

Polk County Public Schools

Bartow Middle School



2016-17 Schoolwide Improvement Plan

Bartow Middle School

550 CLOWER ST E, Bartow, FL 33830

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

	2017-18	2014-15	2013-14	2012-13
Year				
Grade	C	D*	D	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bartow Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

*Our mission:

Bartow Middle School will ensure that ALL students have the skills necessary to reach high levels of academic achievement, respect self and others, and become lifelong learners.

b. Provide the school's vision statement.

*Vision:

One Voice, One Direction, One Destination...
Unlimited Student Achievement!

2. School Environment

a. 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. Administration/guidance/school psychologist/ESE/ELL interactions

b. 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. Anonymous bully reporting sites are located on the campus.
3. Emergency procedures are discussed and practiced school-wide and periodically throughout the school year.
4. All doors on campus are locked at all times.
5. Security fencing surrounds the campus.
6. A school resource officer is assigned to our campus.
7. Administration, teachers, and other staff are assigned supervision duty before school, during class changes, lunch duty, and after school/bus dismissal.
8. Behavioral Interventionist will assist in being proactive with students needing early interventions to deter negative behaviors.

c. 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 tardy bell rings students must be in class.
2. "No Fly Zone": A five minute "No Fly Zone" Once students are in the room, they are not allowed out of class (an exception will be made if office calls for them) during the first and last five 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 the teacher's sign-out sheet.
4. A ORANGE pass must be given in order for any student to leave the classroom, for any reason.
5. For classroom discipline issues that can not be solved using the 6 steps of the teacher progressive discipline plan.
6. School wide Electronic Device Policy: The first time the device is seen, the teacher should give the student a warning and tell them to put it away. (Document in discipline database) After this, an administrator will retrieve the electronic device and place in the safe and a parent must come and pick it up.

New Initiative:

1. CHAMPS training will be conducted throughout the year. CHAMPS will provide Bartow Middle a common language to use with all students to improve behavior.

d. 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:

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 (During the assigned Advisory Time)
 - peer mediation
 - outside agency referrals
2. Anonymous bully reporting sites are located on campus
3. A continuum of services are offered to the school's ESE/ESOL/504 population
4. Title 1 parent involvement paraprofessional
5. CHAMPS Program is in place to encourage proper behavior and adherence to school policies is upheld, creating a safer school environment.
6. Access to licensed mental health counselors contracted through the district available for special populations

3. Early Warning Systems

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

a. 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 the School Based Leadership Team. The following indicators are considered and monitored:

- 1) Attendance below 90%:
- 2) One or more suspensions out of school:
- 3) Course Failure in English Language Arts or mathematics:
- 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.
- 2) Tardy 20% or more in one period (secondary).
- 3) Total number of OSS days is greater than 3.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	1	1	3	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	62	96	84	0	0	0	0	242
Course failure in ELA or Math	0	0	0	0	0	0	97	56	136	0	0	0	0	289
Level 1 on statewide assessment	0	0	0	0	0	0	169	111	75	0	0	0	0	355
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	77	92	94	0	0	0	0	263

c. 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. Student/teacher data chats
3. Teacher PD on various research proven instructional strategies, including differentiated instructional techniques.
4. 8th grade academic Outreach Facilitator
4. Science Coach
5. Reading Coach
6. Math Coach (once assigned)
7. Positive student incentives
8. Attendance letters go home with students who have:
 - 5 days of unexcused absences
 - 10 days of unexcused absences
9. 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.
10. For over-aged students, problem solving meetings with Guidance Counselors will be conducted monthly.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319972>.

