Student Tutoring (morning)
3. Leadership Team Mentoring
4. Extending Learning Tutoring
5. Teacher PD on various research proven instructional strategies, including differentiated instructional techniques.
6. Title I Reading and Science Interventionist Push-in groups to target Level 1 students
7. e2020 classes
8. Discipline Card behavior system (built in incentives)
9. School social worker will conduct weekly groups with students who have exhibited specified attendance and over-age indicators.
10. Attendance letters go home with students who have:
 - 5 days of unexcused absences
 - 10 days of unexcused absences
11. Students with 15 or more absences in a 90 day period must attend an attendance meeting with school psychologist/guidance counselors to implement an attendance intervention plan.
12. For over-aged students, problem solving meetings will be scheduled.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193644>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school administration/staff actively engage in building partnerships with local community businesses and organizations as opportunities arise. As opportunities present themselves, meetings are held between school administration/support staff and business partner/organization leadership. Decisions are made as to how the business partner/organization can assist and implement activities to support the school. Resources are used and implemented to the fullest extent available.

Plans have been discussed to create a community liaison to attend community functions, such as city

commission meetings, Chamber of Commerce meetings, etc. to aid and support the development of such relationships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

| Name | Title |
|--------------------|---------------------|
| Cooley, Leigh Anne | Principal |
| Shytle, Katie | Assistant Principal |
| Hanrahan, Suzanne | Other |
| Scheloske, Amy | Dean |
| Mitchell, Chauncey | Dean |
| Mitchell, Pracia | Guidance Counselor |
| Mitchell, Lisa | Guidance Counselor |
| Jones, Casey | Psychologist |
| Healy, Yolanda | Other |

Duties

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

The Principal: Provides common vision for the use of data-based decision-making and models the Problem Solving Process; provides math and reading coaches for support to the teachers and areas in most need; provides an organized environment for teachers and students which in turn promotes effective and structured learning; ensures new teacher training twice a week for maximum support; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS for maximum results; encourages parent involvement to increase their understanding of what their student's education is, and the resources that are available; by setting up math and reading nights; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principals: Assist the Principal in providing a common vision for the use of data-based decision-making; assists in providing maximum support to coaches, teachers and students to ensure that the curriculum is rigorous; assists in making sure that there is an organized environment for teachers and students in order to maximize learning gains; assists in the development of a strong infrastructure for implementation of MTSS; assists in the educating of parents concerning student's curriculum and resources by the use of math and reading nights; and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Use data to provide core instruction; have data chats with students to inform them of their progress; deliver Tier I instruction/interventions; use common planning to collaborate with other teachers and staff to implement Tier II and Tier III interventions; differentiate Tier I materials to integrate Tier 2 and 3 activities; and communicate with parents in a positive way throughout the school year.

Exceptional Student Education (ESE) Teachers: Collaborate with regular education teachers in the collection, interpretation and analysis of data; have data chats with students on an ongoing basis to encourage learning gains; use common planning to integrate and differentiate core instruction/

activities to maximize Tier I, 2 and 3 student needs; communicates with parents in positive ways to support the student.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of the intervention plan; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; and assist in facilitation of data-based decision making activities.

RtI Behavior Representative: Participates in collection, interpretation, and analysis of data; facilitates development for behavior concerns; assists in facilitation of data based decision-making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of students need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral and social issues.

Network Manager: Develops or brokers the technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and graphic display; provides support scheduling and preparing for Discovery and FAIR testing.

Reading and Math Instructional Coaches: Supports the teachers facilitating regularly scheduled Professional Learning Committee trainings; using the coaching cycle to co-plan, model, co-teach, observe, and debrief each of the teachers needs for maximum learning gains of students through teachers.

