

Polk County Public Schools

Bartow Middle School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bartow Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 Team - One Goal

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
6. Community events

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.
7. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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		

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
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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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/>

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

1. School Leadership Team

a. Membership

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

Name	Title
	Principal
Shytle, Katie	Assistant Principal
Mitchell, Lisa	School Counselor
Johnson, Dwayne	Assistant Principal
Peavey, Earnest	Other
Tew, Kristie	Other
Hudecek, Jackie	Instructional Coach
Cleveland, Rhea	Teacher, ESE
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. Shytte	Teacher
Dwayne Johnson	Education Support Employee
Barbara Muren	Education Support Employee
Lisa Brinson	Business/Community
Ernie Cooper	Business/Community
Yamaris Scott	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

Bartow Middle School did not receive school improvement funds last year.

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
Hudecek, Jackie	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 develop and enhance their abilities as a classroom teacher. New teachers are encouraged to participate in meetings 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, 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 encouraged to participate in meetings 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 STAR Reading and Math 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 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 ITV, business, Fine Arts, 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. 8th grade can earn high school credit in TV productions.

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) Some students (level 1) have 2 classes of math to include intensive math.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 in 6th grade math scored poorly on 16-17 Math FSA. Students in one class had 4 different teachers throughout the year. The other 6th grade teacher was a new teacher. Our acceleration points were down significantly due to our Algebra 1 and Geometry students not performing to the expected level on their EOC.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Classes will be demanding and academically engaging to all students by emphasizing application of knowledge.
- G2.** If we nurture teacher , student and parental engagement, student academic proficiency will improve as measured by FSA student achievement and teacher retention data.
- G3.** By being committed to the school and the teaching profession, the staff will receive strong professional development and work together to increase student achievement.

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. Classes will be demanding and academically engaging to all students by emphasizing application of knowledge. 1a

G098610

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of technology use in the classroom
- Not meeting the academic needs of our accelerated student population

Resources Available to Help Reduce or Eliminate the Barriers 2

- SIG4 Title 1 UniSIG

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. If we nurture teacher , student and parental engagement, student academic proficiency will improve as measured by FSA student achievement and teacher retention data. 1a

G098611

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	50.0

Targeted Barriers to Achieving the Goal 3

- Fragmented school culture
- lack of family and community engagement opportunities to support student learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- SIG4 Grant- 2 year teacher aggregated student improvement performance data will result in teacher performance pay
- SIG4 Grant- Ongoing PD through Professional development and Job embedment
- SIG4 Grant-Provided off cycle PD and Collaborative planning opportunities
- Title 1
- UniSIG

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough, PLC, Data Chats, Formative Assessments, and District and School-based Progress Monitoring

Person Responsible

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Increase in student achievement

Plan to Monitor Progress Toward G2. 8

Number of staff vacancies in RHS

Person Responsible

Katie Shytle

Schedule

Semiannually, from 10/1/2017 to 7/31/2018

Evidence of Completion

RHS system reports

G3. By being committed to the school and the teaching profession, the staff will receive strong professional development and work together to increase student achievement. 1a

G098612

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0

Targeted Barriers to Achieving the Goal 3

- Limited collaborative planning opportunities/activities

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Title I 2. Academic Coaches/ Interventionist 3. District Coaches 4. Administrative support 5. Department Heads 6. SIG4 7. UniSIG

Plan to Monitor Progress Toward G3. 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. Classes will be demanding and academically engaging to all students by emphasizing application of knowledge. 1

 G098610

G1.B1 Lack of technology use in the classroom 2

 B265387

G1.B1.S1 Infuse technology into the classroom to enhance instruction, increase student and teacher engagement by incorporating enrichment, acceleration, and remediation activities. 4

 S281294

Strategy Rationale

By infusing technology to enhance instruction, student and teacher engagement will increase. Technology is woven into every aspect of our lives, and education is no exception.

Action Step 1 5

Bartow Middle School, with help from district technology staff, will purchase technology to support the students with remediation, credit recovery, and acceleration opportunities.

Person Responsible

Schedule

On 2/28/2018

Evidence of Completion

purchase orders documenting technology purchases

Action Step 2 5

Bartow Middle School, with help from district technology and Tittle 1 District office, will inventory, track and organize all technology purchased with SIG4 money. The plan is for the student laptops to be contained in laptop carts.