2. Description

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

2. 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, Bartow Rotary etc. to aid and support the development of such relationships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Roberts, Christopher	Principal
Shytle, Katie	Assistant Principal
Mitchell, Lisa	School Counselor
Johnson, Dwayne	Assistant Principal
Ream, Michelle	Teacher, K-12
Franquiz, Enrid	Dean
Peavey, Earnest	Other
Tew, Kristie	Other
Hudecek, Jackie	Instructional Coach
Cleveland, Rhea	Teacher, ESE
Grupi, Ashley	Teacher, K-12
Jiskoot, Nicole	Teacher, K-12
Knowles, Laura	Teacher, K-12
Hawkins, Angeline	Teacher, K-12
Murren, Barbara	Teacher, K-12
Parmer, Michelle	Teacher, K-12
Tyre, Shawn	Teacher, K-12

b. Duties

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

The leadership teams is comprised of Guidance Counselors, Administrators, academic coaches, department heads, and teachers. Each member of the team is responsible for taking an active role in student achievement. Members will monitor academic and behavioral progress of students. All members will have active roles during MTSS process. Documentation of individual student intervention is to be documented. The team will monitor student progress by reviewing data.

2. 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 improve student achievement using the Problem Solving Model. The MTSS Leadership Team will meet at least twice 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, 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.

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 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 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 or report through an online portal. Once reported, the Assistant Principal meets with the students and/or parents to resolve the issues and to prevent further incidences of bullying.

Nutrition Programs

All students receive free breakfast and lunch.

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 Education

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

Job Training

Not applicable to the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Christopher Roberts	Principal
Katie J. Shytle	Teacher
Dwayne Johnson	Education Support Employee
Laura Knowles	Teacher
Barbara Muren	Education Support Employee
Lisa Brinson	Business/Community
Ernie Cooper	Business/Community
Yamaris Scott	Parent
Bill Bohde	Parent
Yomaira Santiago	Parent
Sharon Rodriguez	Parent
Sonja Sybliss	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC was given a copy of the BMS SIP and was 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.

b. Development of this school improvement plan

The administration shares with the SAC data from the Florida Standards Assessment, school improvement goals and barriers. The SAC reviews and approves the School Improvement Plan (SIP). The SAC has the opportunity to recommend changes to the SIP.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Shytle, Katie	Assistant Principal
Ream, Michelle	Teacher, K-12
Hudecek, Jackie	Teacher, K-12
Grupi, Ashley	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Provide strategies to assist content area teachers as they teach reading and writing; to assign text types for each content area teacher to cover; and to provide professional development in reading and writing across the curriculum 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.

D. Public and Collaborative Teaching

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

1. 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 and district personnel.
2. Faculty meetings
3. Department PLCs
4. Teacher Attendance Incentives
5. Open Door Policies
6. Accolades/Praise/Recognition
7. Teacher mentoring
8. Support meetings for beginning teachers monthly

2. 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 teacher PLCs twice monthly to help acclimate them to the school. New teachers have been assigned a veteran mentor to assist them with school and district-wide procedures, policies and best practices that can help to develop and enhance their abilities as a classroom teacher. New teachers are advised to participate in "Teaching Thursdays" which are held once a month to focus on strategies and best practices while using data obtained in their classrooms to plan standards based instruction in effort to increase student achievement.

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

Teachers that are new to the school meet with members of the administrative team and highly effective teacher representatives once a month for professional development related to best practices. The

Reading Coach, Science Coach, Testing Coordinator, district math coach and school administrators will meet with Professional Learning Communities weekly 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. New teachers are advised to participate in "Teaching Thursdays" which are held once a month to focus on strategies and best practices while using data obtained in their classrooms to plan standards based instruction in effort to increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Maps that correlate with the Florida Standards.
- 2) The administration reviews lessons plans and attends collaborative planning sessions
- 3) The SIP incorporates the goal of teachers being required to improve upon their standards-based instruction, which is based upon the FL standards.
- 4) The school adheres to all State/District requirements in regards to standards-based instruction and its required curriculum.
- 5) Administrative classroom walkthroughs periodically check for the evidence of standards-based instruction and provide feedback for teachers based on the observations conducted during those classroom walkthroughs.
- 6) Teachers attend weekly collaborative planning sessions with their academic teams

b. Instructional Strategies

1. 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 Accelerated, 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/ accelerate instruction.
- 3) Data is used to identify students for motivational incentives.
- 4) Data is used to determine students that are in needed 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/higher performing students and provide them with more intensive instruction.
- 2) ESE Inclusion/ESOL teachers are in place to assist with student learning disabilities and issues.
- 3) Leadership Team will be mentoring Tier 2 students.
- 4) Grade Recovery Program in Place

- 5) Extended Learning Tutoring Program using SAI Funds
 - a. ESOL
 - b. Alg. 1
 - c. Math
 - d. Language Arts/Reading/Writing
 - e. Science
 - f. Civics

2. 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 the Florida state-wide assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shytle, Katie, katie.shytle@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 IBTP and FAIR testing data, informal and benchmark assessments, will be collected and analyzed to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 all students at the end of the school year.