Title I Interventionists: Identifies and submits purchase orders for materials, teaching supplies, and equipment needed for use in the programs; participates in the training of new staff; keeps documentation of all meeting agendas and sign in sheets; Coordinates the efforts to assure successful implementations of the approved programs; and performs the needed administrative tasks for effective implementation of the Title I programs (30% of time). Performs push-in or pull-out groups for remediation of Level 1 students (70% of time)

The main focus of the Leadership team is to identify the concrete, descriptive, behavioral, and measurable terms school wide. The MTSS Leadership Team will collaborate weekly to identify the goals and barriers to help our school to move forward and promote maximum learning gains from our students. They will develop, implement and follow up a multi-tiered model of instructional support to ensure that our students make learning gains using fidelity. This will include reviewing school-wide, grade level, and teacher data to determine the needed interventions for our students, teachers and staff to improve our school as a whole. The team will review progress monitoring data collected from the school based coaches and from administration to update the identified on going barriers and progression. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation to ensure that the school maintains capacity under all conditions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Team will focus meetings on how to improve school/teacher effectiveness and students achievement using the Problem Solving Model. The MTSS Leadership Team will meet at least once monthly (and as needed) to engage in the following activities:

- Oversee a multi-tiered model of instructional delivery
- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or

high risk for not meeting benchmarks. This will be done at least three times per year (and as needed) if new data is available.

- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly; problem solving; sharing effective practices; evaluating implementation; assisting in making decisions for the school, teachers and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Identify professional development needs and resources
- Intervention teams will foster a sense of collegiality and mutual support among the staff; promote the use of evidence-based interventions; and support teachers in carrying out intervention plans.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before/after -school programs, Saturday Academies, and summer credit recovery opportunities). School-based Title I funded staff will serve as a bridge between the home and the school through home visits, telephone calls, school site and community parenting activities. Parents participate in the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. Specific interventions are designed and implemented based on data analysis and coordinated to ensure that appropriate measures are taken to meet learners' needs to improve student achievement. In addition to providing intervention support, professional development activities are provided so that appropriate progress monitoring and delivery of services are maintained. Other components are integrated into the school-wide Title I Program include academic and enrichment programs to improve community and parental involvement.

Title I, Part C Migrant

The school provides services and support to migrant students and parents. The District Migrant Education Program and the Migrant Advocates assist the school in meeting the unique needs of any migrant students. The Title I Migrant Program assists schools in identifying eligible migrant students, supporting schools to provide relevant educational programs/activities, purposing to close the achievement gap between migrant and non-migrant students, facilitating parental involvement activities that promote education in the home, English language development, and providing access to quality health, social and support services. Students are also provided extended learning opportunities by the Title I, part C, Migrant Education Program.

Title I, Part D

District Neglected and Delinquent Title I staff work with the school to provide support to students by providing educational services for students in local and State institutions for delinquent/adjudicated youth. Title I, Part D

provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at the school to facilitate the transfer of records and appropriate placement.

Title II

The District uses supplemental funds for improving basic education as follows: training for add-on endorsement programs, such as Reading, Gifted and ESOL; training for Professional Development focusing on Professional Learning Community development and facilitation, as well as Lesson Study Group implementation.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) by providing funds to implement and/or provide tutorial programs, parent outreach activities, professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, reading and supplementary instructional materials, and the purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science for ELL students.

Title X Homeless

The District ensures the educational rights of homeless students as outlined in the McKinney-Vento Federal Law through the Hearth Project by providing enrollment assistance, contracted services, educational materials and supplies, and working with Title I to provide tutors at local shelters. The Hearth Project also works with local organizations and individuals to meet the needs of homeless children by collaborating with parents, schools and the community.

State and local funds

District and state curriculum coaches develop, lead and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. School-based coaches identify systematic patterns of student need while working with district and state coaches to identify appropriate, evidence-based intervention strategies, assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

Instructional personnel develop, implement, and evaluate core content/standards.

Violence Prevention Services

Bartow Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, and gun awareness. Students may report bullying by placing a note in one of the bullying lockers in the school. Once reported, the Assistant Principal meets with the students and/or parents and school personnel to prevent further incidences of bullying.

Nutrition Programs

The school was a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Hearth Project personnel.

Head Start

Head Start is not located on the school campus.

Adult Education

Students are provided with information related to adult education options upon request.

Career and Technical Educaiton

Students at the school have career education instruction incorporated into elective classes and specific academic courses.

Job Training

Not applicable to the school.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Leigh Anne Cooley | Principal |
| Katie J. Shytte | Teacher |
| Yolanda Healy | Teacher |
| Richard Counts | Parent |
| Laura Holland | Parent |
| Nakita Scott | Parent |
| Paul Womble | Parent |
| Kimbra Wiegart | Business/Community |
| Jennifer Jones | Business/Community |
| Jan Grimes | Teacher |
| Linda Stark | Education Support Employee |
| Dolores Reese-Donaldson | Teacher |

Duties

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

Evaluation of last year's school improvement plan

The SAC was given a copy of the BMS SIP and asked for input as to needed changes/improvement to the plan. Suggestions were made and implemented. They were allowed a vote to voice their approval/disapproval of the revised plan. They voted to approve the plan.