Person Responsible

Schedule

Evidence of Completion

purchase orders documenting technology purchases

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

Requisitions documenting technology purchases

Person Responsible

Schedule

On 2/28/2018

Evidence of Completion

purchase orders documenting technology purchases

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

Laptops and technology purchased will be inventoried and tracked using SCCM or similar methods that will be cost effective alternatives. The laptops will be available via a checkout process by the Network Manager at Bartow Middle School. These carts will be checked out by teachers and kept organized using Sharepoint Bartow Labs and Carts Calendar. The carts will be checked out through the network manager. The network manager will keep record of the carts use sharepoint.

Person Responsible

Barbara Murren

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

checkout records

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

5 Essentials survey data on ambitious instruction


Person Responsible

Schedule

Annually, from 8/3/2017 to 7/31/2018

Evidence of Completion

teacher and student parent survey data supports that ambitious instruction is being implemented

G1.B2 Not meeting the academic needs of our accelerated student population **2** B265388**G1.B2.S1** Implementation of Pre-Academies to expand, accelerate, and align curriculum. **4** S281295**Strategy Rationale**

By implementing Pre-Academies, we will expand our current educational opportunities, we will accelerate our middle school students, and we will have better articulation K-12. Best practices indicate that when leaders open up lines of communication with feeder schools, school leaders and teachers do a better job working together to improve transitions and raise student achievement.

Action Step 1 **5**

Bartow Middle School, with help from the Assistant Superintendent of Multiple Pathways, will implement and expand their Pre-Academies and increase curriculum options at Bartow Middle School.

Person Responsible

Dwayne Johnson

Schedule

On 7/31/2018

Evidence of Completion

course offering enrollment data

Action Step 2 **5**

The principal of Bartow Middle School will hire an additional Pre-Academy teacher increasing the number of Pre-Academy offerings.

Person Responsible

Dwayne Johnson

Schedule

On 7/31/2018

Evidence of Completion

course offering enrollment data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Alignment of Bartow Middle School with the local high schools to provide acceleration and expanded options for graduation success

Person Responsible

Dwayne Johnson

Schedule

On 7/31/2018

Evidence of Completion

course offering enrollment data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Compile and analyze data on stakeholder satisfaction with curriculum options

Person Responsible

Schedule

On 7/31/2018

Evidence of Completion

5Essentials survey data

G1.B2.S2 Hire and additional guidance counselor to help meet the scheduling and socio-emotional needs of the students. 4

 S281296

Strategy Rationale

By hiring an additional guidance counselor, he/she would focus on facilitating transition from elementary into middle and from middle in high school for the lowest achieving and highest achieving group of students.

Action Step 1 5

The principal of Bartow Middle School will employ an additional guidance counselor to assist with student learning needs. By focusing on student needs, Bartow Middle School will focus on remediation, enrichment, and acceleration,

Person Responsible

Dwayne Johnson

Schedule

On 7/31/2018

Evidence of Completion

employee hired

Action Step 2 5

The principal will ensure that the additional guidance counselor is focusing on student needs, especially remediation, enrichment, and acceleration.

Person Responsible

Dwayne Johnson

Schedule

Weekly, from 8/3/2017 to 7/31/2018

Evidence of Completion

counselor work schedule and student caseload

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The principal will provide a schedule for the counselor that allows focus on transition, remediation, and acceleration options for all Bartow Middle School students to achieve success.

Person Responsible

Dwayne Johnson

Schedule

Weekly, from 8/3/2017 to 7/31/2018

Evidence of Completion

counselor work schedule and student case load

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

5Essentials survey data will be analyzed to confirm counselor support of student needs

Person Responsible

Schedule

Annually, from 8/3/2017 to 7/31/2018


Evidence of Completion

Survey incoming 6th graders about the learning process and goal setting

G2. If we nurture teacher , student and parental engagement, student academic proficiency will improve as measured by FSA student achievement and teacher retention data. 1

 G098611

G2.B1 Fragmented school culture 2

 B265389

G2.B1.S1 Implement the 55 Essentials by Ron Clark. 4

 S281297

Strategy Rationale

By implementing the 55 Essentials, our staff and students will have the belief that they are leaders and will exemplify the positive traits to sustain life long learning and self-improvement.

Action Step 1 5

Continuous training and implementation of the 55 Essentials

Person Responsible

Chandra Johnson

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

classroom walk-throughs

Action Step 2 5

Use of instructional coaches to support core academic areas through the coaching cycle, collaborative planning, and driving authentic PLCs.

Person Responsible

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

PLC's and Student Achievement

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

Training will be held and teachers will implement new learning with fidelity

Person Responsible

Nicole Jiskoot

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

The students will begin using the skills needed for academic success in any setting. These skills include, critical thinking, goal setting, listening and speaking, self-directed learning, presentation making, ability to work in groups. This will be reflected on student progress reports, classroom observations and school improvement.

