

Polk County Public Schools

# Bartow Middle School



2018-19 Schoolwide Improvement Plan

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# Bartow Middle School

550 CLOWER ST E, Bartow, FL 33830

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	98%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	D*

## School Board Approval

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

## SIP Authority

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>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### 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.

#### Provide the school's vision statement.

\*Vision:

One Team - One Goal

### School Leadership Team

#### Membership

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

Name	Title
Roberts, Christopher	Principal
Shytle, Katie	Assistant Principal
Johnson, Dwayne	Assistant Principal
Peavey, Earnest	Other
Hudecek, Jackie	Instructional Coach
Cleveland, Rhea	Teacher, ESE
Murren, Barbara	Teacher, K-12
Parmer, Michelle	Teacher, K-12
Tyre, Shawn	Teacher, K-12
Johnson, Chandra	Assistant Principal
Diamantas, Nicole	Teacher, K-12
Ehrhart, Eric	School Counselor
Hardy, Dawn	Teacher, K-12
Keeney, Lauren	Teacher, K-12
Linch, Jimmy	Teacher, K-12
McCall, Sean	Teacher, K-12
Walmsley, Kelley	Teacher, K-12
Whitener, Lori	Instructional Coach

#### Duties

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

The members of our leadership team help make key instructional and educational decisions at Bartow Middle School. Each member has a critical voice for their content area that they support. We meet monthly as a leadership team at Bartow Middle School. During the meetings we discuss current and upcoming events at Bartow Middle School. Curriculum and instruction are the primary focus. Leadership then goes back and disseminates the information to the team.

## Early Warning Systems

### Year 2017-18

#### 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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	56	87	64	0	0	0	0	207

#### 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	0	0	0	0	0	0	0	0

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	51	59	67	0	0	0	0	177
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### Date this data was collected

Monday 7/23/2018

### Year 2016-17 - As Reported

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

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

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

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

Year 2016-17 - Updated

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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Math. Yes

**Which data component showed the greatest decline from prior year?**

ESE subgroup

**Which data component had the biggest gap when compared to the state average?**

Math  
 Acceleration

**Which data component showed the most improvement? Is this a trend?**

Civics, Yes  
 Science, Yes  
 Math, Yes

**Describe the actions or changes that led to the improvement in this area.**

Math- specific tutoring and bootcamps, targeted ESE inclusion support, data analysis used to drive instructional decisions, before and after school teacher collaborative planning, Saturday Academy Civics- change in teachers to target specific student needs, data analysis used to drive instructional decisions, before and after school teacher collaborative planning, Saturday Academy Science- specific teachers planning with Science Coach, science bootcamps, targeted ESE inclusion support, data analysis used to drive instructional decisions, before and after school teacher collaborative planning

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	46%	53%	34%	48%	52%
ELA Learning Gains	45%	47%	54%	42%	51%	53%
ELA Lowest 25th Percentile	46%	42%	47%	38%	46%	45%
Math Achievement	34%	49%	58%	32%	47%	55%
Math Learning Gains	47%	51%	57%	36%	49%	55%
Math Lowest 25th Percentile	50%	51%	51%	34%	45%	47%
Science Achievement	39%	47%	52%	27%	44%	50%
Social Studies Achievement	83%	86%	72%	40%	61%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (1)	0 (1)	0 (3)	0 (5)
One or more suspensions	0 (62)	0 (96)	0 (84)	0 (242)
Course failure in ELA or Math	0 (97)	0 (56)	0 (136)	0 (289)
Level 1 on statewide assessment	56 (169)	87 (111)	64 (75)	207 (355)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	33%	41%	-8%	52%	-19%
	2017	28%	45%	-17%	52%	-24%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	32%	42%	-10%	51%	-19%
	2017	37%	45%	-8%	52%	-15%
Same Grade Comparison		-5%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				
08	2018	38%	49%	-11%	58%	-20%
	2017	30%	46%	-16%	55%	-25%
Same Grade Comparison		8%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	30%	40%	-10%	52%	-22%
	2017	18%	39%	-21%	51%	-33%
Same Grade Comparison		12%				
Cohort Comparison						
07	2018	32%	40%	-8%	54%	-22%
	2017	37%	40%	-3%	53%	-16%
Same Grade Comparison		-5%				
Cohort Comparison		14%				
08	2018	18%	34%	-16%	45%	-27%
	2017	22%	36%	-14%	46%	-24%
Same Grade Comparison		-4%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	39%	42%	-3%	50%	-11%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	84%	-1%	71%	12%
2017	58%	62%	-4%	69%	-11%
Compare		25%			



HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	60%	7%	62%	5%
2017	47%	43%	4%	60%	-13%
Compare		20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	41%	54%	56%	39%
2017	58%	34%	24%	53%	5%
Compare		37%			