Development of this school improvement plan

The SAC reviews and approves the School Improvement Plan (SIP). The SAC has the opportunity to recommend changes to the SIP. sc

Preparation of the school's annual budget and plan

The SAC will be given a copy of the BMS annual budget plan and asked for input as to needed changes/improvement to the plan. Suggestions will be taken and implemented as feasible. A vote to voice approval/disapproval of the revised plan will be taken. Approval/disapproval of plan will be documented.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school does not receive School Improvement Grant funds or Lottery Funds. The SAC has \$176 in their budget that will be used for Family Literacy Student/Parent Nights.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|------------------|---------------------|
| Shytle, Katie | Assistant Principal |
| Grimes, Jan | Other |
| Jones, Genevieve | Instructional Media |
| Healy, Yolanda | Other |
| Swanson, Sydney | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

Provide strategies to assist content area teachers teach reading; to assign text types for each content area teacher to cover; and to provide professional development in reading to all teachers. Provide family literacy nights with the focus on reading and writing strategies for parents and students. This will enhance student skills for Tiers 1, 2 and 3.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategies to encourage positive working relationships between teachers include:

1. Collaborative planning and instruction with support from instructional coaches
2. Faculty meetings
3. Department PLCs
4. Teacher Attendance Incentives
5. Open Door Policies
6. Accolades (shout outs, shells and sun trophies)
7. Monthly staff breakfast

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The School Administration interviews certified applicants for open positions. References are called before teachers are hired. Highly qualified teachers are given opportunities to share best practices with the faculty. Teachers are given continuous opportunities for state and district professional development. New teachers attend new teacher PLCs twice monthly to help acclimate them to the school. If necessary, new teachers are assigned a veteran mentor to assist them with skills/policies/best practices that can help to strengthen their abilities as a new classroom teacher. A team culture is developed through staff-related functions, such as a faculty breakfast once a month.

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

Teachers new to the school meet with the dean and highly effective teacher representatives twice a month on Wednesdays for professional development related to best practices. The Title I Interventionist, math and reading coaches and school administrators will meet with Professional Learning Communities monthly to share best practices and to analyze data. The coaches mentor any struggling teachers who are not effective according to the Essential Performance Criteria Rating Rubrics. Struggling teachers are matched with a teacher on their grade level who mentor the teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida's standards in the following ways:

- 1) Each teacher is required to adhere to the District created Learning Schedules that correlate with the Florida Standards.
- 2) The SIP incorporates the goal of teachers being required to improve upon their standards-based instruction, which is based upon the FL standards.
- 3) The school adheres to all State/District requirements in regards to standards-based instruction and its required curriculum.
- 4) Administrative classroom walkthroughs periodically check for the fidelity of standards-based instruction and provide feedback for teachers based on the observations conducted during those classroom walkthroughs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to provide and differentiate instruction to meet the diverse needs of students in the following ways:

- 1) Assessment data is used at the beginning of the year, as well as throughout the year, to determine the placement of students into leveled classes, such as STEAM, Advanced, regular, etc..
- 2) Teachers use data to differentiate learning in their classrooms. Data is used to determine students that are targeted for small groups to remediate/ intensify instruction.
- 3) Data is used to identify students for motivational incentives.
- 4) Data is used to determine students that are in need of additional tutoring.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments include:

- 1) Differentiated instruction is encouraged in the classrooms to target lower performing students and provide them with more intensive instruction.
- 2) Title I Reading and Science Interventionists have been put in place to target the lowest Level 1 students in reading and science with intensive, remedial instruction.
- 3) ESE Inclusion/ESOL teachers are in place to assist with student learning disabilities and issues.
- 4) Leadership Team will be mentoring Tier 2 students.
- 5) Math teachers will offer morning tutoring at least once a week for Tier 2 math students.
- 6) Extended Learning Tutoring Program
- 7) Reading Coach will conduct morning tutoring for Tier 2 reading students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 720

Students will participate in Extended Learning Tutoring after school on specified days in core academics.