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

If the 55 Essentials is implemented with fidelity, implementation will show a school-wide mindset growth. If this happens, the administrators will see an increase in the following skills: critical thinking, goal setting, and self-directed learning.

Person Responsible

Chandra Johnson

Schedule

Quarterly, from 8/3/2017 to 7/31/2018

Evidence of Completion

The students will begin using the skills needed for academic success in any setting. These skills include, critical thinking, goal setting, listening and speaking, self-directed learning, presentation making, ability to work in groups. This will be reflected on student progress reports, classroom observations and school improvement.

G2.B1.S2 Celebrate high quality teaching through a reward bonus for student academic achievement.

4

 S281298

Strategy Rationale

By rewarding effective and highly effective teachers, Bartow Middle School will build a positive school environment. By including school staff in the planning process the first year, will help solidify a plan for school improvement.

Action Step 1 5

Negotiate with the school board and teachers' union

Person Responsible

Schedule

Biweekly, from 8/15/2017 to 7/31/2018

Evidence of Completion

Approved MOU (Memorandum of Understanding) is completed and submitted.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Regular consultation and follow up will be scheduled to ensure negotiations occur.

Person Responsible

Schedule

Semiannually, from 8/1/2017 to 1/31/2018

Evidence of Completion

MOU's completed

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Regular consultation and follow up will be scheduled to ensure negotiations occur.

Person Responsible

Schedule

On 7/31/2018

Evidence of Completion

MOU's completed

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

District leadership will build on MOU's already negotiated with collective bargaining units as part of the TOP process.

Person Responsible

Schedule

On 7/31/2018

Evidence of Completion

Feedback from school leadership confirming operational flexibility has been achieved.

G2.B1.S3 Implement Ron Clark's books and training throughout the year to create a unified culture. 4

S281299

Strategy Rationale

By using Ron Clark's books, "Move Your Bus" and "The Essential 55"- along with Ron Clark Academy training, Bartow Middle School staff and students plan to continue school-wide rules for success. "No lesson," says Ron Clark, "will place pride in the hearts and minds of students. You can, however, teach skills. Skills will lead to confidence, and confidence will lead to pride and self-esteem." Clark believes his Essential 55 rules will build kids' self-esteem by giving them skills they can use throughout their lives.

Action Step 1 5

Bartow Middle School will continue their school-wide Curriculum for Success with the Ron Clark Academy as a model. Bartow Middle School will implement Ron Clark's Essential 55 throughout the school with all students, staff, and support personnel.

Person Responsible

Chandra Johnson

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

classroom walk-throughs and teacher evaluations

Action Step 2 5

Bartow Middle School will travel to the Ron Clark Academy in Atlanta, Georgia at the conclusion of the 2017-2018 school year. A select group of teachers and administrators will travel to the Ron Clark Educator Training to observe master educators teach classes, attend professional development workshops, experience school culture, rigor, and student engagement that can be applied to every subject and grade level.

Person Responsible

Dwayne Johnson

Schedule

On 6/1/2018

Evidence of Completion

travel to academy

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom visits will be conducted and follow up trainings to show implementation of new learning

Person Responsible

Dwayne Johnson

Schedule

On 7/31/2018

Evidence of Completion

Classroom walk-throughs and teacher evaluations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Implementation of the strategies taught by the Ron Clark Acadwmy will show a whole school-wide mind set growth. If this happens, the administrators will see an increase in the following skills: teacher and student engagement, acceleration, and critical thinking.

Person Responsible

Dwayne Johnson

Schedule

Weekly, from 6/1/2018 to 5/31/2019

Evidence of Completion

The students and teachers will begin using the skills needed for academic success. This will be reflected on report cards, classroom observations and school improvement.

G2.B1.S4 Provide recruitment/retention bonus to encourage effective teachers to come to or remain at the school **4**

 S281300

Strategy Rationale

By maintaining a high quality and stable instructional staff teacher engagement and student proficiency will improve

Action Step 1 **5**

Recognize instructional staff and paraprofessionals who come to or remain at the school

Person Responsible

Katie Shytle

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

Plan to Monitor Fidelity of Implementation of G2.B1.S4 **6**

Review of Funds management report

Person Responsible

Katie Shytle

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditures posted in SAP system

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Retention rate will be tracked

Person Responsible

Katie Shytte

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

G2.B2 lack of family and community engagement opportunities to support student learning **2** B265390**G2.B2.S1** Provide family and community engagement opportunities to learn about expanded curriculum options for acceleration and academies. **4** S281301**Strategy Rationale**

By engaging our families and community members, Bartow Middle School will build the capacity of its stakeholders to support high quality learning opportunities for students. Students with involved parents and other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Action Step 1 **5**

The principal will hire a Parent Involvement paraprofessional for Bartow Middle School. The family involvement para will serve as a resource for families for students in Bartow Middle School to present workshops and to obtain educational materials to assist in continuing the educational process at home for middle school students.