7) High School guidance counselors visit BMS in January to assist eighth grade students choose academic classes, as well as how to apply for an academy of their choice.

8) Orientation is held at the beginning of school year in August for all parents and students.

9) Open house is held 5th week of school for all parents, teacher, along with the Title 1 annual meeting.

b. College and Career Readiness

1. 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.

2. 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, Criminal Justice, Pre-Summerlin, Pre-IB and Pre-Med Academy. ESE students are offered a career education course.

3. 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. Agriculture Foundations is a high school credit class offered as an alternative for a science class.

4. 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) An Extended Learning program will be implemented in the afternoon to assist students in core academic areas to help ensure academic achievement progress.
- 2) Elective courses, student interest clubs, and sports are in place to provide interest and motivation for student attendance and purpose in attending school.
- 3) Eighth grade students in the bottom quartile in reading, are assigned a double block reading course.
- 4) Some eighth grades students (level 1) have 2 classes of math to include intensive math.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Students are performing below proficiency in (2015-2016). The percent of students performing below Level 3 on the 2015-2016 FSA in the following academic areas: ELA (34%) Math (32%), and Science (27%).

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Students are not receiving rigorous, grade-appropriate, standards-based teaching. Teachers, including many first-year teachers and teachers new to the county and/or country, do not have a basic knowledge of the Florida Common Core Standards- based instruction.

C. Strategic Goals

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.** Through the school wide implementation of CHAMPS there will be a decrease of discipline incidents.

- G2.** Student achievement will improve when all teachers consistently provide students with standards-based instruction with engagement, rigorous tasks, and assessments aligned with Florida State Standards.

Strategic Goals Detail

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

G1. Through the school wide implementation of CHAMPS there will be a decrease of discipline incidents.

1a

G085057

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2000.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency of implementation of a school wide discipline plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- In house PD of CHAMPS program
- Behavior Interventionist
- Administrative support
- School intervention center
- School resource officer
- Outreach Facilitator
- New teacher meetings
- Peer mentoring
- New teacher meetings

Plan to Monitor Progress Toward G1. 8

Discipline data will be analyzed to monitor and guide successful use of CHAMPS

Person Responsible

Christopher Roberts

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Genesis discipline data and the Bartow Middle School discipline data base will both be utilized to monitor discipline data.

G2. Student achievement will improve when all teachers consistently provide students with standards-based instruction with engagement, rigorous tasks, and assessments aligned with Florida State Standards.

1a

G085058

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal 3

- 2. Bartow Middle School 's primary barrier is the lack of rigor during standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Bartow is a Title I school 2. Academic Coaches/ Interventionist 3. District Coaches 4. Administrative support 5. Department Heads 6. Teaching Tuesday/Thursday (In-house Professional Development designed to address needs seen through walk through data). 7. Mentoring- -Pair teachers with seasoned teachers who are showing effectiveness in their classes and show effective knowledge and use of standards. 8. Collaborative Planning-Pairing teachers in collaborative groups to build collegial understanding of standards and share academic resources.

Plan to Monitor Progress Toward G2. 8

IBTP data along with ongoing assessment data will be used to monitor and guide teachers' remediation strategies to improve student achievement.

Person Responsible

Christopher Roberts

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

IBTP Data and ongoing assessment data will be used to gauge increased student achievement. Data chats will occur every 4 weeks as teachers and administration look at the data of targeted Level 1 and Level 2 students.