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	36	43	11	43	46	13				
ELL	16	39	48	20	38	48					
BLK	23	40	46	27	43	45	25	83	50		
HSP	39	50	57	40	50	45	36	90	75		
MUL	50	58		25	50						
WHT	38	44	39	35	46	57	50	78	67		
FRL	31	44	44	31	46	47	30	83	59		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	34	37	8	29	32	5	28			
ELL	14	39	43	15	32	40		43			
BLK	21	33	31	16	26	21	12	50	27		
HSP	31	44	43	29	38	44	33	64	33		
MUL	43	57		21	29						
WHT	36	46	48	32	34	34	40	63	35		
FRL	29	41	37	22	29	32	22	51	24		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Infusion of technology into the classroom

**Rationale** Increase student and teacher engagement by incorporating enrichment, acceleration and remediation activities. By infusing technology to enhance instruction, student and teacher engagement will increase.

**Intended Outcome** Through the infusion of technology, teacher and student engagement will increase. Student skill levels will increase and teacher resources will be expanded/broadened. Engagement through technology offers opportunities for a more rigorous classroom environment.

**Point Person** Christopher Roberts (christopher.roberts@polk-fl.net)

##### Action Step

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

**Description** Bartow Middle School Technology Department with help from the Title 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 student laptop carts.

Teachers and staff will be trained by District Level technology staff and attend conferences to build capacity in the area of using technology in the classroom for instructional purposes.

**Person Responsible** Barbara Murren (barbara.murren@polk-fl.net)

##### Plan to Monitor Effectiveness

Requisitions documenting technology purchases.

**Description** 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 technology manager at Bartow Middle School. The plan is for the student laptops to be contained in laptop carts. These carts will be checked out and housed in core academic classrooms for student use.

Use of technology in the classrooms will be monitored via platform assessments from the prescribed programs such as Achieve3000, Imagine Math, Turnitin.com, district assigned assessments, STAR Reading and Math, teacher formal and informal assessments, Credit Recovery, Edgenuity, etc.

**Person Responsible** Barbara Murren (barbara.murren@polk-fl.net)

<b>Activity #2</b>	
<b>Title</b>	Teacher Engagement
<b>Rationale</b>	If we nurture teacher engagement in the school student academic proficiency will improve as measured by FSA and EOC student achievement and teacher retention data.
<b>Intended Outcome</b>	Increase student achievement in all component cells of the school grade (FSA and EOC). We will see an increase in teacher and staff retention each year by building capacity and culture that will increase the school grade.
<b>Point Person</b>	Christopher Roberts (christopher.roberts@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<p>After attending the Ron Clark Academy Bartow Middle School will begin to implement the following strategies:</p> <ul style="list-style-type: none"> <li>-teacher leaders will have model classrooms and train other teachers</li> <li>-BMS 25 Essentials</li> <li>-implement House teams to build culture, collaboration and engagement school-wide</li> <li>-infusion of technology in every classroom</li> </ul> <p>Professional development with a focus on creating teacher efficacy:</p> <ul style="list-style-type: none"> <li>-Teaching Like a Pirate book study on learning strategies for creating engaging lessons</li> <li>-When Teaching Gets Tough book study with a focus on teaching diverse populations</li> <li>-Who Moved My Standards book study with focus on rigorous tasks</li> </ul> <p>For the school year 2018-2019 we want teachers/adminstration to build professional capacity by:</p> <ul style="list-style-type: none"> <li>-attending various Professional Development /conferences for core academic/elective teachers</li> <li>-staff retreat for team building activities, cultivating a positive school climate, and teacher retention</li> </ul>
<b>Person Responsible</b>	Katie Shytle (katie.shytle@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Teacher retention at the end of the 18-19 school year will increase, classroom walk-throughs, student climate survey, lesson plans, progress monitoring data (school and district)
<b>Person Responsible</b>	Christopher Roberts (christopher.roberts@polk-fl.net)

<b>Activity #3</b>	
<b>Title</b>	Collaborative planning and Professional Learning Communities
<b>Rationale</b>	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.
<b>Intended Outcome</b>	Student achievement and rigor of lessons should increase due to the additional opportunities for teachers to plan.
<b>Point Person</b>	Katie Shytle (katie.shytle@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<p>The Assistant Superintendent of Human Resources, with the help of district stakeholders, will develop the MOU incorporating the language for teachers to have additional collaborative planning/professional learning time in the summer and/or before/after contract hours.</p> <p>The Principal of Bartow Middle School, with help for Professional Development, will provide ongoing, job-embedded professional development on a continuing basis by academic coaches, Technology Coaches, Network Manager, and PCSB District School Technology. Ongoing job-embedded trainings will be provided one-on-one and in group settings. The trainings will be offered before, during, and after-school settings; along with PLC times. Throughout the year, all teachers will attend and will learn research-based practices that increase student engagement and achievement.</p>
<b>Person Responsible</b>	Katie Shytle (katie.shytle@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
	Academic Coaches will provide on-going support to teachers. These coaches will build a foundation of trust necessary for effective collaboration.
<b>Description</b>	<p>In accordance with the approved MOU the teachers will be compensated accordingly.</p> <p>Classroom observations will demonstrate coach modeling and teacher implementation of improved strategies.</p>
<b>Person Responsible</b>	Katie Shytle (katie.shytle@polk-fl.net)