Person Responsible

Chandra Johnson

Schedule

Monthly, from 8/3/2017 to 7/31/2018

Evidence of Completion

hiring process and sign-in sheets

Action Step 2 **5**

With help from other staff members, the parent involvement paraprofessional will present and document parent nights with topics covered and sign-in sheets.

Person Responsible

Chandra Johnson

Schedule

Monthly, from 8/3/2017 to 7/31/2018

Evidence of Completion

agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The principal of Bartow Middle School will work with the paraprofessional to develop strong family engagement activities. This position will help with coordinating services for parents, students, school, and community organizations. The family involvement para will serve as a resource for families of students in Bartow Middle School to present workshops and to obtain educational materials to assist in continuing the educational process at home for middle school students.

Person Responsible

Chandra Johnson

Schedule

Monthly, from 8/3/2017 to 7/31/2018

Evidence of Completion

meeting agendas and parent feedback

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Compile and analyze 5Essential Parent Survey data

Person Responsible

Schedule

Annually, from 8/3/2017 to 7/31/2018

Evidence of Completion

5Essentials Survey data

G2.B2.S2 Provide periodic opportunities to involve families and community in the SIG4 implementation initiatives. 4

 S281302

Strategy Rationale

By providing family and community engagement opportunities, we will strengthen teacher and student engagement and success. Students with involved parents of other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Action Step 1 5

Bartow Middle School will provide periodic meetings for CAT to involve parents and community on the SIG4 implementation progress.

Person Responsible

Schedule

Semiannually, from 8/3/2017 to 5/24/2018

Evidence of Completion

agenda and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Parent feedback will be collected from participants at meetings

Person Responsible

Chandra Johnson

Schedule

Semiannually, from 8/3/2017 to 1/31/2018

Evidence of Completion

Feedback will be populated into a document highlighting the positive and negative feedback. Subsequent meetings will be scheduled and topics will revolve around parent feedback.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Parent feedback will be collected from participants at meetings

Person Responsible

Chandra Johnson

Schedule

Semiannually, from 2/1/2018 to 7/31/2018

Evidence of Completion

Feedback will be populated into a document highlighting the positive and negative feedback. Subsequent meetings will be scheduled and topics will revolve around parent feedback.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

5Essentials Parent Survey data

Person Responsible

Schedule

Evidence of Completion

5Essentials Survey results

G3. By being committed to the school and the teaching profession, the staff will receive strong professional development and work together to increase student achievement. 1

G098612

G3.B1 Limited collaborative planning opportunities/activities 2

B265391

G3.B1.S1 Provide collaborative planning/learning time for all teachers to build capacity of teachers. 4

S281303

Strategy Rationale

providing additional time and compensation to teachers will facilitate increased opportunities for collaborative planning, vertical alignment of curriculum, and professional learning. Planning collaboratively allows for teachers to leverage resources, ideas, and learning opportunities.

Action Step 1 5

The principal of Bartow Middle School, with the help from the Professional Development department, will provide ongoing job-embedded professional development on a continuing basis by academic coaches, technology coaches, network manager, PCSB District School Technology Staff. Ongoing job-embedded training will be provided one-on-one and in group settings. The training will be offered before, during, and after school settings; along with PLC time. Throughout the year, all teachers will attend and will learn research-based practices that will increase student engagement and achievement.

Person Responsible

Schedule

Weekly, from 8/3/2017 to 7/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Academic coaches will provide on-going support to teachers. These coaches will build a foundation of trust necessary for effective collaboration.

Person Responsible

Schedule

Weekly, from 8/3/2017 to 7/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations will demonstrate coach modeling and teacher implementation of improved strategies.