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. Through the school wide implementation of CHAMPS there will be a decrease of discipline incidents. 1

G085057

G1.B1 Inconsistency of implementation of a school wide discipline plan 2

B226254

G1.B1.S1 All staff will attend training on CHAMPS structures and theory to support a learning environment focused on student achievement where expectations are clear. 4

S238681

Strategy Rationale

Fair and consistent expectations school wide

Action Step 1 5

Introductory training on CHAMPS strategies and theory with staff

Person Responsible

Dwayne Johnson

Schedule

On 8/8/2016

Evidence of Completion

Teachers were responsible for turning in their CHAMPS implementation plan to Dwayne Johnson.

Action Step 2 5

School-wide implementation of CHAMPS strategies

Person Responsible

Dwayne Johnson

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Champs lessons will be documented in lesson plans.

Action Step 3 5

During Professional Learning Community meetings, different components of the CHAMPS program will be shared with the expectation of implementation in the classrooms school-wide.

Person Responsible

Dwayne Johnson

Schedule

Monthly, from 9/20/2016 to 6/2/2017

Evidence of Completion

Agendas and sign In sheets from the meetings.

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

Staff will attend initial CHAMPS training.

Person Responsible

Dwayne Johnson

Schedule

On 8/8/2016

Evidence of Completion

Sign In sheet from the training. Teachers also will turn in their implementation plan to Dwayne Johnson. Administration will monitor for fidelity as they conduct classroom walk-throughs.

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

Throughout the school year during PLC's Mr.Johnson will share different components of the CHAMPS program. Feedback from teachers during this time will occur on concerns they are having with the implementation of the program so problem solving techniques can be applied.

Person Responsible

Dwayne Johnson

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Administration will observe teachers utilizing the program for effectiveness during classroom walk-throughs, documentation of lessons in lesson plans.

G2. Student achievement will improve when all teachers consistently provide students with standards-based instruction with engagement, rigorous tasks, and assessments aligned with Florida State Standards. 1

G085058

G2.B1 2. Bartow Middle School 's primary barrier is the lack of rigor during standards-based instruction. 2

B226255

G2.B1.S1 All teachers will attend trainings on research-based instructional strategies that have been shown to increase student achievement when applied successfully. Specifically the trainings will include: 5-E Lesson Planning with the teachers of math and science, Differentiated Instruction Strategies, Higher Order Thinking Questioning, Data Analysis with Remediation Techniques, and utilizing Accountable Talk.

4

S238682

Strategy Rationale

Educating teachers on research-based practices through collaborative practices, lesson planning, and classroom implementation allows teachers to develop pedagogical competence and confidence to be better-able to educate their students.

Action Step 1 5

The school based science coach, district based math coach, and TLC department chairs will train math and science teachers how to plan rigorous math and science lessons using the 5E Lesson Plan template. After training, teachers will meet weekly to collaboratively plan lessons using the 5E model.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Sign in sheet, lesson plans, administrative walk-through documentation

Action Step 2 5

Teachers will be trained to analyze data to determine standards which need to be remediated through small group instruction.

Person Responsible

Christopher Roberts

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Sign In sheets, Agenda

Action Step 3 5

During collaborative planning teachers will trained on how to plan for HOT (Higher Order Thinking) questions which are aligned with the standards. After training, teachers will weekly plan HOT questions that will be included within their lesson plans

Person Responsible

Katie Shytle

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, agenda, lesson plans, teacher observation

Action Step 4 5

The Leadership Team will develop a professional development calendar to build teacher efficacy in providing standards- based instruction.

Person Responsible

Christopher Roberts

Schedule

On 6/2/2017

Evidence of Completion

Evidence will include: a professional development calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.

Action Step 5 5

Administration will provide collaborative planning time (PLC) for teachers to create rigorous standards-based lessons using Test Item Specifications

Person Responsible

Christopher Roberts

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

class agenda/sign in, lesson plans, walkthrough

Action Step 6 5

Administration and Instructional Coaches will develop a schedule for implementing the coaching cycle with teachers identified as needing support in effectively providing rigorous standards based instruction. Support will be differentiated based on classroom walk-through observations and student achievement data

Person Responsible

Dwayne Johnson

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Evidence will include: coaching plan/schedule/notes and classroom walkthrough data documenting implementation of support.

Action Step 7 5

Provide new teachers with monthly support meetings on instructional and educational practices.

