



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Bartow Middle School**  
550 CLOWER ST E  
Bartow, FL 33830  
863-534-7415  
<http://schools.polk-fl.net/bms>

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 75%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 54%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> F	<b>2011-12</b> D	<b>2010-11</b> C
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Bartow Middle School

##### Principal

Pamela Henderson

##### School Advisory Council chair

Paul Womble

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Pamela Henderson	Principal
Amy Scheloske	Dean
Daniel Rawson	Dean
Jan Grimes	Title I Facilitator
Gerald Tucker	Title I Instructional Teacher
Claudia McKenzie	Guidance Counselor
Lisa Mitchell	Guidance Counselor
Casey Jones	School Psychologist
Jason Griffith	School Resource Officer
Jana Ingram	Math Coach
Maria Osborne	Reading Coach
Byron Williams	Assistant Principal
Diane Simmers	Network Manager
Katie Jane Shytle	Assistant Principal

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

SAC Chair: Paul Womble, parent and Program Manager for Polk County Emergency Management  
Principal: Pam Henderson  
Staff members: Byron Williams, Katie Shytle, Deloris Donaldson, Yolanda Healy, Jan Grimes, Bettie Lattimore, Cindy Mohler, Tyrone Cooper  
Community members: Jennifer Jones, Kimbra Weigart, Denece Gossett  
Parents: Jeff Mann, Janna Depoy, Vicki Sellers, Laura Holland, Sandra Munoz, Jesus Jimenez, Laura Castro, Jocelyn Jean-Baptiste

**Involvement of the SAC in the development of the SIP**

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

**Activities of the SAC for the upcoming school year**

September: election of parent and staff members; appointment of community members. Discussion of new SIP and school fund and FCAT data. Review and discussion of proposed by-laws. Set meeting times and dates.  
October: vote on acceptance, additions, deletions to by-laws. School grade discussion and information from State Differentiated Accountability Team monitoring visit. Review of Discovery and FAIR data. Review and vote on acceptance of SIP.  
November: review of the Parent survey and suggestion made to Principal and staff.  
December: Review SIP progress. Review Extended Learning Opportunities and Discovery Testing. Staff updates.  
January: Review of data and SIP.  
February: Review of Discovery Data and progress monitoring. Update on State testing.  
March: Review of State Differentiated Accountability Team monitoring visit. SAC members to visit classrooms.  
April: Review of data and SIP progress.  
May: Discussion of SIP and FCAT data received. Review of Title I Parent Survey results. Recommendations for SY 2014-15. Set meetings for SY 2014-15.

**Projected use of school improvement funds, including the amount allocated to 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 Math and Science Student/Parent Nights.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Pamela Henderson**

Principal

Years as Administrator: 14

Years at Current School: 1

**Credentials**

B.S.- Speech Correction, Lambuth College, Jackson, TN  
 M.S. - Educational Leadership, Nova Southeastern University, Orlando, FL  
 J.D. - Law, FAMU College of Law, Orlando, FL  
 Florida Certification: School Principal, Speech Correction, Elementary Education 1-6, Hearing Impaired K-12, ESOL Endorsement  
 Member of Florida Bar

**Performance Record**

1995-1998 Polk County Assistant Principal  
 1998 Assistant Principal - Eagle Lake Elementary, School Grade - D  
 1998-1999 Assistant Principal - Eagle Lake Elementary, School Grade - C  
 High standards reading: 48%; high standards math: 43%; writing 91+%

2000 Principal Intern - Inwood Elementary, School Grade - A  
 High standards reading: 82%; Math 64%; writing 97%

2000-2001 Principal - Boone Middle School, School Grade C, high standards reading: 38%; high standards math: 56%; high standards writing: 97%

2001-2002 Principal Boone Middle School, School Grade C, high standards reading: 37%; high standards math: 43; high standards writing: 89%; learning gains reading: 55%, learning gains math: 69%

2002-2003 Principal Boone Middle School, School Grade C, high standards reading: 37%; high standards math: 37%; high standards writing: 89%; learning gains reading: 64%; learning gains math: 65%

2003-2004 Principal Boone Middle School, School Grade C, high standards reading: 31%; high standards math: 38%; high standards writing: 84%; learning gains reading: 56%; learning gains math: 67%; AYP-No

2004-2005 Principal Boone Middle School, School Grade C, high standards reading: 30%, high standards math: 37%; high standards writing: 72%; learning gains reading 57%; learning gains math: 65%; AYP-No