Strategy Rationale

To prepare students for success on new Florida state-wide assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cooley, Leigh Anne, leighanne.cooley@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data, such as IMPROVE and FAIR testing data, and benchmark assessments, will be collected and analyzed to determine effectiveness.

Strategy: Before School Program

Minutes added to school year: 1,800

Reading Coach will work with Tier 2 students in reading for two days a week for 25 minutes per day.

Strategy Rationale

To increase current level of achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Osborne, Maria, maria.osborne@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data will be collected and used to determine the effectiveness of the strategy. However, data collection for district progress monitoring testing is still a work in progress. State assessment data, which is yet to be determined, will be also be collected and used to determine the effectiveness of this strategy. Analysis of this data will not be possible until test data is formulated and made available toward the end of the school year.

Strategy: Weekend Program

Minutes added to school year: 720

Science Workshops provided for 8th graders for the four Saturdays before FCAT Science. The Workshop will review physical, life and earth science. Certified teachers will teach science concepts designed to stimulate student interest and involvement, by developing higher order reasoning skills, and a deeper understanding of scientific concepts and their relevance to their everyday life.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cooley, Leigh Anne, leighanne.cooley@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will track the progress of students who have participated in the workshops through the Improve and FCAT data.

Strategy: Weekend Program

Minutes added to school year: 720

Writing Workshop provided for 8th graders for the four Saturdays before the new State-wide Writing assessment. The Workshop will motivate students and focus on expository and persuasive writing. Certified teachers will teach writer's craft techniques based on an understanding of the writing process and student developmental writing needs and provide students with opportunities for authentic writing. Focus on keyboarding/online tools will be emphasized.

Strategy Rationale

To provide extra instruction/remediation in writing skills for students in preparation of the new state writing assessment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Swanson, Sydney, sydney.swanson@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will track progress of students who have participated in the workshops through writing in Language Arts classes.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- 1) As part of the school's parent involvement initiatives, a Fifth Grade Parent Night is planned and implemented near the end of the school year to assist and encourage 5th grade parents and students during the transition from elementary school to middle school. Programs, curriculum, activities, and expectations of the school are discussed and parents and students are encouraged to take a tour of the school.
- 2) In accordance with the Fifth Grade Parent Night, a brochure was created to provide incoming parents and students of all the programs, activities, and expectations of the school.
- 3) The guidance counselors and elective teachers visited each elementary feeder school and presented information about Bartow Middle School.
- 4) Eighth grade students are celebrated at the end of the school year with an eighth grade dance which requires formal attire.
- 5) At the end of the school year, eighth grade students are taken to the High School for an information assembly and a tour of the school to assist them and prepare them for their transition from Middle School to High School.
- 6) An Awards Night is held for outgoing eighth graders.
- 7) High School guidance counselors visit BMS in February to assist eighth grade students choose academic classes, as well as how to apply for an academy of their choice.

College and Career Readiness

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

Students are provided with a list of elective choices, including Ag and Pre-Med and they rank their requested electives. Every effort is made to place students in their requested elective(s). As required by the district, all 8th grade students must complete a career interest inventory through the CHOICES program.

Guidance counselors meet with 8th grade students to help plan their career choices at the high school level. Elective teachers include career applications in their courses. We will send 8th grade students to the WE3 Expo for career exploration.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students at Bartow Middle School have career education instruction incorporated into all elective classes and specific academic courses. The students also have the opportunity to take classes in Ag and the Pre-Med Academy. ESE students are offered a career education course.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Our 8th grade students enrolled in Medical Skills earn high school credit. The Pre-Med teacher and the Medical Academy instructor at the high school will meet twice a year or more to ensure that our students are prepared to enter the high school academy. Agriculture Foundations is a high school credit class offered as an alternative for a science class.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

- 1) Title I Interventionists target level 1 students in reading and science to provide added remediation to improve student achievement in these core academic subjects.
- 2) Tier 2 students in Reading and math are targeted with morning tutoring programs to help ensure

these students progress to the next level in their academic achievement progress.

3) An Extended Learning program will be implemented in the morning/afternoon to assist students in core academic areas to help ensure academic achievement progress.

4) Elective courses, student interest clubs, and sports are in place to provide interest and motivation for student attendance and purpose in attending school.