Person Responsible

Katie Shytle

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Agendas, sign in sheets, surveys

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will attend the trainings which have been planned by the administration to increase student achievement by providing rigorous standards based instruction. Teachers will be observed by administration to ensure strategies are being utilized during classroom instruction.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Sign in sheets from trainings, administrative walk through documentation, lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Throughout the school year all teachers will attend training during PLC's on research-based practices that increase student achievement. During PLC's collaborative talk will help to support new strategies. The Administrative team will monitor classroom instruction and recommend to academic coaches the observed areas of concern.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Sign in sheets during PLC's, Teacher-to-teacher discussions, lesson plan reviews, classroom walkthroughs coaching cycle documentation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M315826	Staff will attend initial CHAMPS training.	Johnson, Dwayne	8/8/2016	Sign In sheet from the training. Teachers also will turn in their implementation plan to Dwayne Johnson. Administration will monitor for fidelity as they conduct classroom walk-throughs.	8/8/2016 one-time
G1.B1.S1.A1 A309062	Introductory training on CHAMPS strategies and theory with staff	Johnson, Dwayne	8/8/2016	Teachers were responsible for turning in their CHAMPS implementation plan to Dwayne Johnson.	8/8/2016 one-time
G1.MA1 M315827	Discipline data will be analyzed to monitor and guide successful use of CHAMPS	Roberts, Christopher	8/15/2016	Genesis discipline data and the Bartow Middle School discipline data base will both be utilized to monitor discipline data.	6/2/2017 monthly
G2.MA1 M315832	IBTP data along with ongoing assessment data will be used to monitor and guide teachers'...	Roberts, Christopher	9/19/2016	IBTP Data and ongoing assessment data will be used to gauge increased student achievement. Data chats will occur every 4 weeks as teachers and administration look at the data of targeted Level 1 and Level 2 students.	6/2/2017 monthly
G1.B1.S1.MA1 M315825	Throughout the school year during PLC's Mr.Johnson will share different components of the CHAMPS...	Johnson, Dwayne	8/8/2016	Administration will observe teachers utilizing the program for effectiveness during classroom walk-throughs, documentation of lessons in lesson plans.	6/2/2017 monthly
G1.B1.S1.A2 A309063	School-wide implementation of CHAMPS strategies	Johnson, Dwayne	8/15/2016	Champs lessons will be documented in lesson plans.	6/2/2017 daily
G1.B1.S1.A3 A309064	During Professional Learning Community meetings, different components of the CHAMPS program will be...	Johnson, Dwayne	9/20/2016	Agendas and sign In sheets from the meetings.	6/2/2017 monthly
G2.B1.S1.MA1 M315828	Throughout the school year all teachers will attend training during PLC's on research-based...	Roberts, Christopher	8/15/2016	Sign in sheets during PLC's, Teacher-to-teacher discussions, lesson plan reviews, classroom walkthroughs coaching cycle documentation.	6/2/2017 weekly
G2.B1.S1.MA1 M315829	Teachers will attend the trainings which have been planned by the administration to increase...	Roberts, Christopher	8/23/2016	Sign in sheets from trainings, administrative walk through documentation, lesson plans.	6/2/2017 weekly
G2.B1.S1.A1 A309065	The school based science coach, district based math coach, and TLC department chairs will train...	Roberts, Christopher	8/8/2016	Sign in sheet, lesson plans, administrative walk-through documentation	6/2/2017 weekly
G2.B1.S1.A2 A309066	Teachers will be trained to analyze data to determine standards which need to be remediated through...	Roberts, Christopher	9/19/2016	Sign In sheets, Agenda	6/2/2017 monthly
G2.B1.S1.A3 A309067	During collaborative planning teachers will trained on how to plan for HOT (Higher Order Thinking)...	Shytle, Katie	8/29/2016	Sign in sheets, agenda, lesson plans, teacher observation	6/2/2017 weekly
G2.B1.S1.A4 A309068	The Leadership Team will develop a professional development calendar to build teacher efficacy in...	Roberts, Christopher	8/23/2016	Evidence will include: a professional development calendar, agendas, sign-in sheets, documentation of learned strategies, classroom walk-through documentation.	6/2/2017 one-time
G2.B1.S1.A5 A309069	Administration will provide collaborative planning time (PLC) for teachers to create rigorous...	Roberts, Christopher	8/23/2016	class agenda/sign in, lesson plans, walkthrough	6/2/2017 weekly
G2.B1.S1.A6 A309070	Administration and Instructional Coaches will develop a schedule for implementing the coaching...	Johnson, Dwayne	9/6/2016	Evidence will include: coaching plan/schedule/notes and classroom	6/2/2017 monthly