2005-2006 Principal Boone Middle School, School Grade C, high standards reading: 39%; high standards math: 32%; high standards writing: 88%; learning gains reading: 70%; learning gains math: 59%; AYP-No

2006-2007 Principal Boone Middle School, School Grade C, high standards reading: 41%; high standards math: 37%; high standards writing: 90%; learning gains reading: 59%; learning gains math: 63%; AYP-No

April 2013 Acting Principal Bartow Middle School, School Grade F, high standards reading: 41%; high standards math: 37%; high



standards writing: 32%; high standards science: 28%; learning gains reading: 58%; learning gains math: 59%; AMOs met: No

<b>Byron Williams</b>		
Principal	Years as Administrator: 5	Years at Current School: 1

<b>Credentials</b>	<p>B.A. in Education                  M.E. in Educational Leadership                  Certifications; Exceptional Student Education K-12                  Educational Leadership K-12</p>
<b>Performance Record</b>	<p>Assistant Principal Polk County Schools 2008-2013 Sleepy Hill Middle</p> <p>*'08-'09-School Grade C                  High standards: Reading 53%, Math 53%, Writing 89%, Science 25%                  Learning Gains: Reading 62%, Math 62</p> <p>**09-'10- School Grade C                  High standards:Reading 53%, Math 53%, Writing 89%, Science 27%                  Learning Gains: Reading 61%, Math 66</p> <p>****'10-'11-School Grade C                  High Standards: Reading 52%, Math 46%, Writing 75%, Science 24%                  Learning Gains: Reading 59%, Math 59%</p> <p>****'11-'12-School Grade D                  High Standards: Reading 38%, Math 30%, Writing 77%, Science 25%                  Learning Gains: Reading 56%, Math 51%</p> <p>****'12-'13- School Grade D                  High Standards: Reading 45%, Math 33%, Writing 44%, Science 23%                  Learning Gains: Reading 65%, Math 52%</p>

**Katie Jane Shytle**

Asst Principal

Years as Administrator:

Years at Current School:

**Credentials**

Areas of Certification DOE #585288  
 English 6-12, Music K-12, Educational Leadership All Levels, Reading Endorsed, and Middle Grades Endorsed Education  
 Graduate School, Nova University, Ed.D. Organizational Leadership in Human Resource and Development, ABD, Fort Lauderdale, FL (TBA)  
 M.S. in Educational Leadership, NOVA, Fort Lauderdale, Florida (1996)  
 B.S. Degree Certification in Music and English, University South Florida, Tampa, Florida (1987)  
 B.S. in Music Education, Bob Jones University, Greenville, South Carolina (1985)  
 Graduate Winter Haven High School, Winter Haven, Florida (1981)

**Performance Record**

2012-2013 Discovery Academy in Lake Alfred, Reading coach; School grade B, AYP No, 56% proficiency level, 67% reading learning gains  
 2011-2012 Discovery Academy in Lake Alfred, Reading coach; School grade A, AYP No, 57% proficiency level, 68% reading learning gains  
 2010-2011 Discovery Academy in Lake Alfred, Reading coach; School grade B, AYP No, 68% proficiency level, 66% reading learning gains.  
 2009-2010 Discovery Academy in Lake Alfred, Reading Coach; School grade B, AYP No, 65% proficiency level, 64% reading learning gains.  
 2007-2009 Person Publishing company as a Curriculum consultant specialist  
 2003-2007 Language Arts Senior Coordinator for Polk County Schools  
 2002-2003 Lake Wales High School, APC; School grade C, AYP No; 30% proficiency level for reading, 55% reading learning gains; 51% proficiency level for math, 70% math learning gains.  
 2001-2002 Lake Wales High School, APC; School grade C, AYP No; 29% proficiency level for reading, 51% reading learning gains; 47% proficiency level for math, 69% math learning gains.  
 2000-2001 Haines City High School, APC; School grade D, AYP No;  
 1999-2000 Haines City High School, APC; School grade D, AYP No;

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Jana Ingram**

Full-time / School-based

Years as Coach: 2

Years at Current School: 1

**Areas**

Mathematics

**Credentials**

Education [ Florida Southern College; Polk Community College ]  
 B.A., Psychology Aug. 2004; A.A., May, 1987  
 Certification: DOE Certificate Number: 966183  
 Middle Grades Integrated Curriculum, Exceptional Student  
 Education, ESOL Endorsement