5) Eighth grade students in the bottom quartile in mathematics, are assigned a double block mathematics course, which includes intensive math.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques. 1a

G057282

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Gains | 60.0 |
| Math Gains | 64.0 |
| FCAT 2.0 Science Proficiency | 37.0 |

Resources Available to Support the Goal 2

- School and district reading, math , and science coaches
- District instructional support staff
- Administration's presence in classrooms
- DOE support
- Professional Development
- Title I District and school staff

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge and understanding the depth of the new standards
- Teachers do not consistently use data to set academic goals for students and to differentiate instruction.
- Teachers lack understanding of authentically engaging students in learning.

Plan to Monitor Progress Toward G1. 8

During Leadership meetings, administration will address evidence of standard-based lessons using proven instructional delivery techniques.

Person Responsible

Leigh Anne Cooley

Schedule

Monthly, from 12/1/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough documentation, progress monitoring data, reading, math, and writing data chat forms, teacher data documentation, and lesson plan checks.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques. **1**

 G057282

G1.B1 Teachers lack of knowledge and understanding the depth of the new standards **2**

 B145062

G1.B1.S1 Professional development on aligning the standards(Dana Center training). **4**

 S157290

Strategy Rationale

To increase teacher knowledge on the depth and breath of the standard.

Action Step 1 **5**

Professional development on aligning the standards (DANA Center Training) will be provided to selected content teacher: Language Arts, Reading and Math.

Person Responsible

Leigh Anne Cooley

Schedule

On 8/13/2014

Evidence of Completion

Copies of handouts/resources; copy of TDAs for training

Action Step 2 5

Administration and coaches will facilitate the unpacking of standards during Collaborative Planning.

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

agenda; sign-in sheets; lesson plans; instructional alignment charts

Action Step 3 5

Teachers will deconstruct standards and create standards based lesson plans.

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Deconstructed standards, standards based lesson plans.

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

Completed alignment charts will be brought to collaborative planning

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Checklist for completion of alignment chart and reviewed by administration during the collaborative planning sessions done on a weekly basis.

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

Teachers are deconstructing standards through the effective use of the alignment charts

Person Responsible

Leigh Anne Cooley


Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Observation in collaborative planning

G1.B1.S2 Facilitated collaborative planning will be implemented in all subject areas weekly. 4

 S157291

Strategy Rationale

Teachers need support to understand the depth and rigor of the standards.

Action Step 1 5

Teachers will deconstruct/unpack standards during collaborative planning.

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Deconstruction tool

Action Step 2 5

Teachers will use the Florida Item Specs to plan standard based lessons during Collaborative Planning.

Person Responsible

Katie Shytle

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Observation of use of Item specs during planning, Standard Based lesson plans, tasks aligned to the standards.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Instructional coaches will support teachers through collaborative planning. Feedback from planning meetings will be adjusted as necessary.

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Coach logs; evidence books; completed and submitted lesson plans will be reviewed by administration on a weekly basis to ensure that logs, evidence books and lesson plans are being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lesson plan documentation; administrative walkthroughs during collaborative planning; classroom walkthroughs to observe implementation of collaborative planning

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 11/3/2014 to 6/5/2015

Evidence of Completion

CWT documentation; lesson plan checks

G1.B1.S3 Teachers will deliver standard-based lessons using instructional delivery techniques such as differentiated instruction and collaborative structures. 4

 S157292

Strategy Rationale

Teachers need support for delivering standard-based lessons using proven instructional delivery techniques.

Action Step 1 5

Provide professional development in differentiated instruction and collaborative structures for all teachers.

Person Responsible

Katie Shytle

Schedule

On 6/5/2015

Evidence of Completion

Sign in sheets, agenda, handouts.

Action Step 2 5

School based teacher leadership team will provide follow-up support through modeling, coaching, monitoring implementation of instructional delivery techniques.

Person Responsible

Katie Shytle

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

CWT data

Action Step 3 5

Teachers will include differentiated instruction strategies in their lesson plans.

Person Responsible

Katie Shytle

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans including differentiated instruction strategies.

Action Step 4 5

Coaches will model the importance of differentiated instruction in classrooms and model classrooms will be identified by administration for teachers to observe.

Person Responsible

Katie Shytle

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Data collected from CWTs will be utilized to identify teachers needing support through instructional coaching cycles.

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 12/1/2014 to 6/5/2015

Evidence of Completion

CWT Data; coaching logs; coaching cycle documentation will be reviewed by administration on a weekly basis to ensure the fidelity of the classroom instruction is meeting the goal of standard based instruction.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administration will conduct CWTs with a focus on standard-based instruction.