Person Responsible

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Teacher-to-teacher discussions, lesson plan reviews, classroom walkthroughs coaching cycle documentation, teacher evaluation ratings

G3.B1.S2 Teachers will participate in school-wide, collaborative planning time. 4

 S281304

Strategy Rationale

By partnering with administration, coaches, teachers, and departments heads, and district personnel, all who will provide instruction and share resources, teacher gain knowledge through the collaborative practice and have access to successful concepts used by other educators.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7



















Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M411327	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A2 A379286	Bartow Middle School, with help from district technology and Tittle 1 District office, will...		No Start Date	purchase orders documenting technology purchases	No End Date one-time
G2.B2.S2.MA1 M411339	5Essentials Parent Survey data		7/31/2018	5Essentials Survey results	No End Date one-time
G3.B1.S2.MA1 M411346	[no content entered]		No Start Date		No End Date one-time
G3.B1.S2.MA1 M411347	[no content entered]		No Start Date		No End Date one-time
G3.B1.S2.A1 A379301	[no content entered]		No Start Date		No End Date one-time
G3.MA1 M411348	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
G2.B1.S2.MA1 M411331	Regular consultation and follow up will be scheduled to ensure negotiations occur.		8/1/2017	MOU's completed	1/31/2018 semiannually
G2.B2.S2.MA1 M411340	Parent feedback will be collected from participants at meetings	Johnson, Chandra	8/3/2017	Feedback will be populated into a document highlighting the positive and negative feedback. Subsequent meetings will be scheduled and topics will revolve around parent feedback.	1/31/2018 semiannually
G1.B1.S1.MA1 M411321	Requisitions documenting technology purchases		No Start Date	purchase orders documenting technology purchases	2/28/2018 one-time
G1.B1.S1.A1 A379285	Bartow Middle School, with help from district technology staff, will purchase technology to support...		No Start Date	purchase orders documenting technology purchases	2/28/2018 one-time
G2.MA1 M411342	Classroom walkthrough, PLC, Data Chats, Formative Assessments, and District and School-based...		8/3/2017	Increase in student achievement	5/24/2018 monthly
G1.B1.S1.MA2 M411322	Laptops and technology purchased will be inventoried and tracked using SCCM or similar methods that...	Murren, Barbara	8/3/2017	checkout records	5/24/2018 daily
G2.B1.S1.MA1 M411329	Training will be held and teachers will implement new learning with fidelity	Jiskoot, Nicole	8/3/2017	The students will begin using the skills needed for academic success in any setting. These skills include, critical thinking, goal setting, listening and speaking, self-directed learning, presentation making, ability to work in groups. This will be reflected on student progress reports, classroom observations and school improvement.	5/24/2018 weekly
G2.B1.S1.A1 A379291	Continuous training and implementation of the 55 Essentials	Johnson, Chandra	8/3/2017	classroom walk-throughs	5/24/2018 weekly
G2.B1.S1.A2 A379292	Use of instructional coaches to support core academic areas through the coaching cycle,...		8/3/2017	PLC's and Student Achievement	5/24/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M411344	Classroom observations will demonstrate coach modeling and teacher implementation of improved...		8/3/2017	Teacher-to-teacher discussions, lesson plan reviews, classroom walkthroughs coaching cycle documentation, teacher evaluation ratings	5/24/2018 monthly
G2.B2.S2.A1  A379299	Bartow Middle School will provide periodic meetings for CAT to involve parents and community on the...		8/3/2017	agenda and sign-in sheets	5/24/2018 semiannually
G2.B1.S3.A1  A379294	Bartow Middle School will continue their school-wide Curriculum for Success with the Ron Clark...	Johnson, Chandra	8/3/2017	classroom walk-throughs and teacher evaluations	5/24/2018 weekly
G2.B1.S3.A2  A379295	Bartow Middle School will travel to the Ron Clark Academy in Atlanta, Georgia at the conclusion of...	Johnson, Dwayne	No Start Date	travel to academy	6/1/2018 one-time
G2.MA2  M411343	Number of staff vacancies in RHS	Shytle, Katie	10/1/2017	RHS system reports	7/31/2018 semiannually
G1.B1.S1.MA1  M411320	5 Essentials survey data on ambitious instruction		8/3/2017	teacher and student parent survey data supports that ambitious instruction is being implemented	7/31/2018 annually
G1.B2.S1.MA1  M411323	Compile and analyze data on stakeholder satisfaction with curriculum options		12/15/2017	5Essentials survey data	7/31/2018 one-time
G1.B2.S1.MA1  M411324	Alignment of Bartow Middle School with the local high schools to provide acceleration and expanded...	Johnson, Dwayne	No Start Date	course offering enrollment data	7/31/2018 one-time