**Performance Record**

2003 - 2004 Boone Middle school as an ESE 8th grade Resource teacher for LA and Social Studies, No AYP, School grade C, 38% math proficiency gains , 67% Math learning gains.  
 2004 - 2005 Boone Middle school as an ESE Inclusion teacher, Critical Thinking teacher; No AYP, School grade C, 37% math proficiency gains , 65% Math learning gains.  
 2005 - 2006 Boone Middle school as a ESE Inclusion teacher, Critical thinking teacher; No AYP, School grade C , 32% math proficiency gains , 59% Math learning gains.  
 2006 - 2007 Boone Middle school as a Math teacher for 6th, 7th and 8th grade; Also ran the I Can Learn Computer Lab, No AYP, School grade C, 37% math proficiency gains , 63% Math learning gains.  
 2007 - 2008 Boone Middle school as a Math Math teacher 6th, 7th and 8th grade; Also ran the I Can Learn Computer Lab, No AYP, School grade C, 40% math proficiency gains , 62% Math learning gains  
 2008 - 2009 Boone Middle school as a Math teacher for 7th and 8th grade, Also ran the I Can Learn Computer Lab; No AYP, School grade C, 39% math proficiency gains , 61% Math learning gains.  
 2009 - 2010 Boone Middle school as a Math teacher for 7th and 8th grade, math department chair; No AYP, School grade C, 37% math proficiency gains , 61% Math learning gains  
 2010 - 2011 Boone Middle school as a Math teacher for 7th grade; math department chair; No AYP, School grade D, 35% math proficiency gains , 57% Math learning gains  
 2011 - 2012 Boone Middle school as a Math teacher for 7th grade math; math department chair; No AYP, School grade , 26% math proficiency gains , 51% Math learning gains.  
 2012 - 2013 Boone Middle school as a Math Instructional Coach, No AYP, School grade F, 35% math proficiency gains , 67% Math learning gains  
 2013 - 2014 Currently with Bartow Middle School as a Math Instructional Coach.

**Maria Osborne**

Full-time / School-based

Years as Coach: 1

Years at Current School: 4

**Areas**

Reading/Literacy

**Credentials**

Areas of Certification DOE #890604

Elementary Education 1-6; English For Speakers of Other Languages (ESOL) Endorsement; Reading K-12

Education

Doctor of Philosophy in General Psychology with an Emphasis in Cognition and Instruction, Grand Canyon University, Phoenix, AZ (TBA)

Master's in Reading K-12, University of South Florida, Lakeland, FL (2009)

B.S., Elementary Education 1-6, University of South Florida, Lakeland, FL (2002)

A.A. Degree, Polk Community College, Lakeland, FL (2000)

High School Diploma, Lake Gibson High School, Lakeland, FL (1994)

Professional Development Training

Kagan's Cooperative Learning

Kagan's Multiple Intelligences

Quality School's Training and Choice Theory

Clinical Supervision

Thinking Maps

Learning Focused Strategies Days 1, 2, 3, and 4

**Performance Record**

2012-2013 - Bartow Middle School, Reading Teacher; School Grade F, AYP No: 41% reading proficiency level; 58% learning gains reading

2011-2012 - Bartow Middle School, Reading Teacher; School Grade D, AYP No: 41% reading proficiency level; 60% learning gains reading

2010-2011 - Bartow Middle School, Reading Teacher; School Grade C, AYP No: 57% reading proficiency level; 55% learning gains reading

2009-2010 - Blake Academy, Reading Teacher; School Grade B, AYP No: 64% reading proficiency level; 62% learning gains reading

2008-2009 - Blake Academy, Reading Teacher; School Grade A, AYP No: 64% reading proficiency level; 69% learning gains reading

2007-2008 - Blake Academy, Reading Teacher; School Grade B, AYP No: 62% reading proficiency level; 66% learning gains reading

2006-2007 - Blake Academy, Reading Teacher; School Grade C, AYP No: 61% reading proficiency level; 61% learning gains reading

2005-2006 - Blake Academy, Reading Teacher; School Grade A, AYP Provisional: 63% reading proficiency level; 65% learning gains reading

2004-2005 - Blake Academy, Reading Teacher; School Grade B,

AYP Provisional: 62% reading proficiency level; 63% learning gains reading  
 2003-2004 - Blake Academy, Reading Teacher; School Grade C, AYP No: 58% reading proficiency level; 60% learning gains reading  
 2002-2003 - Loughman Oaks Elementary - Teacher; School Grade C, AYP No: 56% reading proficiency level; 60% learning gains reading