Person Responsible

Leigh Anne Cooley


Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Learning gains and increased student achievement in reading, math, science, civics, and writing progress monitoring data.

G1.B3 Teachers do not consistently use data to set academic goals for students and to differentiate instruction. 2

 B145064

G1.B3.S1 Language Arts and Reading teachers will hold regular data chats with students to make the students aware of their data and to set learning goals with each student. 4

 S157297

Strategy Rationale

To assist teachers/students with setting academic goals.

Action Step 1 5

Teachers and/or administration will hold regular data chats with students to make the students aware of their achievement data and to set learning goals with each student.

Person Responsible

Leigh Anne Cooley

Schedule

Monthly, from 11/17/2014 to 6/5/2015

Evidence of Completion

Evidence of data chats will be recorded by the teacher/administration in a data chat form individualized for each student. The forms will be in the possession of the teacher of each classroom that a data chat is performed.

Action Step 2 5

Coaches and teachers will design small group instruction based on the student data.

Person Responsible

Katie Shytle

Schedule

Monthly, from 11/17/2014 to 6/5/2015

Evidence of Completion

Student data folders, CWT, Lesson Plans

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

Language Arts and Reading teachers must show evidence of completed data chat forms upon request of any administrator. Differentiated instruction in the classroom should reflect the outcome of data results.

Person Responsible

Katie Shytle

Schedule

Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Administration will review student data folders for completed data chat forms with individual students. Classroom walkthroughs will document evidence/lack of evidence of improved differentiated instruction in each classroom.

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

Administration will create a data chat form to indicate whether a teacher has/has not conducted data chats with their students. Forms can be completed during classroom walkthroughs. CWT documentation can indicate whether or not a teacher is implementing differentiated instruction in the classroom and whether it is improving or not. Administration can randomly ask students to provide knowledge of their own data and if they can describe their learning goals or not.