G1.B2.S1.A1  A379287	Bartow Middle School, with help from the Assistant Superintendent of Multiple Pathways, will...	Johnson, Dwayne	8/3/2017	course offering enrollment data	7/31/2018 one-time
G1.B2.S1.A2  A379288	The principal of Bartow Middle School will hire an additional Pre-Academy teacher increasing the...	Johnson, Dwayne	8/3/2017	course offering enrollment data	7/31/2018 one-time
G2.B1.S1.MA1  M411328	If the 55 Essentials is implemented with fidelity, implementation will show a school-wide mindset...	Johnson, Chandra	8/3/2017	The students will begin using the skills needed for academic success in any setting. These skills include, critical thinking, goal setting, listening and speaking, self-directed learning, presentation making, ability to work in groups. This will be reflected on student progress reports, classroom observations and school improvement.	7/31/2018 quarterly
G2.B2.S1.MA1  M411337	Compile and analyze 5Essential Parent Survey data		8/3/2017	5Essentials Survey data	7/31/2018 annually
G2.B2.S1.MA1  M411338	The principal of Bartow Middle School will work with he paraprofessional to develop strong family...	Johnson, Chandra	8/3/2017	meeting agendas and parent feedback	7/31/2018 monthly
G2.B2.S1.A1  A379297	The principal will hire a Parent Involvement paraprofessional for Bartow Middle School. The family...	Johnson, Chandra	8/3/2017	hiring process and sign-in sheets	7/31/2018 monthly
G2.B2.S1.A2  A379298	With help from other staff members, the parent involvement paraprofessional will present and...	Johnson, Chandra	8/3/2017	agendas and sign-in sheets	7/31/2018 monthly
G3.B1.S1.MA1  M411345	Academic coaches will provide on-going support to teachers. These coaches will build a foundation...		8/3/2017	Sign in sheets from trainings, administrative walk through documentation, lesson plans.	7/31/2018 weekly
G3.B1.S1.A1  A379300	The principal of Bartow Middle School, with the help from the Professional Development department,...		8/3/2017	Sign in sheet, lesson plans, administrative walk-through documentation	7/31/2018 weekly
G1.B2.S2.MA1  M411325	5Essentials survey data will be analyzed to confirm counselor support of student needs		8/3/2017	Survey incoming 6th graders about the learning process and goal setting	7/31/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1 M411326	The principal will provide a schedule for the counselor that allows focus on transition,...	Johnson, Dwayne	8/3/2017	counselor work schedule and student case load	7/31/2018 weekly
G1.B2.S2.A1 A379289	The principal of Bartow Middle School will employ an additional guidance counselor to assist with...	Johnson, Dwayne	8/3/2017	employee hired	7/31/2018 one-time
G1.B2.S2.A2 A379290	The principal will ensure that the additional guidance counselor is focusing on student needs,...	Johnson, Dwayne	8/3/2017	counselor work schedule and student caseload	7/31/2018 weekly
G2.B1.S2.MA1 M411330	District leadership will build on MOU's already negotiated with collective bargaining units as part...		No Start Date	Feedback from school leadership confirming operational flexibility has been achieved.	7/31/2018 one-time
G2.B1.S2.MA1 M411332	Regular consultation and follow up will be scheduled to ensure negotiations occur.		2/1/2018	MOU's completed	7/31/2018 one-time
G2.B1.S2.A1 A379293	Negotiate with the school board and teachers' union		8/15/2017	Approved MOU (Memorandum of Understanding) is completed and submitted.	7/31/2018 biweekly
G2.B2.S2.MA2 M411341	Parent feedback will be collected from participants at meetings	Johnson, Chandra	2/1/2018	Feedback will be populated into a document highlighting the positive and negative feedback. Subsequent meetings will be scheduled and topics will revolve around parent feedback.	7/31/2018 semiannually
G2.B1.S3.MA1 M411334	Classroom visits will be conducted and follow up trainings to show implementation of new learning	Johnson, Dwayne	8/3/2017	Classroom walk-throughs and teacher evaluations	7/31/2018 one-time
G2.B1.S4.MA1 M411335	Retention rate will be tracked	Shytle, Katie	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G2.B1.S4.MA1 M411336	Review of Funds management report	Shytle, Katie	10/1/2017	Expenditures posted in SAP system	8/31/2018 monthly
G2.B1.S4.A1 A379296	Recognize instructional staff and paraprofessionals who come to or remain at the school	Shytle, Katie	10/1/2017	Payroll records	8/31/2018 monthly
G2.B1.S3.MA1 M411333	Implementation of the strategies taught by the Ron Clark Acaswmy will show a whole school-wide mind...	Johnson, Dwayne	6/1/2018	The students and teachers will begin using the skills needed for academic success. This will be reflected on report cards, classroom observations and school improvement.	5/31/2019 weekly

V. Professional Development Opportunities

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

G2. If we nurture teacher , student and parental engagement, student academic proficiency will improve as measured by FSA student achievement and teacher retention data.