Part-time / District-based	Years as Coach:	Years at Current School:
<b>Areas</b>	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	53
<b># receiving effective rating or higher</b>	48, 91%
<b># Highly Qualified Teachers</b>	91%
<b># certified in-field</b>	48, 91%
<b># ESOL endorsed</b>	15, 28%
<b># reading endorsed</b>	8, 15%
<b># with advanced degrees</b>	14, 26%
<b># National Board Certified</b>	1, 2%
<b># first-year teachers</b>	4, 8%
<b># with 1-5 years of experience</b>	15, 28%
<b># with 6-14 years of experience</b>	18, 34%
<b># with 15 or more years of experience</b>	16, 30%

**Education Paraprofessionals**

**# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

12

**# receiving effective rating or higher**

12, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The School Principal 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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 Facilitator, 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.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

**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 students education is, and 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 parents to students 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.

**Rtl 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 facilitator: 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.

The main focus of the Leadership team is to identify the concrete, descriptive, behavioral, and measurable terms school wide. The RtI 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Team will use the School Improvement Plan (SIP) as the guide for problem solving. The data provided will help set clear expectations when putting a coaching cycle in place to promote rigor, relevance and build relationships with students. There will be regularly scheduled PLC's for new teacher support; cooperative planning across the content area; content area PLC's lead by their school based coaches; content coaches to use the coaching cycle to work with teachers one on one, based on the data collected during observations, FAIR, Discovery and FCAT data.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data Sources include:

Tier 1 – Discovery, FAIR, FCAT, attendance, suspensions, discipline referrals, and progress monitoring results.

Tier 2 – Critical Thinking classes, Extended reading passages, oral reading fluency, math vocabulary and fluency, and progress monitoring specific to various curriculums.

Tier 3 - Individual progress monitoring which is specific to the student and the problem.

Data Management Systems include: IDEAS, Discovery, FAIR, Genesis, Discipline Data Base, and Moodle.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The plan is to provide continual training using data, data chats, coaching, guided practice and feedback. To support the plan, there are various professional development PLC's to support teachers; there will be math and reading coaches to conduct Coaching Cycles with teachers, Lesson Study; observations and classroom walkthroughs.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).



**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 10,800

Credit recovery for core academics is offered during the summer to assist struggling students through the e2020 online program. Students work at their own pace with support from a certified teacher.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Student progress in core academics is monitored daily by tracking each student's progress and passing scores on online tests. Students must achieve 70% or higher on each test before proceeding to the next section.

**Who is responsible for monitoring implementation of this strategy?**

Title I Facilitator, Principal, Assistant Principals and summer staff (certified teacher and paraprofessional)

**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 Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Title I Facilitator, Science teachers, Principal, Assistant Principals

**Strategy:** Weekend Program

**Minutes added to school year:** 1,080

Writing workshop provided for all students assigned to Saturday Work Detail. Students assigned to the work detail will receive writing instruction by a certified teacher.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Deans, Title I Facilitator, Language Arts teachers, Principal, Assistant Principals.

**Strategy:** Weekend Program

**Minutes added to school year:** 720

Writing Workshop provided for 8th graders for the four Saturdays before FCAT Writing. 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.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Title I Facilitator, Language Arts teachers, Principal, Assistant Principals.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Maira Osborne	Reading Coach
Pamela Henderson	Principal

Name	Title
Fred McGriff	Reading Teacher - 8th grade
Bettie Lattimore	ESE Teacher
Jan Grimes	Title I Facilitator
Maria Osborne	Reading Teacher - 8th grade
Colleen Kuhlmann	Language Arts - 6th grade
Joanne Reid	Reading Teacher - 7th grade
Katie Jane Shytle	Assistant Principal

### **How the school-based LLT functions**

The LLT will meet monthly and will provide PD for teachers in all discipline areas. As a team, the LLT will analyze the data to develop an action plan to increase the learning gains on the FCAT. Each LLT member will have a role in the various initiatives in order to build capacity among the staff, students and parents.

### **Major initiatives of the LLT**

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.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Teachers will use state and district data to provide grade level text in their content area. This will incorporate extended and close reading activities along with scaffolding for Tier 1, 2 and 3 students. Critical Thinking classes for each student will provide close reading activities and deeper understanding of skills needed for comprehension.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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 and the Leadership Academy which meets at Summerlin Academy.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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). 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 sent 250 students to the WE3 Expo for career exploration.