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Administrative data chat form documentation; CWT documentation; lesson plan checks; administrative anecdotal records; student responses, and increase student achievement.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| G1.B1.S1.A1 | Professional development on aligning the standards (DANA Center Training) will be provided to selected content teacher: Language Arts, Reading and Math. | Cooley, Leigh Anne | 8/13/2014 | Copies of handouts/resources; copy of TDAs for training | 8/13/2014 one-time |
| G1.B1.S2.A1 | Teachers will deconstruct/unpack standards during collaborative planning. | Cooley, Leigh Anne | 10/1/2014 | Deconstruction tool | 6/5/2015 weekly |
| G1.B1.S3.A1 | Provide professional development in differentiated instruction and collaborative structures for all teachers. | Shytle, Katie | 8/13/2014 | Sign in sheets, agenda, handouts. | 6/5/2015 one-time |
| G1.B3.S1.A1 | Teachers and/or administration will hold regular data chats with students to make the students aware of their achievement data and to set learning goals with each student. | Cooley, Leigh Anne | 11/17/2014 | Evidence of data chats will be recorded by the teacher/administration in a data chat form individualized for each student. The forms will be in the possession of the teacher of each classroom that a data chat is performed. | 6/5/2015 monthly |
| G1.B1.S1.A2 | Administration and coaches will facilitate the unpacking of standards during Collaborative Planning. | Cooley, Leigh Anne | 8/25/2014 | agenda; sign-in sheets; lesson plans; instructional alignment charts | 6/5/2015 weekly |
| G1.B1.S2.A2 | Teachers will use the Florida Item Specs to plan standard based lessons during Collaborative Planning. | Shytle, Katie | 10/1/2014 | Observation of use of Item specs during planning, Standard Based lesson plans, tasks aligned to the standards. | 6/5/2015 weekly |
| G1.B1.S3.A2 | School based teacher leadership team will provide follow-up support through modeling, coaching, monitoring implementation of instructional delivery techniques. | Shytle, Katie | 9/1/2014 | CWT data | 6/5/2015 monthly |
| G1.B3.S1.A2 | Coaches and teachers will design small group instruction based on the student data. | Shytle, Katie | 11/17/2014 | Student data folders, CWT, Lesson Plans | 6/5/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| G1.B1.S1.A3 | Teachers will deconstruct standards and create standards based lesson plans. | Cooley, Leigh Anne | 8/25/2014 | Deconstructed standards, standards based lesson plans. | 6/5/2015 weekly |
| G1.B1.S3.A3 | Teachers will include differentiated instruction strategies in their lesson plans. | Shytle, Katie | 9/1/2014 | Lesson plans including differentiated instruction strategies. | 6/5/2015 weekly |
| G1.B1.S3.A4 | Coaches will model the importance of differentiated instruction in classrooms and model classrooms will be identified by administration for teachers to observe. | Shytle, Katie | 9/1/2014 | | 6/5/2015 weekly |
| G1.MA1 | During Leadership meetings, administration will address evidence of standard-based lessons using proven instructional delivery techniques. | Cooley, Leigh Anne | 12/1/2014 | Classroom walkthrough documentation, progress monitoring data, reading, math, and writing data chat forms, teacher data documentation, and lesson plan checks. | 6/5/2015 monthly |
| G1.B1.S1.MA1 | Teachers are deconstructing standards through the effective use of the alignment charts | Cooley, Leigh Anne | 10/1/2014 | Observation in collaborative planning | 6/5/2015 weekly |
| G1.B1.S1.MA1 | Completed alignment charts will be brought to collaborative planning | Cooley, Leigh Anne | 10/1/2014 | Checklist for completion of alignment chart and reviewed by administration during the collaborative planning sessions done on a weekly basis. | 6/5/2015 weekly |
| G1.B3.S1.MA1 | Administration will create a data chat form to indicate whether a teacher has/ has not conducted data chats with their students. Forms can be completed during classroom walkthroughs. CWT documentation can indicate whether or not a teacher is implementing differentiated instruction in the classroom and whether it is improving or not. Administration can randomly ask students to provide knowledge of their own data and if they can describe their learning goals or not. | Cooley, Leigh Anne | 11/3/2014 | Administrative data chat form documentation; CWT documentation; lesson plan checks; administrative anecdotal records; student responses, and increase student achievement. | 6/5/2015 weekly |
| G1.B3.S1.MA1 | Language Arts and Reading teachers must show evidence of completed data chat forms upon request of any administrator. Differentiated instruction in the classroom should reflect the outcome of data results. | Shytle, Katie | 11/3/2014 | Administration will review student data folders for completed data chat forms with individual students. Classroom walkthroughs will document evidence/ lack of evidence of improved differentiated instruction in each classroom. | 6/5/2015 monthly |
| G1.B1.S2.MA1 | Lesson plan documentation; administrative walkthroughs during collaborative planning; classroom walkthroughs to observe implementation of collaborative planning | Cooley, Leigh Anne | 11/3/2014 | CWT documentation; lesson plan checks | 6/5/2015 weekly |
| G1.B1.S2.MA1 | Instructional coaches will support teachers through collaborative planning. Feedback from planning meetings will be adjusted as necessary. | Cooley, Leigh Anne | 10/1/2014 | Coach logs; evidence books; completed and submitted lesson plans will be reviewed by administration on a weekly basis to ensure that logs, evidence books and lesson plans are being implemented with fidelity. | 6/5/2015 weekly |
| G1.B1.S3.MA1 | Administration will conduct CWTs with a focus on standard-based instruction. | Cooley, Leigh Anne | 9/1/2014 | Learning gains and increased student achievement in reading, math, science, civics, and writing progress monitoring data. | 6/5/2015 monthly |
| G1.B1.S3.MA1 | Data collected from CWTs will be utilized to identify teachers needing support through instructional coaching cycles. | Cooley, Leigh Anne | 12/1/2014 | CWT Data; coaching logs; coaching cycle documentation will be reviewed by administration on a weekly basis to ensure the fidelity of the classroom | 6/5/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------|------------------------------------------|-----|-------------------------------|----------------------------------------------------------------|--------------------|
| | | | | instruction is meeting the goal of standard based instruction. | |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques.

G1.B1 Teachers lack of knowledge and understanding the depth of the new standards

G1.B1.S1 Professional development on aligning the standards(Dana Center training).

PD Opportunity 1

Professional development on aligning the standards (DANA Center Training) will be provided to selected content teacher: Language Arts, Reading and Math.

Facilitator

DANA Center

Participants

Reading, Language Arts, and Math teachers

Schedule

On 8/13/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

| Summary | |
|-------------|-------|
| Description | Total |
| Grand Total | 0 |