G2.B1 Fragmented school culture

G2.B1.S1 Implement the 55 Essentials by Ron Clark.

PD Opportunity 1

Continuous training and implementation of the 55 Essentials

Facilitator

Administration/Department Chairs

Participants

All Instructional Staff

Schedule

Weekly, from 8/3/2017 to 5/24/2018

G2.B1.S3 Implement Ron Clark's books and training throughout the year to create a unified culture.

PD Opportunity 1

Bartow Middle School will travel to the Ron Clark Academy in Atlanta, Georgia at the conclusion of the 2017-2018 school year. A select group of teachers and administrators will travel to the Ron Clark Educator Training to observe master educators teach classes, attend professional development workshops, experience school culture, rigor, and student engagement that can be applied to every subject and grade level.

Facilitator

Ron Clark Academy

Participants

teachers and administrators

Schedule

On 6/1/2018

G3. By being committed to the school and the teaching profession, the staff will receive strong professional development and work together to increase student achievement.

G3.B1 Limited collaborative planning opportunities/activities

G3.B1.S1 Provide collaborative planning/learning time for all teachers to build capacity of teachers.

PD Opportunity 1

The principal of Bartow Middle School, with the help from the Professional Development department, will provide ongoing job-embedded professional development on a continuing basis by academic coaches, technology coaches, network manager, PCSB District School Technology Staff. Ongoing job-embedded training will be provided one-on-one and in group settings. The training will be offered before, during, and after school settings; along with PLC time. Throughout the year, all teachers will attend and will learn research-based practices that will increase student engagement and achievement.

Facilitator

District and school-based administration

Participants

All staff

Schedule

Weekly, from 8/3/2017 to 7/31/2018

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	Bartow Middle School, with help from district technology staff, will purchase technology to support the students with remediation, credit recovery, and acceleration opportunities.				\$125,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0931 - Bartow Middle School	Title, I Part A		\$25,000.00
	5100	644-Computer Hardware Non-Capitalized	0931 - Bartow Middle School	UniSIG		\$100,000.00
2	G1.B1.S1.A2	Bartow Middle School, with help from district technology and Tittle 1 District office, will inventory, track and organize all technology purchased with SIG4 money. The plan is for the student laptops to be contained in laptop carts.				\$0.00
3	G1.B2.S1.A1	Bartow Middle School, with help from the Assistant Superintendent of Multiple Pathways, will implement and expand their Pre-Academies and increase curriculum options at Bartow Middle School.				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0931 - Bartow Middle School	UniSIG		\$100,000.00
4	G1.B2.S1.A2	The principal of Bartow Middle School will hire an additional Pre-Academy teacher increasing the number of Pre-Academy offerings.				\$58,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	0931 - Bartow Middle School	UniSIG		\$58,000.00
5	G1.B2.S2.A1	The principal of Bartow Middle School will employ an additional guidance counselor to assist with student learning needs. By focusing on student needs, Bartow Middle School will focus on remediation, enrichment, and acceleration,				\$52,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	130-Other Certified Instructional Personnel	0931 - Bartow Middle School	UniSIG		\$52,000.00
6	G1.B2.S2.A2	The principal will ensure that the additional guidance counselor is focusing on student needs, especially remediation, enrichment, and acceleration.				\$59,691.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	130-Other Certified Instructional Personnel	0931 - Bartow Middle School	UniSIG	1.0	\$46,097.00
			Notes: Supplemental Counselor			