**Strategies for improving student readiness for the public postsecondary level**

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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	41%	No	57%
American Indian				
Asian				
Black/African American	43%		No	49%
Hispanic	49%		No	54%
White	57%		No	61%
English language learners	28%		No	36%
Students with disabilities	32%		No	39%
Economically disadvantaged	49%		No	54%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		41%	50%
Students scoring at or above Achievement Level 4			

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	90%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	61%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	65%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	81	32%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%		No	53%
American Indian				
Asian				
Black/African American	42%		No	48%
Hispanic	48%		No	53%
White	51%		No	56%
English language learners	39%		No	45%
Students with disabilities	28%		No	36%
Economically disadvantaged	46%		No	51%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		37%	53%
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		90%
Students scoring at or above Level 7	[data excluded for privacy reasons]		62%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	54		
Middle school performance on high school EOC and industry certifications	44		

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	81%	85%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	28%	50%
Students scoring at or above Achievement Level 4	24	11%	15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		15%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		10
Participation in STEM-related experiences provided for students	122	14%	20%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	450	53%	55%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	60	13%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

**Area 8: Early Warning Systems**



**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	11%	8%
Students who fail a mathematics course	18	2%	1%
Students who fail an English Language Arts course	9	1%	1%
Students who fail two or more courses in any subject	34	4%	3%
Students who receive two or more behavior referrals	139	16%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	253	29%	25%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Participation by parents at building capacity activities and/or school events will increase. The goals and strategies for Parental Involvement can be found in our School's Parent Involvement Plan which can be found on the school website: <http://schools.polk-fl.net/BMS/>

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Students' families will participate in a school event during the 2013-14 school year.	257	30%	35%

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase student engagement(including differentiated Instruction).

#### G1.B3 Teacher's lack of knowledge

##### G1.B3.S1 Increase teacher knowledge of student engagement and differentiated instruction

#### PD Opportunity 1

Provide professional development, making use of one collaborative structure at a time, through common planning in small pieces

#### Facilitator

Leadership team and district coaches

#### Participants

Instructional teachers

#### Target Dates or Schedule

Starting Nov. 14 & 15, 2013 and then ongoing

#### Evidence of Completion

Agendas, minutes, sign-in sheets, PowerPoints, materials

**G1.B3.S2** Provide differentiated coaching cycle based on teacher needs as identified through classroom walk throughs

**PD Opportunity 1**

Differentiated Coaching cycle based on teacher needs

**Facilitator**

Leadership team, district staff;

**Participants**

Instructional staff

**Target Dates or Schedule**

Beginning on Nov. 14 & 15, 2013 and then ongoing

**Evidence of Completion**

data-driven standards-based lesson plans, observations, administrative walk-throughs and feedback

**G2.** All teachers will implement standards-based instruction in all content areas(including instructional delivery).

**G2.B1** Teacher lack of understanding of the depth of the standards .

**G2.B1.S1** Professional development on standards using test item specs, CPALMS, learning schedules, Webb's DOK, and lesson plan template. For math, reading/LA and science, we will have monthly 1/2 day PD on collaborative planning using the benchmark to begin the planning, then plan with the end in mind (pre-/post-test), finally planning for misconceptions.

**PD Opportunity 1**

Provide professional development on test item specifications based on tested SSS standards, and lesson planning

**Facilitator**

Charlene Brinson, Math and Reading coach, Administration

**Participants**

Instructional staff

**Target Dates or Schedule**

October 10 and 11, 2013

**Evidence of Completion**

Agenda; sign-in sheets; minutes

## **PD Opportunity 2**

Follow-up in half-day planning session by content area

### **Facilitator**

Math and reading

### **Participants**

Instructional staff

### **Target Dates or Schedule**

By November 1, 2013, then monthly thereafter

### **Evidence of Completion**

Lesson plans, classroom walk-throughs, sign-in sheets (PDs, planning sessions); admin.>coach meetings; coach>teacher meetings; coach's log

**G2.B1.S2** New teachers will meet bi-weekly to discuss standards-based instruction and best practices.

## **PD Opportunity 1**

Professional development for teachers new to the school to increase their knowledge in the areas of standards-based instruction and best practices.