**Activity #4**

<b>Title</b>	Articulation
<b>Rationale</b>	By reaching down into the elementary school and the up into the high school we will do a better job of making sure all of our students are prepared for the next grade level. Best practices indicate that when leaders open up lines of communication with feeder schools, school leaders and teachers do a better job of working together to improve transitions and raise student achievement.
<b>Intended Outcome</b>	Raise student achievement by exposing students and teachers to the next level of educational transition.
<b>Point Person</b>	Christopher Roberts (christopher.roberts@polk-fl.net)

**Action Step**

The Principal of Bartow Middle School will coordinate articulation across the grade levels at Bartow Middle School.

The Principal of Bartow Middle School will work with District Level Staff to have a high school teacher teach one period of Math at Bartow Middle School. This will help increase collaboration between Bartow Middle School and Bartow High School (Summerlin and Bartow IB).

<b>Description</b>	Bartow Middle School will conduct 5th grade articulation visits with 6 feeder elementary schools to showcase core content areas, electives, and extracurricular clubs/activities.
	Bartow Middle School will host a Summer Academy for incoming 6th graders to expose the students to the various elective courses. This exposure will allow the electives to showcase their area of focus and allow students to choose their course of progression through the Pre-Academies at Bartow Middle School. Our Pre-Academies are aligned with many of the Academies at Bartow High School.

<b>Person Responsible</b>	Christopher Roberts (christopher.roberts@polk-fl.net)
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**Plan to Monitor Effectiveness**

<b>Description</b>	Compile and analyze student academic proficiency data with the help of the district evaluator.
<b>Person Responsible</b>	Christopher Roberts (christopher.roberts@polk-fl.net)

<b>Activity #5</b>	
<b>Title</b>	Pre-Academies
<b>Rationale</b>	By implementing Pre-Academies, we will expand our current educational opportunities, accelerate our middle school students, and have better articulation K-12 in our local schools.
<b>Intended Outcome</b>	We will accelerate our middle school students in core content areas and our Pre-Academies in order to prepare them for success in high school. This success will lead to increased high school graduation rates.
<b>Point Person</b>	Christopher Roberts (christopher.roberts@polk-fl.net)
<b>Action Step</b>	
	Bartow Middle School will maintain our current Pre-Academies and continue to work to align with the academies at our local high school such as: -Criminal Justice -Medical Skills -Agriculture -Fine/Performing Arts -Business
<b>Description</b>	<p>Bartow Middle School Principal will review and modify the master schedule to maximize ambitious instruction. We will provide additional curriculum materials for Pre-Academis, remediation, and acceleration.</p> <p>Bartow Middle School administration will ensure that all students are enrolled in the correct courses. It is imperative that students are in the appropriate classes with acceleration and/or remediation as the focus.</p> <p>Utilize Title I to fund additional support through DESF.</p>
<b>Person Responsible</b>	Christopher Roberts (christopher.roberts@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Student attendance during extended year will be monitored and collected for documentation.</p> <p>Compile and analyze data on stakeholder satisfaction with curriculum options.</p>
<b>Person Responsible</b>	[no one identified]

**Activity #6**

**Title** Core Academic Proficiency

**Rationale** Increase the proficiency rate in each core academic area.

**Intended Outcome** The more students that are proficient will lead to higher acceleration rates, increase school grades, and help prepare students for high school and high school graduation rate.

**Point Person** Christopher Roberts (christopher.roberts@polk-fl.net)

**Action Step**

Seek and retain highly qualified teachers in core content areas.

Provide opportunities to collaboratively plan for rigorous standards based instruction to increase student engagement.

**Description** Provide opportunities for core academic support in the form of tutoring, academic boot-camps, and Saturday Academies.

Parent nights focusing on ELA/Reading, Science, Math, and Social Studies.

Quarterly student data chats.

**Person Responsible** Christopher Roberts (christopher.roberts@polk-fl.net)

**Plan to Monitor Effectiveness**

Frequently monitor and analyze student progress monitoring/assessment data during planning and PLC's.

**Description** Parent evaluations

Student grades and attendance

Teacher retention at the end of the school year

**Person Responsible** Christopher Roberts (christopher.roberts@polk-fl.net)