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	6120	210-Retirement	0931 - Bartow Middle School	UniSIG	1.0	\$3,651.00
			<i>Notes: Supplemental Counselor</i>			
	6120	220-Social Security	0931 - Bartow Middle School	UniSIG	1.0	\$3,526.00
			<i>Notes: Supplemental Counselor</i>			
	6120	231-Health and Hospitalization	0931 - Bartow Middle School	UniSIG	1.0	\$6,140.00
			<i>Notes: Supplemental Counselor</i>			
	6120	232-Life Insurance	0931 - Bartow Middle School	UniSIG	1.0	\$19.00
			<i>Notes: Supplemental Counselor</i>			
	6120	240-Workers Compensation	0931 - Bartow Middle School	UniSIG	1.0	\$258.00
			<i>Notes: Supplemental Counselor</i>			
7	G2.B1.S1.A1	Continuous training and implementation of the 55 Essentials				\$18,730.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	510-Supplies	0931 - Bartow Middle School	UniSIG		\$18,730.00
8	G2.B1.S1.A2	Use of instructional coaches to support core academic areas through the coaching cycle, collaborative planning, and driving authentic PLCs.				\$285,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0931 - Bartow Middle School	UniSIG	3.0	\$219,120.00
			<i>Notes: Reading, Math and Science Coaches</i>			
	6400	210-Retirement	0931 - Bartow Middle School	UniSIG	3.0	\$17,354.00
			<i>Notes: Reading, Math and Science Coaches</i>			
	6400	220-Social Security	0931 - Bartow Middle School	UniSIG	3.0	\$16,763.00
			<i>Notes: Reading, Math and Science Coaches</i>			
	6400	231-Health and Hospitalization	0931 - Bartow Middle School	UniSIG	3.0	\$30,700.00
			<i>Notes: Reading, Math and Science Coaches</i>			
	6400	232-Life Insurance	0931 - Bartow Middle School	UniSIG	3.0	\$96.00
			<i>Notes: Reading, Math and Science Coaches</i>			
	6400	240-Workers Compensation	0931 - Bartow Middle School	UniSIG	3.0	\$1,227.00
			<i>Notes: Reading, Math and Science Coaches</i>			

9	G2.B1.S2.A1	Negotiate with the school board and teachers' union				\$0.00
10	G2.B1.S3.A1	Bartow Middle School will continue their school-wide Curriculum for Success with the Ron Clark Academy as a model. Bartow Middle School will implement Ron Clark's Essential 55 throughout the school with all students, staff, and support personnel.				\$0.00
11	G2.B1.S3.A2	Bartow Middle School will travel to the Ron Clark Academy in Atlanta, Georgia at the conclusion of the 2017-2018 school year. A select group of teachers and administrators will travel to the Ron Clark Educator Training to observe master educators teach classes, attend professional development workshops, experience school culture, rigor, and student engagement that can be applied to every subject and grade level.				\$19,220.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0931 - Bartow Middle School	UniSIG		\$19,220.00
			Notes: would like to add additional 10 staff with UniSIG money if possible.			
12	G2.B1.S4.A1	Recognize instructional staff and paraprofessionals who come to or remain at the school				\$76,646.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0931 - Bartow Middle School	UniSIG		\$63,000.00
			Notes: Recruitment and Retention Bonus stipend for instructional staff			
	5100	150-Aides	0931 - Bartow Middle School	UniSIG		\$3,000.00
			Notes: Recruitment and Retention Bonus stipend for instructional paraprofessionals			
	5100	210-Retirement	0931 - Bartow Middle School	UniSIG		\$5,247.00
			Notes: Recruitment and Retention Bonus stipend for instructional staff and paraprofessionals			
	5100	220-Social Security	0931 - Bartow Middle School	UniSIG		\$5,029.00
			Notes: Recruitment and Retention Bonus stipend for instructional staff and paraprofessionals			
	5100	240-Workers Compensation	0931 - Bartow Middle School	UniSIG		\$370.00
			Notes: Recruitment and Retention Bonus stipend for instructional staff and paraprofessionals			
13	G2.B2.S1.A1	The principal will hire a Parent Involvement paraprofessional for Bartow Middle School. The family involvement para will serve as a resource for families for students in Bartow Middle School to present workshops and to obtain educational materials to assist in continuing the educational process at home for middle school students.				\$13,995.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	150-Aides	0931 - Bartow Middle School	UniSIG		\$13,995.00

14	G2.B2.S1.A2	With help from other staff members, the parent involvement paraprofessional will present and document parent nights with topics covered and sign-in sheets.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0931 - Bartow Middle School	UniSIG		\$3,500.00
15	G2.B2.S2.A1	Bartow Middle School will provide periodic meetings for CAT to involve parents and community on the SIG4 implementation progress.				\$0.00
16	G3.B1.S1.A1	The principal of Bartow Middle School, with the help from the Professional Development department, will provide ongoing job-embedded professional development on a continuing basis by academic coaches, technology coaches, network manager, PCSB District School Technology Staff. Ongoing job-embedded training will be provided one-on-one and in group settings. The training will be offered before, during, and after school settings; along with PLC time. Throughout the year, all teachers will attend and will learn research-based practices that will increase student engagement and achievement.				\$11,631.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0931 - Bartow Middle School	UniSIG		\$11,631.00
			Notes: Supplies to support instruction and differentiated instruction based on needs assessment and guidance from professional development			
17	G3.B1.S2.A1					\$0.00
Total:						\$823,673.00