### **Facilitator**

Title I Facilitator and Leadership Team

### **Participants**

Teachers new to the school

### **Target Dates or Schedule**

August 2013-June 2014

### **Evidence of Completion**

Lesson plans, professional development agendas sign-in sheets, observations

**G3.**

**G3.B5**

**G3.B5.S1**

**PD Opportunity 1**

**Facilitator**

**Participants**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.B6**

**G3.B6.S1**

**PD Opportunity 1**

**Facilitator**

**Participants**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.B7**

**G3.B7.S1**

**PD Opportunity 1**

**Facilitator**

**Participants**

**Target Dates or Schedule**

**Evidence of Completion**



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement(including differentiated Instruction).	\$72,800
G2.	All teachers will implement standards-based instruction in all content areas(including instructional delivery).	\$104,026
Total		\$176,826

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Technology	Total
N/A	\$0	\$0	\$0	\$0
District	\$0	\$0	\$0	\$0
Title I	\$0	\$172,826	\$4,000	\$176,826
Total	\$0	\$172,826	\$4,000	\$176,826

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase student engagement(including differentiated Instruction).

##### G1.B3 Teacher's lack of knowledge

##### G1.B3.S1 Increase teacher knowledge of student engagement and differentiated instruction

#### Action Step 1

Provide professional development, making use of one collaborative structure at a time, through common planning in small pieces

#### Resource Type

Technology

#### Resource

District, state and school-based coaches, district staff, instructional staff, administration, laptops for teachers

#### Funding Source

Title I

#### Amount Needed

\$4,000

**G1.B3.S2** Provide differentiated coaching cycle based on teacher needs as identified through classroom walk throughs

**Action Step 1**

Differentiated Coaching cycle based on teacher needs

**Resource Type**

Personnel

**Resource**

State, district and school-based coaches

**Funding Source**

District

**Amount Needed**

\$0

**G1.B6** Lack of parental involvement

**G1.B6.S1** Increase student engagement through parent involvement by increasing parents' opportunities to attend parent meetings, parent workshops and increased opportunities to volunteer.

**Action Step 1**

Provide opportunities for parents to volunteer, attend meetings, and attend workshops.

**Resource Type**

Personnel

**Resource**

Title I Facilitator, Title I funding for parent involvement

**Funding Source**

Title I

**Amount Needed**

\$68,800

**G2.** All teachers will implement standards-based instruction in all content areas(including instructional delivery).

**G2.B1** Teacher lack of understanding of the depth of the standards .

**G2.B1.S1** Professional development on standards using test item specs, CPALMS, learning schedules, Webb's DOK, and lesson plan template. For math, reading/LA and science, we will have monthly 1/2 day PD on collaborative planning using the benchmark to begin the planning, then plan with the end in mind (pre-/post-test), finally planning for misconceptions.

**Action Step 2**

Follow-up in half-day planning session by content area

**Resource Type**

Personnel

**Resource**

Subs for collaborative planning days

**Funding Source**

Title I

**Amount Needed**

\$22,000

**G2.B1.S2** New teachers will meet bi-weekly to discuss standards-based instruction and best practices.

**Action Step 1**

Professional developmenet for teachers new to the school to increase their knowledge in the areas of standards-based instruction and best practices.

**Resource Type**

Personnel

**Resource**

School-based coaches, instructional staff

**Funding Source**

District

**Amount Needed**

\$0

**G2.B14** Non-performing students are not completing work or participating in classes

**G2.B14.S1** Struggling students will receive tutoring to complete class and homework.

**Action Step 1**

Provide individual and small group assistance for students who are non-performers during school with teacher/tutor and after school/Saturdays with instructional staff.

**Resource Type**

Personnel

**Resource**

Title I Instructional Teacher/Tutor (during school) and instructional staff (after school, Saturdays, summer school)

**Funding Source**

Title I

**Amount Needed**

\$82,026

**G3.**

**G3.B5**

**G3.B5.S1**

**Action Step 1**

**Resource Type**

Evidence-Based Program

**Resource**

District and school-based coaches

**Funding Source**

N/A

**Amount Needed**

\$0

**G3.B6**

**G3.B6.S1**

**Action Step 1**

**Resource Type**

Evidence-Based Program

**Resource**

Critical thinking classes; district and school coaches

**Funding Source**

N/A

**Amount Needed**

\$0

**G3.B7**

**G3.B7.S1**

**Action Step 1**

**Resource Type**

Evidence-Based Program

**Resource**

District and school-wide coaches

**Funding Source**

N/A

**Amount Needed**

\$0