Polk - 0931 - Bartow Middle School - 2016-17 SIP
Bartow Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				walkthrough data documenting implementation of support.	
G2.B1.S1.A7  A309071	Provide new teachers with monthly support meetings on instructional and educational practices.	Shytle, Katie	9/1/2016	Agendas, sign in sheets, surveys	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Through the school wide implementation of CHAMPS there will be a decrease of discipline incidents.

G1.B1 Inconsistency of implementation of a school wide discipline plan

G1.B1.S1 All staff will attend training on CHAMPS structures and theory to support a learning environment focused on student achievement where expectations are clear.

PD Opportunity 1

Introductory training on CHAMPS strategies and theory with staff

Facilitator

Dwayne Johnson

Participants

Teachers

Schedule

On 8/8/2016

G2. Student achievement will improve when all teachers consistently provide students with standards-based instruction with engagement, rigorous tasks, and assessments aligned with Florida State Standards.

G2.B1 2. Bartow Middle School 's primary barrier is the lack of rigor during standards-based instruction.

G2.B1.S1 All teachers will attend trainings on research-based instructional strategies that have been shown to increase student achievement when applied successfully. Specifically the trainings will include: 5-E Lesson Planning with the teachers of math and science, Differentiated Instruction Strategies, Higher Order Thinking Questioning, Data Analysis with Remediation Techniques, and utilizing Accountable Talk.

PD Opportunity 1

Teachers will be trained to analyze data to determine standards which need to be remediated through small group instruction.

Facilitator

Katie Shytle

Participants

All staff

Schedule

Monthly, from 9/19/2016 to 6/2/2017

PD Opportunity 2

During collaborative planning teachers will be trained on how to plan for HOT (Higher Order Thinking) questions which are aligned with the standards. After training, teachers will weekly plan HOT questions that will be included within their lesson plans

Facilitator

Katie Shytle

Participants

All Staff

Schedule

Weekly, from 8/29/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Introductory training on CHAMPS strategies and theory with staff	\$0.00
2	G1.B1.S1.A2	School-wide implementation of CHAMPS strategies	\$0.00
3	G1.B1.S1.A3	During Professional Learning Community meetings, different components of the CHAMPS program will be shared with the expectation of implementation in the classrooms school-wide.	\$0.00
4	G2.B1.S1.A1	The school based science coach, district based math coach, and TLC department chairs will train math and science teachers how to plan rigorous math and science lessons using the 5E Lesson Plan template. After training, teachers will meet weekly to collaboratively plan lessons using the 5E model.	\$0.00
5	G2.B1.S1.A2	Teachers will be trained to analyze data to determine standards which need to be remediated through small group instruction.	\$0.00
6	G2.B1.S1.A3	During collaborative planning teachers will trained on how to plan for HOT (Higher Order Thinking) questions which are aligned with the standards. After training, teachers will weekly plan HOT questions that will be included within their lesson plans	\$0.00
7	G2.B1.S1.A4	The Leadership Team will develop a professional development calendar to build teacher efficacy in providing standards- based instruction.	\$0.00
8	G2.B1.S1.A5	Administration will provide collaborative planning time (PLC) for teachers to create rigorous standards-based lessons using Test Item Specifications	\$0.00
9	G2.B1.S1.A6	Administration and Instructional Coaches will develop a schedule for implementing the coaching cycle with teachers identified as needing support in effectively providing rigorous standards based instruction. Support will be differentiated based on classroom walk-through observations and student achievement data	\$0.00
10	G2.B1.S1.A7	Provide new teachers with monthly support meetings on instructional and educational practices.	\$0.00
Total:			\$0.00